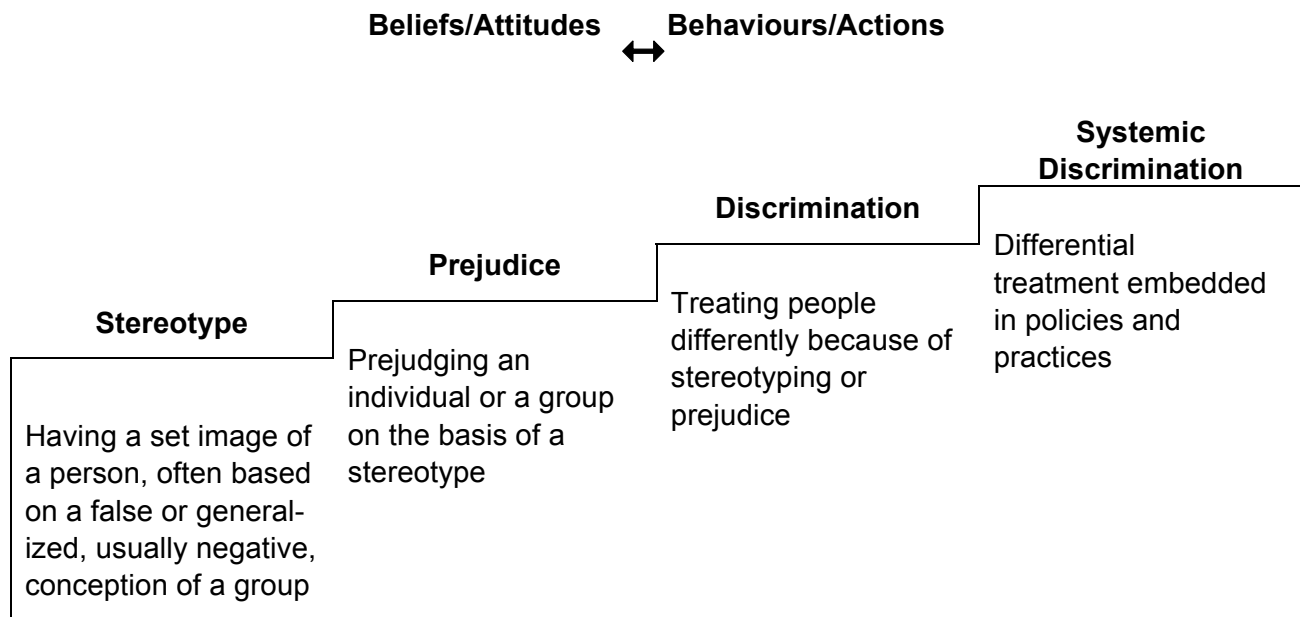


The graphic below illustrates the relationships between beliefs/attitudes and behaviours/actions.

Stereotypes and prejudice can lead to discrimination, and discrimination can help to perpetuate stereotypes and prejudice.



From Ontario Human Rights Commission document—*Supporting Bias-Free Progressive Discipline in Schools* © 2013, p. 13, Ministry of Education website at www.ontario.ca/education © Queen's Printer for Ontario

Discrimination involves treating someone unfairly based on factors such as age, ethnic origin, religion, gender, or disability, and resulting in disadvantage or harm to that person. This result may be intended or accidental, but it qualifies as discrimination in either case. Discrimination might involve obvious and direct action or it might involve more subtle practices that disadvantage or harm individuals or groups.

The Why We Came

- What does the narrator mean when he says “Been scared so long / Don’t know any other normal”?
- What is the narrator talking about when he refers to “the stomping of boots / And the banging at the door / In the middle of the night”? What inferences can you make?
- Why would the narrator feel guilty that he and his family escaped from Iraq?

When We First Came

- What words would you use to describe how the narrator is feeling in this section? Why does he feel these emotions?

Who We Are

- What clues in this chapter suggest that the narrator is having trouble adjusting to life in his new country?
- The narrator reads the “big fat book” to make it look like he’s not jealous. What is he jealous of? Why? Do you think he chooses a good strategy for dealing with this situation? Why or why not?

Carlos and Marley

- In this chapter, where do you see the narrator successfully coping with challenges? What does he do to cope with each challenge?

Bacon and Weirdness

- What events and situations cause the narrator to feel stress in this section? How does he try to cope with each one?
- On page 18, the narrator says, “if you try to give / Any sort of explanation / They think you’re on the side of the terrorists.” Why would people think this?

In the TV Store

- The shoppers don't realize that the narrator and his family are laughing at the cartoon. What might be another reason why the shoppers think the narrator and his family are laughing at the attack?
- The narrator copes with his anger by writing a poem for Carlos and Marley. What do you predict he wants to tell them? Why do you think so?

Not Guilty

- This section presents the poem the narrator writes to Carlos and Marley. What emotions did you feel while reading this poem? Why did you feel those emotions?

Done

- After the bombing at the race, Carlos and Marley react very differently to the narrator than the shoppers did earlier. How would you explain these two very different reactions?

Name: _____

Read the strategies for managing stress. Put a check mark beside the strategies you have used.

- _____ Do some deep breathing or try another relaxation exercise.
- _____ Talk to a friend or trusted adult or write in a journal to express your thoughts and feelings and help you “get things off your chest.”
- _____ Do something you enjoy.
- _____ Do something that is a normal part of your routine, such as taking out the garbage or straightening up your room.
- _____ Take a warm, soothing bath or shower to relax.
- _____ Listen to your favourite music, play an instrument, sing, or dance.
- _____ Watch a funny video or trade jokes with a friend.
- _____ Get some exercise, such as walking, swimming, or playing catch.
- _____ Look after some small tasks that are on your “to do” list.
- _____ Think positive thoughts. Consider difficult situations as opportunities to learn and grow.
- _____ Make sure you are getting enough sleep during times of stress.
- _____ Play with a pet if you have one—or play with a friend’s pet.

Based on SAMHSA, “Dealing with the Effects of Trauma: A Self-Help Guide.” pp. 5–6

List any other strategies you find helpful for managing stress.

Dear Parents/Caregivers,

As part of our learning about literacy and mental health, we have been using a series titled *Well Aware* that combines engaging texts written by award-winning Canadian authors with lessons that connect to strategies students can use on a daily basis to manage stressful situations.

One of these texts, titled *Not Guilty*, tells the story of a boy who immigrates to Canada with his family to escape the Iraq War. The boy copes with the challenge of adjusting to a new school by finally making two friends in his class. When the media covers attacks by Muslim terrorists, the boy experiences prejudice from people who assume that he and his family support the attacks because they are Muslim. He fears that he will lose his new friends, thinking that they, too, will react to him with prejudice after the terrorist attacks. When he returns to school, he is relieved to find that his friends still see him as an individual and do not show any prejudice towards him.

As students work with the text, they explore the issues of stereotypes and prejudice. They learn about the importance of seeing people as individuals and the harm that can be done by applying negative stereotypes to people and making judgments about them that are not based on their individual characters.

Recognizing and valuing cultural heritage contributes to a person's sense of identity and sense of well-being. To help your child understand and value his or her cultural heritage, you could

- talk about your family's cultural background
- point out ways in which your family life reflects your cultural heritage (for example, foods, traditions, celebrations, and customs)
- explain what your cultural heritage means to you
- talk about how everyone has the right to be treated fairly

As part of our team, thank you for connecting with us concerning this important topic, and please feel free to contact me if you would like to discuss this work further.

Sincerely,