

MIGRANT DREAMS



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MIGRANT DREAMS

Directed by Min Sook Lee

2016 | Canada | 88 min

TEACHER'S GUIDE

This guide has been designed to help teachers and students enrich their experience of *Migrant Dreams* by providing support in the form of questions and activities. There are a range of questions that will help teachers frame discussions with their class, activities for before, during and after viewing the film, and some weblinks that provide starting points for further research or discussion.

The Film

When Umi and Dwipa left Indonesia to work in an Ontario greenhouse as part of Canada's Temporary Foreign Worker Program, they hoped the jobs would provide the opportunity and income for a better life. They didn't expect that fixers and false promises would lead to deception and exploitation. Sadly, their story is not uncommon. What makes them unique is their courageous choice to speak up and fight back. Their faith in justice and their drive to break free from illegal debt-bondage exposes a dysfunctional system where unscrupulous brokers operate with impunity. While Dwipa risks losing his job, he finds love with a female co-worker, Rahmi, and they make plans to marry—something that would have been more complicated in their shared homeland. Min Sook Lee continues to speak truth to power with her commitment to providing a voice to the silenced, fulfilling documentary's capacity as a powerful tool for social change. Alexander Rogalski

Source: <http://www.hotdocs.ca>

The Filmmaker

An award-winning filmmaker with a diverse and prolific portfolio of multimedia work, director Min Sook Lee has directed numerous critically acclaimed social documentaries, including: *My Toxic Baby*, Donald Brittain Gemini winner *Tiger Spirit*, Hot Docs Best Canadian Feature winner *Hogtown*, Gemini nominated *El Contrato*, *Badge of Pride* and Canadian Screen Award winner *The Real Inglorious*. Min Sook is also an assistant professor at OCAD University where she teaches art and social change. Min Sook is a recipient of the Cesar E. Chavez Black Eagle Award for *El Contrato*'s impact on the rights of migrant workers, and Canada's oldest labour arts festival, Mayworks, has named the Min Sook Lee Labour Arts Award in her honour. More recently, in 2016, she was awarded the Alanis Obomsawin Award for Commitment to Community and Resistance. In 2016, Min Sook released *Migrant Dreams*, a powerful feature documentary that exposes the under-told story of migrant agricultural workers struggling against Canada's Temporary Foreign Worker Program (TFWP), where foreign workers are treated as modern-day indentured labourers. Its premiere at the 2016 Hot Docs festival garnered praise, elicited standing ovations and was ultimately selected as a coveted Top 10 Audience Choice film at the festival.

Educational package written and compiled by Riisa Walden
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VIEWING THE FILM WITH STUDENTS

The following three sub-sections are intended to provide you with a range of Pre-Viewing, Viewing and Post-Viewing activities. They are followed by a set of questions based upon the film's larger thematic domains, some follow-up questions and quotations, sample curricular outcomes and a page of weblinks for further investigation.

Pre-Viewing Activities

Watch the trailer for Migrant Dreams (<http://www.migrantdreams.ca/synopsis>). Based on the trailer, have the class make a list of all the themes students predict may emerge in the film. Discuss how effective/affective the trailer is as a media text. What emotions does it elicit in the viewer? What aspects of the trailer make you want to watch the film?

Divide students into pairs or small groups to discuss the subject of the film. Ask them to make a list of everything they know or believe about migrant workers.

As a class, search "Fact Sheet Temporary Foreign Worker Program" on the Government of Canada website (<https://www.canada.ca>). Read the fact sheet together, and as a group, make a list of details about the program provided by the federal government.

Have students research the situation of migrant workers in other countries around the world to gain a global perspective before viewing the film.

Viewing Activities

Have students complete the PBS viewing guide on documentaries (<http://www.pbs.org/pov/docs/Copies%20of%20Viewing%20Guide.pdf>). Students can revisit their completed documents as a Post-Viewing Activity.

Have students jot down three to five ideas for discussion, or questions that the film raises in their minds. As an Extension and/or Post-Viewing Activity, students can enter their questions into an online response or polling system and can vote on the questions or issues they would like to explore in further detail. Encourage students to use multiple levels of Bloom's Taxonomy.

Have students write a list of descriptions documenting the living and working conditions of migrant workers seen in the film.

Have students take notes about one migrant worker in the film who most stands out for them. Following the film, students can share which individual stories impacted them the most and why.

Post-Viewing Activities

Return to the list made by the class as part of the Pre-Viewing Activities, which recounted details about the Temporary Foreign Worker Program provided by the federal government. Now have the class make a second list based on insights gained from the film. Include on the list information workers and the public may want to know that the government does not communicate about the program on their website.

Discuss with students their initial reactions to the film and the conditions experienced by temporary foreign workers. Discuss whether students were surprised by anything they saw in the film and whether they were aware of this labour situation in Canada.

If you had students research the situation of migrant workers in other countries around the world as a Pre-Viewing Activity. After viewing the film, have students compare the situation in Canada to similar labour situations globally.

The film introduces several people working with activist groups on behalf of migrant workers. Have students explore some of these groups listed in the resources section of the film's website (<http://www.migrantdreams.ca>). What is each group's mission? How do they help migrant workers? What is each group's history? Are there any noteworthy events or actions being taken by the various groups to support migrant workers?

Have students do a free-writing exercise based the topic of labour rights. Use the following free-writing prompt: What are labour rights? Why are they important? What should they include? Are there different rights needed for different kinds of work? Use these questions as a starting point and write whatever comes to mind. Rules for free-writing: write for a set amount of time (between two and five minutes); do not stop writing; do not rush, but also do not go too slowly; do not cross anything out or fix your writing; ignore grammar and spelling rules and just allow your ideas to flow freely; if you do not know what to write, write "I don't know what to write" until another idea comes to mind.

Have students participate in a Socratic discussion on the film. Guidelines for Socratic discussions can be found here: <http://www.authenticeducation.org/documents/WhatSeminar04.pdf>

During the film, one of the migrant workers, Nanik, speaks by phone to her husband, daughter Amel and son Reza back in Indonesia. Her husband says "I think of you, Nanik, and I don't know what to do. I keep wondering what we're searching for in life. Why live like this? Isn't it better to accept life as it is? We have to think about when we can be together again. That's my plan, that's what I want." In the following scene a community activist expresses her sympathies to a group of female migrant workers who are away from their children for such long periods of time. Ask students to imagine what it must feel like to live separated from loved ones for extended periods of time under these circumstances. Have students write a letter to an imagined family member living as a migrant worker.

Have students do a Google search for pictures of migrant workers in Canada. Have each student share an image he or she found, describing to the class why this image stood out to them and how it relates to or adds to what they have seen in the film.

Have students complete an exit note. The note should contain one idea that demonstrates what they learned from the film, as well as one question that they still have about the topic.

Hold a class debate with one side taking the perspective of activists and migrant workers and the other taking the side of the Canadian government and farmers.

Based on the information they have learned in the film, have students write a news report about the Temporary Foreign Worker Program and the concerns raised by workers and community activists.

Many activist groups that support migrant workers run awareness-raising campaigns and events. Have students work as a group to come up with an original campaign or event. Have each group think of a name for their group and design a poster for their campaign or event.

Have students write a film review for *Migrant Dreams*. If you choose, you can have students post their review online.

WEBSITES AND ONLINE RESOURCES

About the Film

<http://www.migrantdreams.ca>

Facebook: <https://www.facebook.com/MigrantDreams/>

Additional Resources

CBC: Amber Hildebrandt's article "How Canada Became Addicted to Temporary Foreign Workers" provides a brief overview of the ongoing development of the Temporary Foreign Worker Program in Canada.

<http://www.cbc.ca/> Type the title of the article into the search function of the website.

Government of Canada: Students can use the federal government's website to explore the official policies of the Canadian government relating to the Temporary Foreign Worker Program.

<https://www.canada.ca/> Type the name of the program into the search function of the website.

Justicia for Migrant Workers (J4MW): Students can explore this activist group's campaign Harvesting Freedom, which draws attention to the 50th anniversary of the migrant farmworker program in Canada.

<https://harvestingfreedom.org>

Migrant Dreams: The film's website offers a host of additional resources that students can explore including newspaper articles, interviews, reports and information about organizations that support migrant workers.

<http://www.migrantdreams.ca/> Click on Resources.

No One Is Illegal: Students can explore this activist organization's support of various causes relating to Canadian immigration, including support for migrant workers.

<http://toronto.nooneisillegal.org/> Click on Status for All, then Migrant Workers.

TED: Economist Dilip Ratha's talk "The Hidden Force in Global Economics: Sending Money Home" explores the common situation of migrant workers sending remittances home to support family through their work abroad. He discusses the importance of remittances in relation to the economies of developing countries and other sources of wealth in those countries, including foreign aid.

<http://www.ted.com/> Type the title of the talk into the search function of the website.

The Globe and Mail: Sunny Dhillon's article "Union Calls for Review of Temporary Foreign Workers Program" offers another perspective on temporary foreign labour in Canada's construction industry, another sector where temporary foreign workers are employed.

<http://www.theglobeandmail.com/> Type the title of the article into the search function of the website.

The Globe and Mail: The article "Don't Copy America: Canada Needs Fewer Guest Workers, More Citizens" makes a comparison between migrant workers in the United States and the increasing use of temporary foreign workers in Canada.

<https://www.google.ca/> Type the title of the article into a Google search.

The Hamilton Spectator: Carmela Fragomeni's article "New Program Gets Rolling to Offer Safe, Free Transportation for Migrant Farm Workers" introduces students to the difficulties migrant workers experience in getting around rural Ontario. While programs like the one featured in the article can be helpful for facilitating transportation, bike fatalities for migrant workers have also gained more attention in the media.

<http://www.thespec.com/hamilton/> Type the title of the article into the search function of the website.

Time: The magazine's "Bitter Harvest: LIFE with America's Migrant Workers, 1959" by Ben Cosgrove includes more than 40 photographs of migrant workers in the United States, taken by Michael Rougier for *LIFE* magazine in the 1950s. Most of the photographs were not published at the time. They offer students a historical snapshot of life as migrant worker.

<http://time.com/> Type the title of the article into the search function of the website.

Toronto Life: "Fields of Dreams" by Janie Ginsberg and Nicole Thompson offers intimate portraits through photography and biographical sketches of four temporary migrant workers in Ontario.

<http://torontolife.com/> Type the title of the article into the search function of the website.

EXTENSION ACTIVITIES

Questions for Pre-Viewing or Post-Viewing Activities

Before viewing the film: Do you know that Canada employs temporary foreign workers? If so, what do you know about these workers? Why do you think these workers are needed in Canada? After viewing the film: What do you think now about Canada's use of temporary foreign workers? Has the film made you think differently about the concept of local agriculture?

The film mentions that since 2006 the number of temporary workers in the country under the provisions of the Temporary Foreign Workers Program has "exceeded the number of immigrants granted permanent resident status" in Canada. What is your opinion of this shift in how and for what reasons people from other countries come to Canada?

Based on what you have seen in the documentary, what are some of the poor living and working conditions experienced by migrant workers in Canada?

Why do many of the temporary foreign workers and people advocating for their rights report being afraid? What are the various reasons why migrant workers featured in the film, like Nanik, Umi, Rahmi, Dwipa and Warren, as well as an activist like Cathy, express fear?

Chris from the group Justice for Migrant Workers suggests that farmers and agricultural companies that use temporary migrant labour depend on the "disposability" of the workers. What does his choice of wording suggest about how the workers are treated or thought of? According to him, and based on what you have seen in the film, why would this be important to employers?

Two of the migrant workers in the film, Dwipa and Rahmi, get married in a same-sex union while living and working in Ontario. Their personal story deviates slightly from the main topic of the film. Why do you think the filmmaker opted to include this as part of the documentary? What does it add to the film?

What is the role of the recruiter in relation to the temporary foreign workers in Canada and the farmers who employ them?

Knowing some of the working and living conditions of these workers, what could a Canadian citizen do if he or she were working in similar conditions which would not be possible for temporary foreign workers?

What kinds of revisions could be made to the Temporary Foreign Worker Program to make it a better program for workers?

Many Canadians do not know that temporary foreign workers are employed in many employment sectors in Canada. Why do you think this is the case? Do you think that the "invisibility" of these workers is at all intentional?

The title of the film is *Migrant Dreams*. What are some of the dreams that workers have when they come to Canada?

What are some of the motivations that drive community activists to work with migrant workers in Canada?

An anonymous migrant worker in the film says, "You come here, with a visa and everything, thinking that you'll have the same rights as Canadians. But how can they say we're the same? It's about rights and obligations." What are some of the rights and obligations that he might be referring to?

QUOTATIONS FROM THE FILM TO EXPLORE

1. *"The women pay \$6,500 to come from Indonesia, and 30 per cent approximately of their payment of their gross pay... per week... is picked up by two people. They're paying back the loans that they took in order to come to Canada. They're all ready to resist, but they need to know that they are not going to lose their jobs. Two workers stopped paying and were fired. So that stood as an example that if you don't pay, you're going to get fired. Of course they say, 'If we lose our job, then we still have this debt back home to pay. What will we do?'"* Cathy, community activist
2. *"Housing is a huge problem for migrant farm workers. The workers can't complain about the housing because then they could lose their jobs."* Evelyn, Justice for Migrant Workers
3. *"Our laws treat people differently. People are indentured, which means people are tied to an employer. They pay into unemployment insurance but cannot receive access to it. They cannot have access to welfare or any form of social assistance. The provincial laws and federal laws are what constructs migrant workers' vulnerability."* Chris, Justice for Migrant Workers
4. *"My mother isn't from a rich family. She taught me to not rely on sympathy from others. You have to work hard, because money doesn't fall from the sky. She's relieved that I'm here in Canada. The money I make is to help my mom out. Nobody wants to live a hard life. I may live a hard life now, but I have plans for my future. I won't stay in Leamington forever. I have to work hard to pay off my debt, and to save something."* Umi, migrant worker in Leamington, Ontario
5. *"Rent, \$30. Every week, \$30 for rent. I don't live there anymore, so why is the company still taking this deduction? I asked to meet with the boss and made an appointment, but he refused to see me. It's weird. This is Canada, but the company makes us pay, even though we don't live there."* Umi, migrant worker in Leamington, Ontario
6. *"When I spoke up for my rights, my contract was terminated. They call us names. They call us very bad names. They call us, monkeys, you know? And I was the only person who stood up and said we cannot accept that kind of name. And when I did that, I automatically got fired. And I filed a case. One of the first persons who ever won a case like that in Canada."* Adrian, former migrant worker
7. *"We care where they're from. We care what they look like. We care because they are not 'us.' If they were coming from England, if they were coming from Australia, if they were coming from the United States, nobody would say 'boo.'"* Anonymous commentator
8. *"They spray in the morning, and by lunch time they reap. By 12 o'clock you come in the range, the plants are still wet with chemical. What they did at one point was to get the garbage bag, punch a hole in the middle, and two at the side, and you put that over you. Your arm is exposed. And you pick, and you come out wet, dripping wet.... And if you tell them that you're not doing something, is like a bully mentality, 'You have to do it. It's either you do it, or you can go back to Jamaica.'"* Carlous, migrant worker in Essex County, Ontario
9. *"People say [Canada] is a lawful country, but where I work, it's just like Indonesia."* Dwipa, migrant worker in Leamington, Ontario
10. *"The federal government has not provided any support centres, any places where migrant workers can go and say, 'What is happening? What are my rights?' So they're really left at the mercy of employers, and I think that this is by design. I don't think that it's just an oversight, it's a misstep, the government hasn't thought about it. I think their vulnerability is constructed. This is just one of the groups that we happened to meet. They're not special. They're not unique. And there are multiple, hundreds and hundreds of stories, similar stories out there. It's not hard to find. It's all around this area, all through this program. I'm disgusted with the program. I want to think of Canada like the Canada of my youth and a Canada of hope and a Canada of justice and a Canada of promise and a Canada of access... and I really want to cling to that, and I feel so, so sad that I can't."* Cathy, community activist

11. *"The concern is that since 2008 these programs have expanded and they have replaced Canada's preference for immigrants. And it really pains me when I read all of these awful comments online about 'They should go back to where they came from,' 'Temporary foreign workers are taking away jobs.' You know, Canada is known as a country of immigrants and these programs are a reflection of how Canada is changing from an immigrant nation to a migrant nation of disposable peoples."* Evelyn, Justice for Migrant Workers
12. *"Every person has a different story. And every person has a dream. We've been given empty promises, but now we're fighting back. Maybe the companies will be more careful when they hire migrant workers. A lot of people back home think that once you work abroad, life is much easier. I want them to know that life abroad is very different than what they have in mind."* Dwipa, migrant worker in Leamington, Ontario

CULMINATING ACTIVITY: SPREADING THE WORD ABOUT MIGRANT WORKERS

Work in a group of three or four students to come up with a short (approximately five minutes) presentation that will inform others about the Temporary Foreign Worker Program and the lives of migrant workers in Canada.

Your presentation should include information you learned from the film, as well as additional information you have found through online research. You should also use some kind of well-designed visual aid to support your presentation.

Each person in your group should play an equal role in the presentation.

Optional: After all groups have presented, the teacher and/or class may choose one group to present to the school as a whole, if the opportunity is available.

ACTIVITY RUBRIC: SPREADING THE WORD ABOUT MIGRANT WORKERS

Knowledge/Understanding

Concepts	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5.0	
Understanding migrant worker perspectives and the Temporary Foreign Worker Program	Student demonstrates limited understanding of migrant worker perspectives and the Temporary Foreign Worker Program	Student demonstrates some understanding of migrant worker perspectives and the Temporary Foreign Worker Program	Student demonstrates a good understanding of migrant worker perspectives and the Temporary Foreign Worker Program	Student demonstrates exceptional understanding of migrant worker perspectives and the Temporary Foreign Worker Program	/5

Thinking/Inquiry

Research	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5.0	
Ability to select appropriate information to include in a presentation to engage and inform an audience	Student demonstrates a moderate ability to select appropriate information to include in a presentation to engage and inform an audience	Student demonstrates a moderate ability to select appropriate information to include in a presentation to engage and inform an audience	Student demonstrates a considerable ability to select appropriate information to include in a presentation to engage and inform an audience	Student demonstrates an outstanding ability to select appropriate information to include in a presentation to engage and inform an audience	/5

Application

Report	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5.0	
Applying the research process	Student shows a novice ability to apply research skills to find information on a given topic	Student shows a satisfactory ability to apply research skills to find information on a given topic	Student shows a considerable ability to apply research skills to find information on a given topic	Student shows an advanced ability to apply research skills to find information on a given topic	/5

Communication

Debate	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5.0	
Use of effective presentation strategies	The student has considerable difficulty presenting information orally and engaging his/her audience; the student makes limited use of a visual aid	The student has some challenges presenting information orally and engaging his/her audience; the student makes satisfactory use of a visual aid	The student presents information orally in a clear and engaging manner; the student makes good use of a visual aid	The student presents information orally in an exceptionally clear and engaging manner; the student makes skillful use of a visual aid	/5
					/5

Comments:

Total: ____ /25

EXAMPLES OF CURRICULUM EXPECTATIONS

COURSE	OVERALL EXPECTATIONS
Grade 7 & 8 Language	<ul style="list-style-type: none"> • listen in order to understand and respond appropriately in a variety of situations for a variety of purposes. • use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes. • demonstrate an understanding of a variety of media texts. • identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.
Grade 9-12 English	<ul style="list-style-type: none"> • use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes. • demonstrate an understanding of a variety of media texts. • identify some media forms and explain how the conventions and techniques associated with them are used to create meaning. • create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques.
Grade 9 Issues in Canadian Geography	<ul style="list-style-type: none"> • analyze selected national and global population issues and their implications for Canada. • describe the diversity of Canada's population, and assess some social, economic, political and environmental implications of immigration and diversity for Canada. • analyze issues relating to the sustainability of human systems in Canada.
Grade 10 Canadian History Since World War I	<ul style="list-style-type: none"> • describe some key social, economic and political events, trends and developments in Canada between 1945 and the present, and assess their significance for different groups in Canada. • analyze some key experiences of and interactions between different communities in Canada, as well as interactions between Canada and the international community from 1945 to 1982, and the changes that resulted from them. • analyze how significant events, individuals and groups, including Aboriginal peoples, Québécois and immigrants, contributed to the development of identity, citizenship and heritage in Canada between 1945 and 1982. • analyze some significant interactions within and between various communities in Canada, and between Canada and the international community, from 1982 to the present, and how key issues and developments have affected these interactions. • analyze how various significant individuals, groups, organizations and events, both national and international, have contributed to the development of identity, citizenship and heritage in Canada from 1982 to the present.
Grade 12 Canadian and World Issues	<ul style="list-style-type: none"> • analyze the causes and effects of economic disparities around the world. • compare the cultural, economic and political aspirations of selected groups and the effects of their actions on local, national and global geographic issues. • analyze the impact of selected global trends on people and environments at the local, national, and global level.
Grade 12 World Geography	<ul style="list-style-type: none"> • explain the influence of social, political, cultural, economic and environmental factors on human environments and activities. • explain the causes and effects of human migrations. • analyze various types of regional economies to determine the causes of regional economic disparities. • assess the effectiveness of measures to alleviate regional economic disparities and resolve conflicts related to them.

Grade 11 Canadian History and Politics Since 1945	<ul style="list-style-type: none"> • analyze the influence that recently arrived and more established peoples and cultures have had on Canadian society since 1945. • assess the role of social justice in Canada's diverse society since 1945. • explain how global economic and environmental forces have affected Canadians since 1945. • assess key ways in which Canadian society has changed since 1945. • analyze continuing issues, concerns and strengths in Canadian society since 1945. • evaluate how well post-World War II Canada fits the description of an open, equitable, democratic society. • analyze changes in the Canadian economy since 1945.
Grade 12 Canada: History, Identity and Culture	<ul style="list-style-type: none"> • assess changes in Canada's rural-agricultural and urban-industrial communities. • analyze the evolution of citizenship in Canada. • evaluate the claim that Canada is a just society, by examining issues related to human rights. • assess the efforts of popular movements to reform Canadian society.
Grade 11 Understanding Canadian Law	<ul style="list-style-type: none"> • describe historical and contemporary barriers to the equal enjoyment of human rights in Canada. • describe the rights and freedoms enshrined in Canadian law and explain how they are interpreted, how they may be limited and how they are enforced in Canada and in Ontario.
Grade 12 Canadian and International Law	<ul style="list-style-type: none"> • describe the relationship between law and societal values. • assess the influence of individual and collective action on the evolution of law. • analyze the legal process, legal systems and sanctions used to protect the rights of the employer and the employee in the workplace.
Grade 11 Canadian Politics and Citizenship	<ul style="list-style-type: none"> • explain power relationships among individuals, groups and governments. • describe the extent to which political and economic systems and institutions in Canada meet people's needs and promote the common good. • explain how political ideologies and the political spectrum in Canada influence debates on current issues.
Grade 11 Equity, Diversity and Social Justice	<ul style="list-style-type: none"> • explore topics related to equity, diversity and/or social justice, and formulate questions to guide their research. • demonstrate an understanding of the dynamics of power relations in various social contexts. • demonstrate an understanding of the impact individual action can have on equity, social justice and environmental issues, and of how the media can create awareness of these issues. • describe challenges faced by various racial, cultural and national communities in Canada and the contributions these communities have made to this country. • demonstrate an understanding of a range of historical and contemporary Canadian equity and social justice issues. • demonstrate an understanding of how social activism can be used to support equity and social justice objectives. • design, implement and evaluate an initiative to address an equity or social justice issue.
Grade 12 Equity and Social Justice	<ul style="list-style-type: none"> • demonstrate an understanding of a range of perspectives on, and approaches to, equity and social justice issues, and of factors that affect inequity and social injustice. • analyze, in historical and contemporary contexts, the dynamics of power relations and privilege as well as various factors that contribute to power or marginalization. • assess the impact of media and popular culture on equity and social justice issues. • analyze a range of historical and contemporary equity and social justice issues and the impact of economic and environmental factors on these issues. • evaluate the contributions of individuals and groups and/or movements identified with specific aspects of the struggle for equity and social justice. • compare policies, strategies and initiatives used by various groups, including indigenous peoples and women, to address equity and social justice issues in a variety of jurisdictions. • design, implement and evaluate an initiative to address an equity or social justice issue.

Grade 12 Challenge and Change in Society

- demonstrate an understanding of how various social structures and conditions support or limit global inequalities.
- assess the impact of globalization on individuals and groups.
- analyze the impact of unfair or unjust exploitation of people or resources, locally and globally.

The Overall Expectations listed above are from the *Ontario Curriculum*. Complete course descriptions, including all Overall and Specific Expectations can be found at: <http://www.edu.gov.on.ca/eng/teachers/curriculum.html>