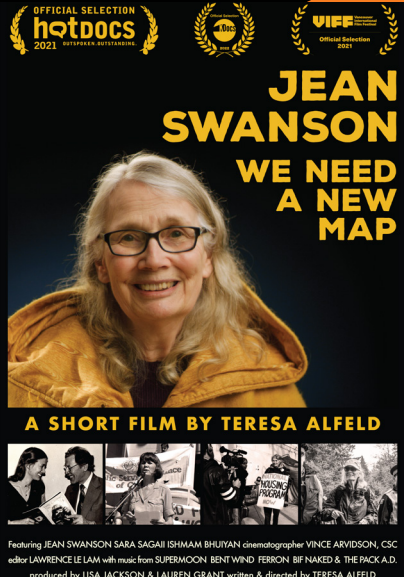
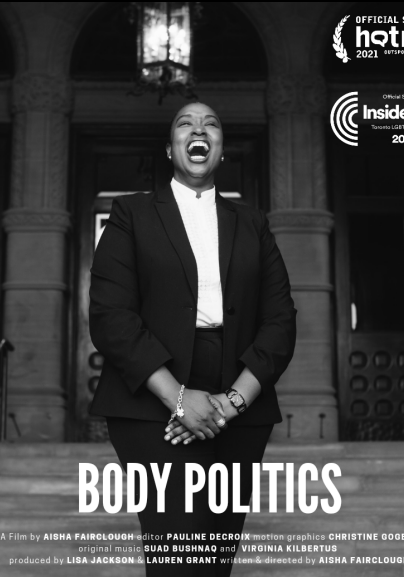


hotdocs presents

# CITIZEN MINUTES



# COMMUNITY ENGAGEMENT TOOLBOX

democratic engagement **exchange**  
 at Toronto Metropolitan University

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# INTRODUCTION

## About The Citizen Minutes Series

Citizen Minutes is a short documentary collection commissioned by Hot Docs, that highlights ordinary Canadians doing extraordinary things to make their communities better places. The series inspires interest and engagement in local communities and Canada's democracy by exploring and celebrating citizens changemakers across the country.

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

 [@hotdocs](https://twitter.com/hotdocs)

 [@hotdocsfestival](https://www.facebook.com/hotdocsfestival)

 [@hotdocs\\_](https://www.instagram.com/hotdocs_)

## Themes by Film

### *Mending A Crack In the Sky*

- Gun Violence
- Youth
- Community
- Allyship
- Motherhood
- Public Safety

### *Body Politics*

- Political Activism
- Body Image
- Women's Issues
- Gender
- 2SLGBTQ+
- Political Representation
- Race
- Public Service

### *Jean Swanson: We Need a New Map*

- Political Activism
- Women's Issues

- Youth
- Poverty
- Housing
- Taxation
- Political (or Elected) Representation
- Public Service

### *Militant Mother*

- Political Activism
- Youth
- Gender
- Motherhood
- Economic Power
- Peaceful Protest

### *The Gift*

- Family
- Indigenous Issues
- Rehabilitation
- Generosity and/or Giving
- Elders and/or Wisdom/

Oral Story Telling

- Rural

### *Ride Fair*

- Sustainability
- Worker's Rights
- Organizing
- Economic Activism

### *Nourrir Les Reves*

- Food Security
- Youth
- Community
- Generosity/Giving/Charity
- Volunteerism

### *Excluded by Design*

- Accessibility
- Community
- Design
- Civic Engagement
- Public Notices

## Purpose

The activities provide an opportunity for participants in community programs to connect their lives and experiences to the themes in the films in the Citizen Minutes series.

The activities help participants in community programs:

- Deepen their understanding of how power works and how to use their power to create change in their community
- Build connection with other community members
- Develop their own sense of their personal strengths and sources of power

They do this by building on and further developing the knowledge, skills and attributes participants already possess.

## Principles

Designed to be used in a non-academic environment, these activities are developed based on five principles:

1. The interests of participants drive the activity
2. Conversation among participants provide opportunities for all voices to be heard
3. Accessible and engaging for people from a wide range of backgrounds
4. Fun and meaningful for participants
5. Simple to deliver for facilitators

The facilitator's role is to:

- Prepare all the materials
- Set up the space
- Establish a safe and welcoming environment
- Explain and conduct activities
- Encourage active engagement by all participants
- Maintain a pace that ensures activities are completed within the allotted time

## Who can use this guide?

These activities are designed to be used with a wide range of community programs including youth groups, seniors or newcomers programs, and skill development workshops.



# ACTIVITIES + SPARKS: HOW TO USE THIS GUIDE

For each film there is one “**ACTIVITY**” and one “**SPARK**”.

“**ACTIVITIES**” are longer and provide participants an opportunity to explore a theme raised in each film in-depth.

“**SPARKS**” are short, energizing and provide participants an opportunity to consider some of the issues raised in each film.

The **ACTIVITY** and **SPARK** can be used independently of each other.

Each **ACTIVITY** and **SPARK** includes information about the film, information about the audience age and ideal group size, the approximate average, minimum and maximum time the **ACTIVITY** takes, materials needed, set-up required, reproducible handouts and instructions for the **ACTIVITY** itself.

The **ACTIVITIES** and **SPARKS** are designed to be flexible and adaptable to the different needs of different groups. We encourage you to use these materials as a guide and adapt them to your group.

## Audience size and time requirements

**ACTIVITIES** are written to work best with groups of 5 - 25 participants. If your group is larger, it will be helpful to have two or more facilitators and divide the group into two smaller groups.

Each **ACTIVITY** involves significant time for small group discussion and full group activities. If time is limited, the facilitator can reduce time by limiting the time allowed for discussion. It is also possible to divide most activities over two consecutive sessions.

# HOW TO WATCH THE FILMS

Films in the Citizen Minutes series are available to watch online at the following link:

<https://watch.hotdocs.ca/landing/341014426>

**Tip:** We encourage you to preview the film in advance and ensure you have a stable internet connection when watching in a group.



# DESIGNING TO INCLUDE



## An activity to use with the film *Excluded By Design*

### About the Film

Writer and community organizer Dave Meslin thinks bad public notices are hurting our democracy—and he’s calling on graphic designers to show us what we’re missing.



### About the Filmmakers

Simon Madore is a French-Canadian filmmaker based in Toronto with almost two decades of experience in the television industry. Throughout that time, he has worked on multiple documentary series addressing issues of public concern in Canadian society, subjects like globalism, plastic pollution and language rights in Canada.



Gabriel Tougas is a filmmaker and television director based in Winnipeg. Over the past decade, he has written and directed more than 50 hours of French-language lifestyle and documentary programming, broadcast nationally on TVA, TFO, SRC, AMI-télé and APTN. Frequent themes in Gabriel’s work include environmentalism, cultural identity and youth engagement.

## Audience

**Age:** 10+

**Group Size:** 5 or more

## Time

**Average:** 70 minutes

**Minimum:** 50 minutes

**Maximum:** 90 minutes

## Materials

- White board or flipchart
- Blank sheets of paper
- Markers for facilitator
- Pens and markers for participants
- [“How to design a public notice?” activity sheet](#) for each participant
- Print one set (Examples A-E) of examples of public notices for each group of three participants

## Set Up

Have the movie ready to play on a projector or big screen.

Arrange the room so that participants are able to work in small groups of 3-5 people.

## Activity

### *Icebreaker*

Ask participants: “Think about one thing you have or wish you had that is really well designed. How does or would this make your life better?”



## Pre-Viewing Activity

Activity	Time & Tip
<p>1. Ask participants to think about designing an invitation to a party.</p> <p>Ask them to write down three things they could do to make the invitation informative and appealing.</p>	<p><b>5 minutes</b></p> <p>If participants need prompts, encourage them to think about what information needs to be included, the colours and design elements to be used.</p>
<p>2. Ask participants to report out one thing they would do to make the invitation appealing. Give every participant an opportunity to respond. Continue soliciting input as time allows.</p>	<p><b>5-10 minutes</b></p> <p>Write down participant responses on a whiteboard or flipchart.</p>

## Viewing Activity

1. Explain that you will be watching a short film about designing public notices.
2. Hand out the [“How to design a public notice?” activity sheet](#).
3. Tell participants to write down notes about what to do and what not to do when designing public notices as they watch the film.

**PUBLIC NOTICE**

**BEAUDETTE ST**

## Post-Viewing Activity

Activity	Time & Tip
<p>1. Ask participants to share what they noted about ways to design or not design public notices.</p>	<p><b>5-7 minutes</b></p> <p>Draw a T-chart on a whiteboard or flipchart and record participant responses.</p> <p>Solicit from participants or share the four keys elements of a public notice:</p> <ol style="list-style-type: none"> <li>1. It should look pretty so people notice it.</li> <li>2. It highlights the most important information.</li> <li>3. It should tell people what they need to do: “Call to Action”</li> <li>4. It should make it clear that “your voice matters.”</li> </ol>
<p>2. Tell each group they have been hired to give advice on how to improve the public notices of different towns and cities.</p> <p>Ask each group to choose one public notice from the set of five and work in small groups to write their advice on how to improve the public notice.</p>	<p><b>15-25 minutes</b></p> <p>Encourage participants to write their advice both directly on the notice and on a separate piece of paper.</p> <p>Challenge participants to sketch or draw examples of the advice they are giving.</p>
<p>3. Have each group share their advice.</p>	<p><b>10-15 minutes</b></p> <p>Have all participants stand up and go around to each table for each group to present.</p> <p>For large groups, break the group up into clusters with 5-7 participants in each cluster. Have clusters share with each other.</p>
<p>4. Wrap up by asking each participant one thing they learned from the activity.</p>	<p><b>3 minutes</b></p>

# How to design a public notice



What to do?

What NOT to do?



## Example A



# PUBLIC NOTICE

Please be advised that construction work on the Main and Hawthorne Street intersection will begin on Monday, May 6, 2019. Work is expected to be complete by June 30, 2019.

The work will generally entail reconstruction of the intersection for new traffic control lights, street widening, reconfigured lane turns, a traffic island, new curb-work, new sidewalk upgrades, underground servicing and asphalt resurfacing.

As a result of this work, traffic control measures will be in place and therefore motorists should expect delays. Motorists and pedestrians are reminded to please use caution when entering the work area. If possible, motorists are advised to take alternate routes. Motorists should note that the traffic lights will remain in place and functioning until otherwise required by site operations.

Pedestrians should note that the sidewalk on the east side of Main Street will generally remain open for use and a temporary crosswalk is being installed between Chisholm Park and The Wheel.

Please visit [www.townofantigonish.ca/public-notices/](http://www.townofantigonish.ca/public-notices/) to see a drawing of the completed intersection upgrade.

The Town of Antigonish thanks motorists, pedestrians and residents for their cooperation and apologizes for any inconvenience this may cause.

THE TOWN OF  
**ANTIGONISH**  
[www.townofantigonish.ca](http://www.townofantigonish.ca)



## Example B



*Fort Smith*  
Northwest Territories  
UNEXPECTED. UNFORGETTABLE.

[Home](#) / [News](#) / [Public Notice regarding Road Closure due to construction](#)

# Public Notice regarding Road Closure due to construction

Tuesday, July 14, 2020



## Public Notice

### Road Closure Notice affecting the Intersection at Breynat Street and McDougal Road

Please be advised that the Town of Fort Smith is working towards our goal of updating aging infrastructure. The following section of road, the intersection at Breynat Street and McDougal Road will be closed commencing Wednesday July 15<sup>th</sup>, 2020 in order to complete the installation of Water and Sewage Mains.

**Access and Parking will still be available for all Businesses residing in the Construction Zone.**

Please be cautious around the work activities and observe all signage and posted detours. You may contact the Town of Fort Smith at **872-8400** should you have any questions or require any further information.

**Dated this 14<sup>th</sup> day of July 2020**

## Example C



### **IMPORTANT NOTICE**

#### **North End Outlet Trunk Sewer Rehabilitation by CIPP Lining (Phase 2)**

Dear Resident / Business Owner:

You are receiving this letter because your residence or business is directly adjacent to the existing trunk sewer that is being rehabilitated this year and into next. The North End Outlet Trunk Sewer is a major interceptor running from the north industrial area, Dalton Street Sewage Pumping station and on to the River Street Sewage Pumping Station along the Wellington Street extension and eventually to the Ravensview Wastewater Treatment Plant.

In 2012, Utilities Kingston rehabilitated the first 900 metres of this sewer and is now proceeding with a second contract to complete the rehabilitation of the remaining 900 metres. Utilities Kingston has awarded this critical construction contract to Clean Water Works, Inc. This work will rehabilitate the pipe for the ongoing reliability of the sewer, environmental protection and public health. It also ensures another 50 years of service life.

The duration of the project is from December 2016 to March 2017. The repair equipment will be set up along the K&P Trail, in the Hagerman Avenue, Hickson Avenue, Montreal Street area.

The rehabilitation will include insertion of a liner into the trunk sewer via maintenance holes using a 'trenchless' or "low-dig" technology called Cured-in-Place-Pipe (CIPP). We will also apply a spray-on material to the inside of the maintenance holes.

The result will be a jointless, fully structural replacement pipe located inside the existing pipe. Another significant addition to this stage of the work will be the need to temporarily divert flows from the trunk sewer pipe around the area of work. This is accomplished by diverting all flows using a pump and bypass operation, where the sewage is pumped via a temporary above ground system.

Utilities Kingston expects that this phase of the work will continue through the months of December, January, February and March. You may notice occasional traffic disruptions, temporary sewer service disruptions and disturbance of landscapes (which will be restored after construction). If you have any questions and concerns regarding this work, please contact Jeff Froats at Utilities Kingston. For regular project updates visit <https://utilitieskingston.com/Projects/Detail/NorthEndOutletTrunkSewer>

Jeff Froats  
Project Coordinator, Utilities Engineering  
P.O. Box 790 Kingston, ON  
Canada K7L 4X7  
p. 613.546.1181 x.2450      [jfroats@utilitieskingston.com](mailto:jfroats@utilitieskingston.com)

P.O. Box 790 Kingston, Ontario Canada K7L 4X7 p. 613.546.1181 [www.utilitieskingston.com](http://www.utilitieskingston.com)

## Example D



# PUBLIC NOTICE

## SPECIAL MEETING of COUNCIL Tuesday May 5<sup>th</sup>, 2020 at 7:00 pm

TAKE NOTICE THAT as required by *The Municipalities Act* the Town of Naicam hereby gives notice to the public that a Special Meeting of Council will be held on Tuesday, May 5<sup>th</sup>, 2020 at 7:00 PM in the Town Office at 208 2<sup>nd</sup> Ave N.

Furthermore that members of Council and staff may participate in this meeting via conference call or video conferencing as permitted in Bylaw #2019-005 and resolution #2020-065.

### AGENDA ITEMS

- Call to Order
- Approval of Agenda
- 2020 Operating & Capital Budget
  - Cash Budget
  - Accrual Budget
- Setting the Mill Rate for 2020
- Tax Tools Bylaw
- Property Tax Incentives and Penalties Bylaw
- Adjournment

Dated at Watson, Saskatchewan – this 1<sup>st</sup> day of May, 2020.

From the desk of  
Ferne Hebig  
Chief Administrative Officer



## Example E



# PUBLIC NOTICE

This is a notice to the public that on **Monday, October 19<sup>th</sup> at 6pm**, there will be a **Public Consultation Meeting** to discuss the proposed **Official Plan and Zoning By-Law Amendments**.

Due to the current laws in place regarding Covid-19, gatherings of 11 or more people are prohibited at this time. Therefore, the **public consultation meeting will be held via Zoom Meetings online.**

The link for the online meeting will be posted prior to Monday, October 19<sup>th</sup> on the Township's website and Facebook Page.

We ask that anyone that has questions regarding these amendments and **DOES NOT** have access to a computer, tablet or smart phone to please **submit your questions in writing to the Municipal Office BEFORE October 19<sup>th</sup> at 4pm** and Council will answer them at the Public Consultation Meeting.

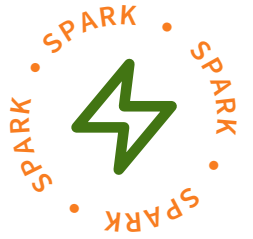
This will be the **ONLY** Public Consultation Meeting held in regards to the proposed amendments.

More information on the proposed amendments will be available at the Municipal Office and on the Township website after October 15<sup>th</sup>.

For more information, please contact the Municipal Office.



# THE CHAIR



## A spark to use with the film *Excluded By Design*

Audience	Time	Materials
Age: 10+ Group Size: Any	10 minutes (not including time to watch the film)	None required

### Set Up

Have the film ready to play on a projector or big screen.



## Activity

### Pre-Viewing Activity

Activity	Time & Tip
<p>Explain that we will be watching a film about design and how it can either exclude or include people.</p> <p>Ask participants to consider the design of the chairs they are sitting on. Ask them to raise their hand and put up five fingers to rate how comfortable the chair is from very uncomfortable to very comfortable.</p> <p>Ask a couple of people who think it is comfortable to explain what makes it comfortable and people who said it was uncomfortable what makes it uncomfortable.</p> <p>Ask participants for suggestions on how they would improve the design of the chair.</p> <p>Ask participants if they would change their views on how comfortable the chair is if they had to sit in the chair all day every day. Have them respond again with fingers raised 1-5.</p> <p>Ask them how they would rate the comfort of the chair if they were a four-year-old child?</p> <p>Ask them how they would rate the comfort of the chair if they were someone who did not have the use of their legs?</p> <p>Conclude by asking how they would change the design of the chair to make it more comfortable for more people.</p>	<p><b>8-10 minutes</b></p> <p>Keep the activity fast paced. The goal is to have people understand that design impacts us everyday and impacts different people differently.</p>

### Post-Viewing Activity

After watching the film lead a discussion on how public notices can be designed better to reach more people. Encourage consideration of people living with disabilities and/or language barriers.

# DREAM BOX



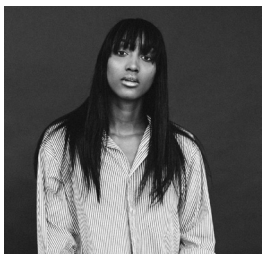
## An activity to use with the film *Nourrir les Rêves*

### About the Film

In 2007, Centre Lasallien opened their doors in St-Michel—one of the most disadvantaged boroughs on the island of Montreal. Meet Paul Evra, the young altruistic director who grew up there and is leading the centre and their mission to help feed the numerous families in the area who are food insecure.



### About the Filmmakers



Based in Montreal, Kimberley Ann Surin is a Haitian-Canadian filmmaker. She graduated in 2016 from Pennsylvania State University in communications, film and TV. Over the years, she has worked on a variety of interesting and different projects, from fiction to documentary, advertising and promotional commercials to publicity, as well as animation. In 2020, she directed and wrote her first documentary *Against All Odds*, a short film about the lack of diversity in professional and junior hockey with retired NHL player Georges Laraque as the main protagonist. Her focus in all her creative work is to uplift the voices of Black, marginalized and underrepresented talent in front of and behind the camera. Kimberley Ann is currently in development of a feature-length documentary and feature-length drama film.



Aïcha Morin-Balde was born and raised in Montreal of French-Canadian and Guinean descent. After graduating in film and communications, she completed two consecutive internships at established production companies. She has since accumulated extensive experience as a director, producer, editor and production coordinator and has worked on various types of web productions, including web series, fiction, music videos and documentaries. Using the camera to elevate Black voices and stories has always been the driving force behind Aïcha's work. She is passionate about creating films that help grow Black representation in media and consistently aims to shine the spotlight on the unique individuals in her community. Her first short film *Knots* explores Black women's relationships with their natural hair and the stigmas surrounding it. It premiered at the Toronto Black Film Festival and screened at the Montreal International Black Film Festival in September 2021. She is currently writing her first short drama, a feminist piece on the subject of abortions.

## Audience

**Age:** 11+

**Group Size:** 3 or more

## Time

**Average:** 65 minutes

**Minimum:** 45 minutes

**Maximum:** 90 minutes

## Materials

- Whiteboard or flipchart
- Markers
- Enough medium boxes (shoe-box size) for groups of 3-5 to have one box each
- Arts and crafts materials to decorate boxes and create a Dream Box (examples: old wrapping paper, scissors, markers, glue, stamps, old magazines, string, glitter, ribbon, etc.)
- Construction paper for dream notes
- Bristol board or poster paper to make a large “Dreams of Our Community Poster”
- Pens

## Set Up

Have the film ready to play on a projector or big screen.

Arrange the room so participants are able to work in small groups of 3-5 people.

## Activity

### *Icebreaker/Pre-Viewing Activity*

Activity	Time & Tip
Ask participants “If you could have any dream come true for your community, what would it be?”	<b>4-7 minutes</b> Write participant responses on the whiteboard or flipchart.



## Viewing Activity

Encourage participants to think about what it took to make the dreams come true for kids in the community.

## Post-Viewing Activity

Activity	Time & Tip
<p>1. Explain that participants will now have an opportunity to make their own Dream Boxes that will be put out in the community asking people what their dreams are for their community.</p> <p>Before they start designing their boxes, ask participants to list five things about their community they are proud of and five things they would like to see improved.</p>	<p><b>20-40 minutes</b></p> <p>Put participants into groups of 3-5 and give each group a <a href="#">“Build Your Own Dream Box” handout</a>, a box and arts and crafts materials.</p> <p>Give participants a warning when the time is half way over and when there is five minutes left.</p>
<p>2. Once they have completed their dream boxes, invite each group member to write down and put their own dreams into the box.</p>	<p><b>3-5 minutes</b></p>
<p>3. Have each group explain their box and the design they chose.</p>	<p><b>7-10 minutes</b></p> <p>Invite participants to move from table to table as they are able and have participants present from their table.</p>
<p>4. As a whole group, discuss places in the community where the Dream Boxes could be placed. (Examples: libraries, community centres, after-school programs, YMCAs.)</p> <p>a. Ask for volunteers to approach places and ask permission to leave the Dream Box there for 1-2 weeks.</p>	<p><b>5-7 minutes</b></p> <p>You can decide to put one box somewhere in the community or place several boxes throughout the community.</p>

Activity	Time & Tip
<p>5. After 1-2 weeks, collect the Dream Box and bring them back to the group. Read and discuss the responses in the box.</p>	<p><b>10-20 minutes</b></p> <p>Ask participants to consider:</p> <ul style="list-style-type: none"> <li>• Which responses surprised them and which ones did they expect?</li> <li>• What is happening to help make these dreams come true?</li> <li>• What could they do to help make these dreams come true?</li> </ul>
<p><b>Extension</b></p> <p>Have some members of the group make a “Dreams of the Community” poster using the dreams that were submitted. Display the poster in the community where the box was placed.</p>	





## Building Your Own Dream Box

In the film *Nourrir les Rêves*, Paul Evra creates a Dream Box for children to write notes and place their dreams for their community.

You will now have an opportunity to work in teams to create a Dream Box for your community.

You will design a Dream Box that reflects your community.

Before starting the design, meet with your group and list five things you are proud of about your community and five things you would like to see improved.

We are proud of:

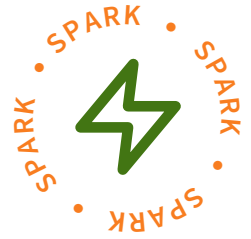
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

What we would like to see improved:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

As you create your Dream Box, consider what the colours represent, what designs you can use to represent your community and how to make it inviting.

# DREAMS FROM HOME TO WORLD



## A spark to use with the film *Nourrir les Rêves*

### Audience

**Age:** 8+

**Group Size:** Any

### Time

20-30 minutes

### Materials

- Whiteboard or poster paper
- Post-it notes (enough for every participant to have three)
- Markers for participants
- Small sticky dots or stars (enough for every participant to have five)

### Set Up

Have the film ready to play on a projector or big screen.

Arrange the room so participants can move from one side of the room to the other easily.



## Activity

### Pre-Viewing Activity

Activity	Time & Tip
Tell participants that you will be watching a short documentary film about how one community in Montreal responded to the dreams of its children.	<b>1 minute</b>

### Post-Viewing Activity

Activity	Time & Tip
<p>Pass out three post-it notes to each participant.</p> <p>Ask each participant to write one dream they have for their home, neighbourhood, world on each sticky note.</p> <p>Ask participants to put their stick notes on the white board or flip chart paper sheet.</p>	<b>4-7 minutes</b>  Use three different colour post-it notes, one for each topic.  Let participants know that the dreams don't have to be realistic but they should be something that they genuinely desire.
<p>Give each participant five sticky dots or stars.</p> <p>Ask participants to read all the dreams and then place their dots or stars on the dreams that they would most like to see come true.</p> <p>Let them know they can place all five dots or stars on one dream or spread them around to many dreams.</p>	<b>3-5 minutes</b>
Wrap up by asking each participant to share one thing that they could do to make any of these dreams come true?	<b>3-5 minutes</b>

# IN IT FOR THE LONG HAUL



## An activity to use with the film *Jean Swanson: We Need a New Map*

### About the Film

A profile of veteran activist and first-term Vancouver City Councillor Jean Swanson as she works alongside the next generation of anti-poverty activists fighting systemic inequality.



### About the Filmmaker

Teresa Alfeld is a director from Vancouver and the unceded Coast Salish territories of the Musqueam, Squamish and Tsleil-Waututh Nations. She is a member of the Director's Guild of Canada and the Documentary Organization of Canada. Teresa is drawn to complex characters navigating complicated worlds, and her films embrace both the humour and pathos of the human experience. Teresa's feature documentary *The Rankin File: Legacy of a Radical* (produced with Opus 59 Films) was the opening night gala film at DOXA Documentary Film Festival in 2018 and had its broadcast premiere on The Knowledge Network in 2019. Teresa has written and directed several award-winning short comedy dramas, including *Closet Carnivore* (2004), *Charlie Gauvin* (2012) and *Roadkill* (2013), which have screened at film festivals across Canada. Teresa will be directing her second feature documentary with Opus 59 Films entitled *Doug and the Slugs and Me* for CBC's Documentary Channel in 2021.

## Audience

**Age:** 12+

**Group Size:** Any

## Time

**Average:** 55 minutes

**Minimum:** 40 minutes

**Maximum:** 90 minutes

## Materials

- Whiteboard or flipchart
- Markers
- [“Jean Swanson - In it for the long haul timeline” handouts](#)  
(print enough for each participant to have one)

## Set Up

Have the film ready to play on a projector or big screen.

Arrange the room so participants are able to work in small groups of 3-5 people, and so there is space for participants to move from one side of the room to the other.

## Activity

Have the film ready to play on a projector or big screen.

Arrange the room so that participants are able to work in small groups of 3-5 people.

## Follow-Up/Extension

### *Icebreaker*

Ask participants to think of one game they enjoyed playing as a child and ask why they remember it.

## Pre-Viewing Activity

Activity	Time & Tip
1. Explain that we will be watching an eight-minute documentary about a lifelong anti-poverty activist.	<b>1 minute</b>
2. Ask participants to share one activity they have been doing for a long time. It could be a hobby, sport, foreign language, activity related to their work, etc.	<b>3-5 minutes</b> Write the responses on a whiteboard or flipchart.
3. Ask everyone to describe their feelings about the activity. <ol style="list-style-type: none"> <li>a. Option 1               <ol style="list-style-type: none"> <li>i. Have everyone stand up if they are able.</li> <li>ii. Explain that one side of the room represents feeling great joy and the other side represents feeling very tired.</li> <li>iii. Tell people to move towards the side that represents how they feel when thinking about doing the activity.</li> <li>iv. Explain that one side of the room represents “More Time” and the other side of the room represents “Less Time.”</li> <li>v. Tell people to move towards the side of the room that represents how they feel about the activity. Do they wish they could spend more time on the activity or less time on the activity?</li> </ol> </li> <li>b. Option 2               <ol style="list-style-type: none"> <li>i. Ask people to hold up fingers to represent how they feel about the activity.</li> <li>ii. Hold up 10 fingers if they feel great joy and one finger if they feel very tired.</li> <li>iii. Tell people to hold up 10 fingers if they wish they could spend much more time doing the activity and one finger if they wish they could spend much less time doing the activity.</li> </ol> </li> </ol>	<b>5-7 minutes</b> As people respond, ask volunteers to explain what makes them feel great joy or tiredness and what makes them want to spend more time on the activity or less time on the activity.

## Viewing Activity

1. Hand out activity sheet [“Jean Swanson - In it for the long haul timeline.”](#)
2. As they watch the film, ask participants to check if they think each campaign was a “success” or “setback.”
3. Be prepared to pause the film to discuss after the first two events.

## Post-Viewing Activity

Activity	Time & Tip
<ol style="list-style-type: none"> <li>1. Tell each group to compare answers on the activity sheet and discuss why they chose the answers they did.               <ol style="list-style-type: none"> <li>a. Ask 1-2 groups to report out their answer for each campaign.</li> </ol> </li> </ol>	<p><b>7-10 minutes</b></p> <p>Put participants into groups of 3-5. Encourage discussion about what makes a campaign a success.</p> <p>Acknowledge that the film may not give very much information about some campaigns. Write responses on a whiteboard or flipchart.</p>
<ol style="list-style-type: none"> <li>2. Ask groups to discuss if Jean Swanson would consider her campaigns a success or setback.               <ol style="list-style-type: none"> <li>a. Have 1-2 groups report out their answer for how Jean Swanson would respond.</li> </ol> </li> </ol>	<p><b>7-10 minutes</b></p> <p>Encourage participants to think about ways that a campaign could succeed without winning (i.e., increase awareness of the problem, build a team of volunteers to help in the future).</p> <p>Write responses on a whiteboard or flipchart.</p>
<ol style="list-style-type: none"> <li>3. Explain that Jean Swanson gives advice on how to keep going for the long haul.               <ol style="list-style-type: none"> <li>a. Working in the same small groups, ask participants to create a list of advice they would give someone starting out on an activity they will be doing for a long time?</li> <li>b. Have each small group report out one or two pieces of advice.</li> </ol> </li> </ol>	<p><b>8-12 minutes</b></p> <p>To encourage discussion, spend time discussing the advice Jean Swanson gives before putting participants into small groups.</p> <p>Write responses on a whiteboard or flipchart.</p>
<ol style="list-style-type: none"> <li>4. Wrap up by asking each person to share one thing they learned from the film and/or their discussions.</li> </ol>	<p><b>5 minutes</b></p>





## Jean Swanson - In it for the long haul timeline

Throughout her life, Jean Swanson has worked to address the impact of poverty on people living in Vancouver.

She was involved in many different campaigns. As you watch the film, note if you think each campaign represents a success or setback for her efforts.

### 1979 Work on Downtown Eastside Resident Association

- Success       Setback

### 1986 Ran for City Council

- Success       Setback

### 1988 Ran for Mayor

- Success       Setback

### 1997 Campaign to End Legislated Poverty

- Success       Setback

### 2010 campaign to spend money to reduce poverty instead of on the Olympics

- Success       Setback

### 2017 Ran for City Council

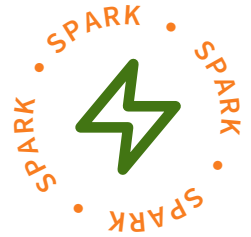
- Success       Setback

### 2018 Ran for City Council

- Success       Setback

What advice would you give someone starting out on an activity or campaign that they will be doing for a long time? (use back of paper)

# WHAT DOES IT TAKE TO RUN A MARATHON



## A spark to use with the film *Jean Swanson: We Need a New Map*

### Audience

Age: 8+

Group Size: Any

### Time

20-30 minutes

### Materials

- Whiteboard or flipchart
- Markers for facilitator

### Set Up

Have the film ready to play on a projector or big screen.



## Activity

### Pre-Viewing Activity

Activity	Time & Tip
<p>Tell participants to imagine that they are an experienced runner and a friend says they are interested in running their first marathon.</p> <p>Ask participants what advice they would give their friend about running their first marathon?</p>	<p><b>4 minutes</b></p> <p>Write participants responses on a whiteboard or flipchart</p>
<p>Ask participants what advice would they give someone who wants to run a marathon every year for the next 10 years.</p>	<p><b>4 minutes</b></p> <p>Write participants responses on a whiteboard or flipchart</p> <p>Encourage participants to think about ways to develop mental strength and resilience.</p> <p>For example:</p> <ul style="list-style-type: none"><li>• Joining a running group to have support</li><li>• Listening to music while running</li></ul>
<p>Explain that you will be watching a short documentary film about a woman who did not run marathons but ran many campaigns to fight for changes in her community.</p> <p>Encourage participants to think about what she did to keep going and what advice she has for people running campaigns.</p>	

## Post-Viewing Activity

Activity	Time & Tip
<p>Ask participants how the campaigns that Jean Swanson ran were similar and different from running a marathon?</p> <p>Ask participants what advice they think Jean Swanson would give to someone who wants to run a marathon every five years for the rest of their life?</p>	<p><b>5-8 minutes</b></p> <p>Write participants' responses on a whiteboard or flipchart.</p> <p>Prompt participants to consider how Jean Swanson keeps going even after she loses campaigns.</p>
<p>Wrap up by asking each participant to share the one piece of advice that they will take away to apply to their own life.</p>	<p><b>3 minutes</b></p>



# ALLIES



## An activity to use with the film *Mending a Crack in the Sky*

### About the Film

Shamso Mohamoud and Shamso Elmi both lost their sons to violence and watched their alleged killers walk free without so much as a legal prosecution. Now, the two Somali-Canadian mothers have organized a group, Mending a Crack in the Sky, to collectively combat gun violence and hardship while facing cultural and racial barriers.



### About the Filmmakers

Roble Issa is a Somali-Canadian filmmaker based in Toronto. After graduating with a degree in Psychology from York University, he pursued a career in film, starting as a screenwriter before making the transition to directing. His work explores themes such as identity, coming of age and mental health.



Zach Jama is a documentary filmmaker and engineer. He studied his Bachelor of Arts and Sciences in Systems Design Engineering from the University of Waterloo in Canada and his Master of Fine Arts in Cinematic Arts in Jordan. In 2019, Zach graduated with a Master of Science in Art, Culture and Technology from MIT.



## Audience

**Age:** 12+

**Group Size:** 4 or more

## Time

**Average:** 50 minutes

**Minimum:** 35 minutes

**Maximum:** 90 minutes

## Materials

- Blank paper
- Pens or pencils
- Whiteboard or flipchart
- Markers
- [“Allies” Handout](#) (print enough for each participant to have one)

## Set Up

Have the film ready to play on a projector or big screen.

Arrange the room so participants are able to work in small groups of 3-5 people.

## Activity

### *Icebreaker*

Ask participants: “Who is someone in your life that you trust and how do you know you can trust them?”



## Pre-Viewing Activity

Activity	Time & Tip
<p>1. Explain that we will be watching an eight-minute documentary about two women who worked together to address gun violence in their community. In their work, they found allies to help them.</p>	<p><b>1 minute</b></p>
<p>2. Ask participants to write the word “ally” on a piece of paper. Then ask participants to write 3-5 words they associate with the term “ally.” These can be synonyms, characteristics, or people.</p>	<p><b>4 minutes</b></p> <p>If participants need prompts, provide examples like “my sister or brother” or “trustworthy” or “friend.”</p> <p>As people complete the activity, go around the room, offer encouragement and support to anyone who may be having trouble finding five words.</p>
<p>3. Write the term “ally” on a whiteboard or flipchart and ask participants to share one of their words. Go around the circle to allow all participants to share. Repeat as time allows.</p>	<p><b>5-10 minutes</b></p> <p>Try to go around the room in a circle to provide everyone an opportunity to share.</p> <p>If people repeat previous answers, put a checkmark beside the previous answer.</p>

## Viewing Activity

1. Ask participants to write down all the allies Shamsa Mohamoud connects with during the film. NOTE: The film features two women named Shamsa. Participants should write down the allies of Shamsa Mohamoud.
2. Show the film.



## Post-Viewing Activity

Activity	Time & Tip
<ol style="list-style-type: none"> <li>1. Ask participants to share the allies they identified in the film.               <ol style="list-style-type: none"> <li>a. As participants share, write a list of allies on a whiteboard or flipchart.</li> <li>b. Ask participants who was her closest ally? Why?</li> <li>c. Draw three concentric circles on the whiteboard or flipchart.</li> <li>d. Write “Close” in the inner circle, “Community” in the next circle, and “External” in the outer circles.</li> <li>e. Look at the list of allies together as a group and place them in the appropriate circle.</li> </ol> </li> </ol>	<p><b>5-7 minutes</b></p> <p>If the police, journalists, or family members were not named as allies of Shamso, ask participants if they think they should or should not be. Ask if these groups help the mothers?</p> <p>NOTE: There is no right answer on where to place the allies. The goal is to foster discussion.</p>
<ol style="list-style-type: none"> <li>2. Explain that participants will now be working to identify allies in their life.               <ol style="list-style-type: none"> <li>a. Put participants into groups of 3-5.</li> <li>b. Handout large poster paper and <a href="#">“Allies” activity sheet</a>.</li> <li>c. Ask each group to choose one issue they want to address and draw three concentric circles on large poster paper. Alternatively, participants can use the “Allies” activity sheet.</li> <li>d. Explain that their job is to identify allies who can help them.</li> <li>e. Ask participants to write their close allies in the centre circle, community allies in the next circle, and external allies in the outer circle. Have each group share out their list of allies.</li> </ol> </li> </ol>	<p><b>10-20 minutes</b></p> <p>Encourage participants to not spend too much time deciding the issue they want to address.</p> <p>Encourage participants to include people or groups they would like to have as allies and not only people they already have as allies.</p> <p>Participants may not be able to identify any external allies and that is okay.</p>



<b>Activity</b>	<b>Time &amp; Tip</b>
3. Wrap up by asking each person to share one attribute of a good ally and one way they will act as a good ally in their community.	<b>5 minutes</b> Write their responses on a whiteboard, flipchart or large poster paper.

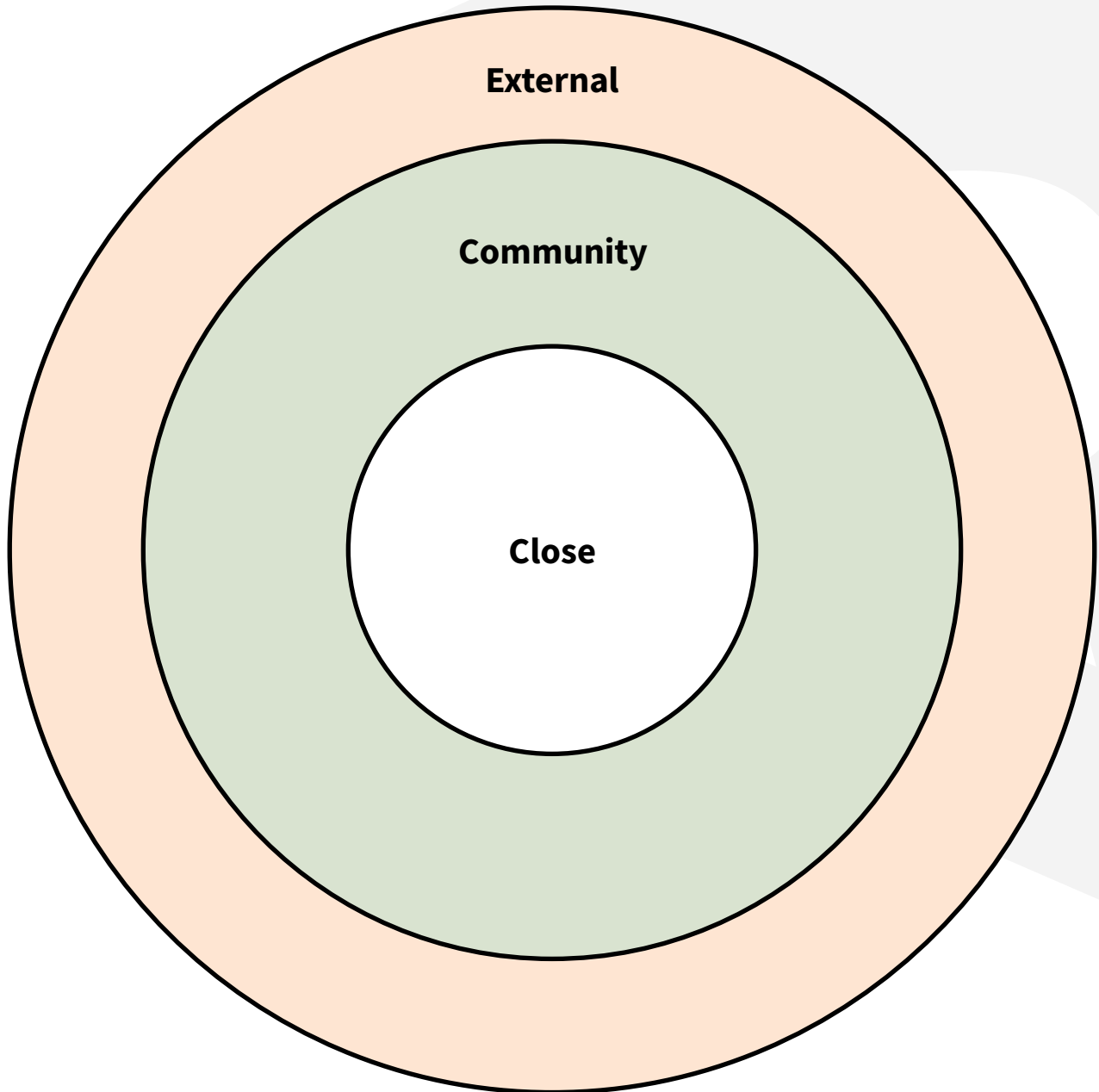


# Allies



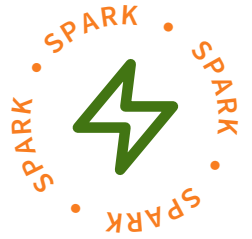
Choose a topic:

1. Improve a local park or community centre
2. Provide better and more affordable housing
3. Reduce pollution and address climate change
4. Choose your own \_\_\_\_\_





# WHO DO I TRUST?



## A spark to use with the film *Mending a Crack in the Sky*

### Audience

**Age:** 12+

**Group Size:** 4 or more

### Time

20-30 minutes

### Materials

- Paper and pens or pencils for all participants
- Whiteboard or flipchart

### Set Up

Have the film ready to play on a projector or big screen.



## Activity

### Pre-Viewing Activity

Activity	Time & Tip
<p>Give each participant a piece of paper and pen or pencil.</p> <p>Tell them they have 90 seconds to write down the names of people that they trust. Write as many as you can think of.</p>	<p><b>2 minutes</b></p> <p>This is intended to be an energizing activity. If participants can't think of many names, let them know that is OK. This is not a contest.</p>
<p>Ask participants to share the names and relationships (friend, family, teacher, etc.)</p>	<p><b>3 minutes</b></p> <p>Record the relationships on a whiteboard or flipchart.</p>
<p>Ask participants "How do you know that you trust them?"</p>	<p><b>6 minutes</b></p> <p>Record the relationships on a whiteboard or flipchart.</p>

### Viewing Activity

Explain that we will be watching a short documentary about two mothers whose sons were killed in Toronto. Ask them to pay attention to who they trust and who they don't trust.



## Post-Viewing Activity

Activity	Time & Tip
<p>Lead a discussion of the people Shamso Mohamoud and Shamso Elmi trust.</p> <ul style="list-style-type: none"><li>• Who do they trust the most? Why?</li><li>• Who don't they trust? Why?</li><li>• What could the police do to earn their trust?</li></ul>	<p><b>5-10 Minutes</b></p> <p>Encourage them to consider why they trust the people they do.</p>
<p>Wrap up by asking everyone one thing they admire about Shamso Mohamoud and Shamso Elmi.</p>	<p><b>3 Minutes</b></p> <p>Go around the room and give everyone a chance to share.</p>





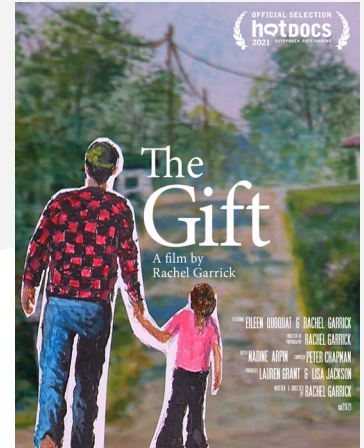
# GIVING



## An activity to use with the film *The Gift*

### About the Film

A lesson in compassion and generosity results in a lifelong gift. Set in a small Northwestern Ontario town, a father takes an opportunity to pass on important teachings to his daughter.



### About the Filmmaker

Rachel Garrick is a band member of Lac Seul First Nation and resides in Hudson, a small community in Northwestern Ontario. The last film she worked on as producer was titled *Jane and the Wolf*. It was screened at local, national and international film festivals and broadcasted nationally on APTN. She participated in the Docs North Film Bootcamp in Thunder Bay and is also an NSI Aboriginal Documentary 2015 alumni.

## Audience

**Age:** Any

**Group Size:** 5 or more

## Time

**Average:** 35 minutes

**Minimum:** 25 minutes

**Maximum:** 45 minutes

## Materials

- Whiteboard or flipchart
- Markers for facilitator

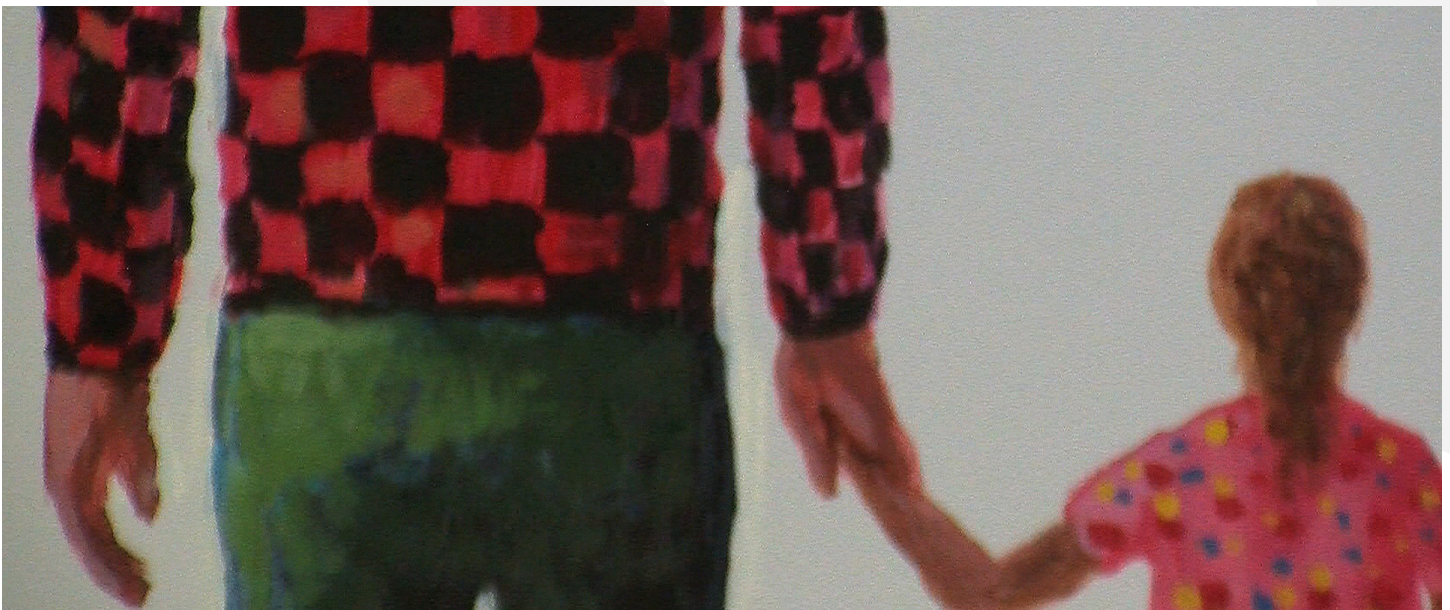
## Set Up

Tape two different coloured pieces of paper on opposite sides of the space where you are meeting. Arrange the space so people can move around to stand near the paper.

## Activity

### *Icebreaker*

Ask participants: “Share one time when someone you did not know or did not know well helped you or gave you something.”





## Pre-Viewing Activity

Activity	Time & Tip
Tell participants they will be watching a short film called <i>The Gift</i> . Ask them to write down two words they associate with the term “gift.”	<b>3 minutes</b>
Ask participants to share their words and give each person an opportunity to share. Continue until everyone has had a chance to share their two words.	<b>4-7 minutes</b> Write participant responses on a whiteboard or flipchart.

## Viewing Activity

Ask participants to consider what the “gift” is that is referenced in the title as they watch the film. Play the film.



## Post-Viewing Activity

Activity	Time & Tip
<p>After viewing the film, ask participants to consider who they would give five dollars to if they found a five-dollar bill.</p> <p>Tell participants they are now going to consider different approaches to giving and ask everyone to stand up.</p>	<p><b>2 minutes</b></p> <p>Do NOT ask people to share who they would give the money to at this time.</p>
<p>Tell participants they will be moving around.</p> <p>Ask participants to move to one side of the room if they would rather give the money to someone they know and move to the opposite side if they would rather give the money to a stranger.</p> <p>Invite one or two people from each side of the room to explain why they made that decision.</p>	<p><b>2-3 minutes</b></p> <p>Encourage people to move anywhere on the spectrum. Explain that there is no “right” answer.</p>
<p>Tell them to move to one side of the room if they would rather give the money to someone in their community and move to the opposite side if they would rather give the money to someone outside their community.</p> <p>Invite one or two people from each side of the room to explain why they made that decision.</p>	<p><b>2-3 minutes</b></p>
<p>Tell them to move to one side of the room if they would rather give the money to someone anonymously (without them knowing) and move to the opposite side if they would rather give the money to someone publicly.</p> <p>Invite one or two people from each side of the room to explain why they made that decision.</p>	<p><b>2-3 minutes</b></p>
<p>Wrap up by asking participants to look at the words they used to describe the term “gift” and ask what other words would they now add to the list.</p> <p>Ask participants what they think the title <i>The Gift</i> refers to.</p>	<p><b>3-5 minutes</b></p>

# THE WISDOM OF OUR ELDERS



## A spark to use with the film *The Gift*

### Audience

**Age:** 10+

**Group Size:** Any

### Time

20-30 minutes

### Materials

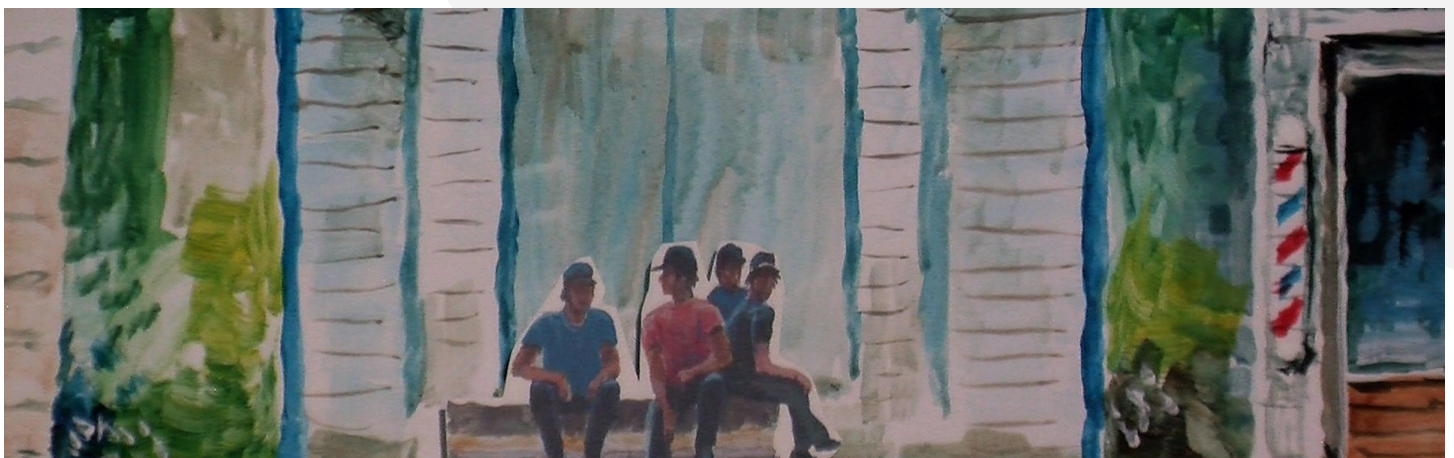
None required

### Set Up

Have the film ready to play on a projector or big screen.

Write the following terms on a whiteboard or flipchart:

- Family
- Friendship
- Work
- School
- Marriage or relationships
- The environment



## Activity

### Pre-Viewing Activity

Activity	Time & Tip
<p>Ask participants to turn to another person in the group and share one piece of good advice they have received from an older person (parent, grandparent, teacher, elder).</p> <p>Ask for a few participants to share examples of advice they have been given.</p>	<p><b>5 minutes</b></p> <p>In a small group where participants trust each other you can ask everyone to share together without breaking into pairs</p>
<p>Explain that you will be viewing a short film that tells the story of a child and advice she was given by her father.</p>	<p><b>1 minute</b></p>

### Post-Viewing Activity

Activity	Time & Tip
<p>Ask participants what was the most valuable advice that was offered in the film?</p>	<p><b>2 minutes</b></p> <p>Acknowledge that this is a difficult task but emphasize that it can be advice they were given and it can be simple advice.</p>
<p>Now tell participants to imagine that they are a respected elder (parent, grandparent, teacher).</p> <p>Ask them to work in the same pairs and ask them to share advice they would give a child or teenager on one of the topics written on the board (Family, Friendship, Work, School, Marriage or relationships). Or let them choose their own topic.</p>	<p><b>1 minute</b></p>
<p>As a wrap up, ask a few participants to share some of the advice they heard.</p>	<p><b>3 minutes</b></p>

# "I AM THERE - THEY CAN'T ERASE ME"

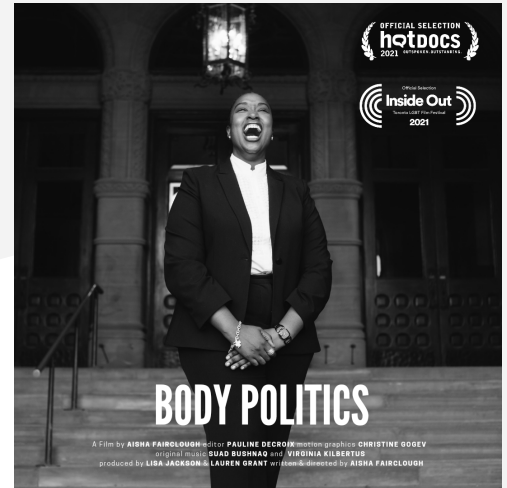


## An activity to use with the film *Body Politics*

### About the Film

In a fatphobic image-conscious world, educator, activist and eccentric cat-lady-turned-politician Dr. Jill Andrew takes her fight for body justice, human rights, representation, access and equity to the legislature as the first queer Black person elected as a Member of Provincial Parliament.

Here's a glimpse into a 40-year story of becoming told through the eyes of her filmmaking partner... Don't blink!



### About the Filmmaker

Aisha Fairclough is a filmmaker and television producer. She has developed, researched and produced unscripted content for several networks including Oprah Winfrey Network (OWN) Canada, Slice, HGTV, Showtime, Global TV, Food Network Canada, TVO, CBC and Crave. She is an alumna of Reelworld Film Festival's E20 Emerging program. Also the co-founder of Body Confidence Canada, Aisha sits on the board of Inside Out LGBTQ+ Film Festival, serving as strategic planning committee chair, and on the advisory council for the Ryerson University School of Fashion. Aisha's cheeky quotes on fashion and body positivity can be found in the Toronto Star, Metro, etalk, Refinery 29, Huffington Post, BBC, CTV News and Essence magazine. She once brought her fashion chops to the small screen as lead stylist on the primetime series *Sex with Sunny Megatron* on Showtime. In 2019, she graced the cover of Chatelaine magazine's June/July issue, celebrating her body positivity, and in 2020, she was a featured artist in Buddies in Bad Times Queer Pride Analogue Project, celebrating Pride in Place. Aisha currently lives in Toronto with her partner and their two cats, Josephine Baker and Dorothy Dandridge.



## Audience

**Age:** 12+

**Group Size:** 4 or more

## Time

**Average:** 50 minutes

**Minimum:** 35 minutes

**Maximum:** 90 minutes

## Materials

- Notecards
- Whiteboard or flipchart
- Markers
- Pens or pencils for participants
- Paper for participants

## Set Up

Have the film ready to play on a projector or big screen.

Arrange the room so participants are able to work in small groups of 3-5 people.

## Activity

### *Icebreaker*

Ask participants: “Share one leader that they admire.”



## Pre-Viewing Activity

Activity	Time & Tip
<p>Ask participants to write down three words that describe the leader they admire.</p>	<p><b>3-5 minutes</b></p> <p>Hand out paper and pens for participants to write their responses.</p> <p>Encourage participants to include all kinds of traits, such as where someone is from, character traits, skills they have. Note that a trait can be positive or negative. It can also be something you developed or were born with. For example, hair colour, even-tempered, student, parent, and generosity are all traits.</p>
<p>Ask a participant to share one word that describes someone they admire.</p> <p>Continue around the group, giving each participant an opportunity to share one trait.</p> <p>Continue asking for more traits as long as time allows.</p>	<p><b>5-8 minutes</b></p> <p>Write responses on a whiteboard or flipchart.</p> <p>Don't spend time debriefing at this point.</p>

## Viewing Activity

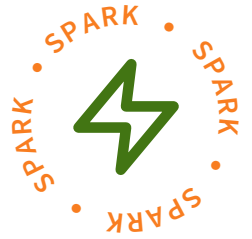
While watching the film, ask participants to write down all the words used to describe Jill Andrew.

## Post-Viewing Activity

Activity	Time & Tip
<p>1. Ask a participant to share one word used to describe Jill Andrew. Continue around the room until all participants have had a chance to share one trait. Continue as time allows.</p>	<p><b>5-10 minutes</b></p> <p>Write responses on a whiteboard or flipchart.</p> <p>Encourage participants to name all the words the director and Jill Andrew's partner uses, including race, gender, sexual orientation.</p>

Activity	Time & Tip
<p>2. Handout five note cards. Ask participants to write down three words other people use to describe them and three words they would use to describe themselves. They can be anything from background to skills and activities they like. Collect the cards from participants.</p>	<p><b>5-10 minutes</b></p> <p>Encourage participants to write down any attribute. They don't need to be related to leadership or be positive or negative.</p> <p>Explain that these will be collected and shared anonymously.</p>
<p>3. Ask participants to discuss which of Jill Andrew's traits help make her an effective leader?</p>	<p><b>8-12 minutes</b></p> <p>Encourage participants to consider how all her traits help make Jill Andrew an effective leader.</p> <p>Reference the responses from step 1 above.</p>
<p>4. Shuffle the cards to mix them up. Read the cards out and write the responses on a whiteboard or flipchart.</p>	<p><b>3-5 minutes</b></p> <p>To speed this part up, ask a participant to write the responses on the whiteboard or flipchart while you read them out.</p> <p>If a trait is repeated, put a check next to the trait written on the board or chart.</p>
<p>5. Review the list of words from the participants and ask which traits would help make someone an effective leader?</p>	<p><b>7-10 minutes</b></p> <p>Encourage participants to consider how <b>all</b> the traits listed could contribute to making someone an effective leader.</p>
<p>6. To wrap up, ask each participant to share one leadership trait they have or ask them to share one word to describe how they are feeling.</p>	<p><b>3-5 minutes</b></p> <p>Has your thinking about leadership changed?</p>

# WHO LEADS US?



## A spark to use with the film *Body Politics*

Audience	Time	Materials
<b>Age:</b> 10+ <b>Group Size:</b> Any	17-22 minutes	None required

### Set Up

Have the film ready to play on a projector or big screen.

Arrange the room so participants can move from one side of the room to the other easily.

Tape a sign that says “Absolutely!” on one side of the room and a sign that says “Never!” on the other side.

### Activity

#### Pre-Viewing Activity

Activity	Time & Tip
Explain that you will be watching a short documentary about an elected representative and challenges stereotypes of who leads us.  Explain that before watching the movie we will be doing a short activity about leadership.	<b>2 minutes</b>  Ask everyone to stand up and move to the middle of the room as they are able.

Activity	Time & Tip
<p>Explain that they will be moving towards one side of the room or the other in response to a series of questions. Point to the “Never!” sign and the “Absolutely!” sign and tell people they can stand anywhere in between based on how strongly they feel.</p> <p>Ask the series of questions below and allow people to move to one side or the other of the room. After each question, give a couple of people at either side of the room an opportunity to share why they are standing where they are.</p> <ol style="list-style-type: none"> <li>1. Could you imagine <i>anyone you admire</i> serving as an elected representative?</li> <li>2. Could you imagine a <i>neighbour, colleague or classmate - someone you know personally</i> serving as an elected representative?</li> <li>3. Could you imagine <i>a friend or family member</i> serving as an elected representative?</li> <li>4. Could you imagine <i>yourself</i> serving as an elected representative?</li> </ol>	<p><b>5-10 minutes</b></p> <p>Keep the activity fast paced and energetic.</p>





## Post-Viewing Activity

Activity	Time & Tip
<p>Repeat the pre-viewing activity:</p> <p>Ask the series of questions below and allow people to move to one side or the other of the room. After each question, give a couple of people at either side of the room an opportunity to share why they are standing where they are.</p> <p>Note how the whole group has changed where they are standing.</p> <ol style="list-style-type: none"><li>1. Could you imagine <i>anyone you admire</i> serving as an elected representative?</li><li>2. Could you imagine a <i>neighbour, colleague or classmate - someone you know personally</i> serving as an elected representative?</li><li>3. Could you imagine <i>a friend or family member</i> serving as an elected representative?</li><li>4. Could you imagine <i>yourself</i> serving as an elected representative?</li></ol> <p>Wrap up by sitting down and going around the room and asking everyone to share one word about how they are feeling.</p>	<p><b>5-10 Minutes</b></p> <p>Keep the activity fast paced and energetic.</p>

# RANK THE POWER



## An activity to use with the film *Ride Fair*

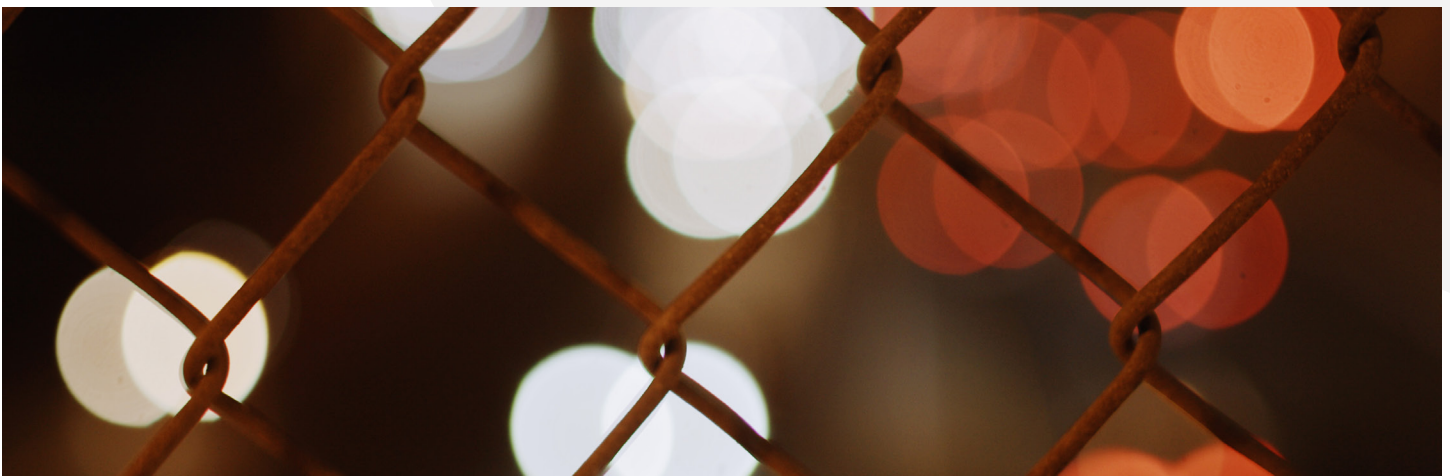
### About the Film

Three fearless community organizers with a history of standing up against big tech corporations embark on an uphill political fight to regulate Uber and Lyft in Toronto so these companies operate in the public interest, respecting communities, drivers and passengers.



### About the Filmmaker

Javier Lovera is a filmmaker and photographer exploring the intersection between technology and society. With a M.Sc. in aerospace engineering, he is an alumni of the DOC Breakthrough Program, RIDM Talent Lab and Hot Docs Deal Maker. Select clients include The Guardian, The Globe and Mail, FASHION magazine, BMW, Nike and Roots.



## Audience

**Age:** 11+

**Group Size:** 5 or more

## Time

**Average:** 60 minutes

**Minimum:** 45 minutes

**Maximum:** 75 minutes

## Materials

- Masking tape
- Markers
- Whiteboard or flipchart
- Scissors (if power cards are not pre-cut)

### Handouts:

- [“Rank the Power” activity sheet](#) (enough for each participant to have two copies)
- One set of [“Power Position Cards”](#) for each small group (3-5 participants); use different coloured paper for each group if possible
- [“Ride Fair - Who Has Power and Who Doesn’t”](#) activity sheet (enough for each participant to have one copy)

## Set Up

Have the film ready to play on a projector or big screen.

Arrange the room so participants are able to work in small groups of 3-5 people.

Cut up [“Power Position Cards”](#) to create a set for each group.

## Activity

### Icebreaker

**Introductory:** Ask participants “Who is the most powerful person you know?” or

**Advanced:** Ask participants “Tell us about a time when you felt powerful.”

## Pre-Viewing Activity

Activity	Time & Tip
<p>Have each participant individually complete the <a href="#">“Rank the Power” handout</a> by ranking the roles from most powerful to least powerful.</p>	<p><b>5-7 minutes</b></p> <p>Give one <a href="#">“Rank the Power” handout</a> to each participant.</p> <p>Review the handout and answer any questions participants may have about the roles listed.</p> <p>Do not spend time discussing the nature of power. This comes later!</p>
<ol style="list-style-type: none"> <li>1. Give each participant a “write your name here” card and ask them to write their name on it.</li> <li>2. Put participants in groups of 4-6.</li> <li>3. Give each group a set of <a href="#">“Power Position” cards</a>.</li> <li>4. Have each group place the cards in rank order from most powerful to least powerful.</li> <li>5. After a group has reached consensus and ranked their cards, have them use masking tape to place their cards along a wall or table with responses from other groups.</li> <li>6. Have each participant put their card with their name on it on the wall or table.</li> </ol>	<p><b>20-25 minutes</b></p> <p>Encourage conversation among participants when they are ranking the cards by circulating and asking groups probing questions about their ranking.</p> <p>Let groups know they should be prepared to explain their ranking.</p> <p>Encourage participants to consider and discuss different forms of power and how who has power depends on the circumstances. For example, who has power over where you work or where you live? Who has power over what taxes you pay or the health care you receive?</p>
<p>Lead a group discussion about where participants have placed <a href="#">“Power Position” cards</a>. Ask participants to explain why they ranked the positions as they did.</p>	<p><b>10 minutes</b></p> <p>Consider areas where there is agreement and areas where there are big differences.</p>
<p>Give participants an opportunity to explain why they placed themselves where they did on the power spectrum.</p>	<p><b>4 minutes</b></p>

## Viewing Activity

1. Explain that you will be viewing a short documentary about efforts to address challenges associated with ride-hailing apps like Uber and Lyft.
2. Give participants another [“Rank the Power” activity sheet](#) and ask them to check off each role or person that is mentioned in the film as they watch. [NOTE - many of the roles and people listed on the sheet are not mentioned in the film. Part of the goal of this activity is to demonstrate that who has power varies depending on the circumstances.]

## Post-Viewing Activity

Activity	Time & Tip
<p>Explain that participants will now be discussing who has power in the film.</p>	<p><b>2 minutes</b></p> <p>Put participants back into their groups.</p> <p>Pass out the <a href="#">“Who Has Power and Who Doesn’t?”</a> <u>handout</u>.</p>
<p>Have participants discuss their answers to the questions in small groups.</p>	<p><b>8-15 minutes</b></p> <p>Circulate amongst the group and encourage them to discuss why and how different people and organizations gained power.</p> <p>This part is where most of the discussion will take place.</p>
<p>Have one group share their response to one question.</p> <p>Ask if any other groups want to add anything.</p> <p>Then ask another group to share their response to the next question. Ask if any other groups want to add anything.</p> <p>Repeat until all questions are answered.</p>	<p><b>5-8 minutes</b></p> <p>This part is intended as an opportunity to share their prior discussion and is not intended as an opportunity for discussion.</p>
<p>Wrap up by asking people if they feel more powerful or less powerful after this activity. Tell them to raise five fingers if they feel much more powerful and one finger if they feel much less powerful.</p>	<p><b>2-3 minutes</b></p>



# Power Position Cards



<b>The President of a Bank</b>	<b>Governor-General of Canada</b>
<b>Mayor of My City</b>	<b>Premier of My Province</b>
<b>City Councillor</b>	<b>Member of Parliament (in Governing Party)</b>
<b>Community Groups</b>	<b>Member of Provincial Parliament</b>

# Power Position Cards



Chief of Police	The People (Residents of Canada)
CEO of Uber	Minister of National Defence
Minister of Finance	Uber Driver
News Reporter	My Teacher

# Power Position Cards



<p><b>My Parents</b></p>	<p><b>Police Officer</b></p>
<p><b>Write Your Name Here:</b></p>	<p><b>Write Your Name Here:</b></p>
<p><b>Write Your Name Here:</b></p>	<p><b>Write Your Name Here:</b></p>



## Rank the Power

- \_\_\_\_\_ The President of a Bank
- \_\_\_\_\_ A Teacher
- \_\_\_\_\_ Minister of Finance
- \_\_\_\_\_ Supreme Court Judge
- \_\_\_\_\_ Member of Parliament
- \_\_\_\_\_ Mayor of my city
- \_\_\_\_\_ Premier of my province
- \_\_\_\_\_ An Uber Driver
- \_\_\_\_\_ City Councillor
- \_\_\_\_\_ Member of Parliament
- \_\_\_\_\_ Chief of Police
- \_\_\_\_\_ The People (Residents of Canada)
- \_\_\_\_\_ You
- \_\_\_\_\_ Minister of National Defence
- \_\_\_\_\_ Community Groups
- \_\_\_\_\_ Prime Minister
- \_\_\_\_\_ The CEO of Uber
- \_\_\_\_\_ Your Parents
- \_\_\_\_\_ News Reporter
- \_\_\_\_\_ Member of Provincial Parliament
- \_\_\_\_\_ Police Officer



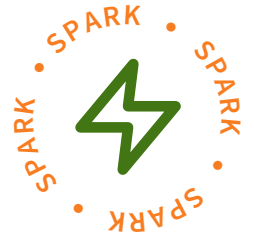
## ***Ride Fair - Who Has Power and Who Doesn't?***

Discuss the following questions and be prepared to report out your answers to the whole group. Use this handout to take notes.

1. Who has power in the film?
2. Who has the most power in the film? Why?
3. Who has the least power in the film? Why?
4. Who were you surprised to be not involved in the issue? Why?
5. Why was it important to have a coalition to address the issue?
6. If you were an Uber driver, what would you do?



# STAND WHERE YOU STAND



A spark to use with the film *Ride Fair*

Audience	Time	Materials
Age: 10+ Group Size: Any	17-22 minutes	None required

## Set Up

Have the film ready to play on a projector or big screen.  
Arrange the room so participants can move from one side of the room to the other easily.  
Tape a sign that says “Yes” on one side of the room and a sign that says “No” on the other side.



## Activity

### Pre-Viewing Activity

Activity	Time & Tip
<p>Explain that you will be watching a short documentary about ride-hailing services like Uber and Lyft.</p> <p>Explain that before watching the film we will be doing a short activity about how people feel about these services.</p>	<p><b>2 minutes</b></p> <p>Ask everyone to stand up and move to the middle of the room as they are able.</p>
<p>Explain that they will be moving towards one side of the room or the other in response to a series of questions. Point to the “Yes” sign and the “No” sign and tell people they can stand anywhere in between based on how strongly they feel.</p> <p>Ask the series of questions below and allow people to move to one side or the other of the room. After each question, give a couple of people at either side of the room an opportunity to share why they are standing where they are.</p> <ol style="list-style-type: none"><li>1. Do you like using ride-hailing services like Uber or Lyft?</li><li>2. Would you rather use public transportation than a ride-hailing service?</li><li>3. Do you think being a driver for a ride-hailing service is a good job?</li><li>4. Would you want to be a driver for a ride-hailing service?</li><li>5. Should the government regulate ride-hailing services more than they do?</li></ol>	<p><b>5-10 minutes</b></p> <p>Keep the activity fast paced and energetic.</p>

## Post-Viewing Activity

Activity	Time & Tip
<p>Repeat the pre-viewing activity:</p> <p>Ask the series of questions below and allow people to move to one side or the other of the room. After each question, give a couple of people at either side of the room an opportunity to share why they are standing where they are.</p> <p>Note how the whole group has changed where they are standing.</p> <ol style="list-style-type: none"><li>1. Do you like using ride-hailing services like Uber or Lyft?</li><li>2. Would you rather use public transportation than a ride-hailing service?</li><li>3. Do you think being a driver for a ride-hailing service is a good job?</li><li>4. Would you want to be a driver for a ride-hailing service?</li><li>5. Should the government regulate ride-hailing services more than they do?</li></ol> <p>Wrap up by asking if there is something that participants would like to change in their community.</p>	<p><b>5-10 minutes</b></p> <p>Keep the activity fast paced and energetic.</p>



# YOU'RE MORE POWERFUL THAN YOU THINK



## An activity to use with the film *Militant Mother*

### About the Film

To get to class on time, children from the Raymur Place social-housing project were forced to jump shunting train cars that stood in their path. In 1971, after months of petitioning for a safe crossing, a group of mothers made their voices heard by blockading CN Rail from delivering goods.



### About the Filmmaker

Carmen Pollard is a Canadian filmmaker focused on stories that centre on underrepresented voices and perspectives within the arts, social and climate justice. She has worked throughout her professional career as a director, editor, producer and digital-compositing artist. Her award-winning work has been broadcasted throughout North America in theatres, on Netflix and at festivals worldwide.



## Audience

**Age:** 11+

**Group Size:** 3 or more

## Time

**Average:** 55 minutes

**Minimum:** 40 minutes

**Maximum:** 75 minutes

## Materials

- White board or flipchart
- Markers
- “What Makes People Powerful?” handouts (print enough for each participant to have one)

## Set Up

Have the film ready to play on a projector or big screen.

Arrange the room so participants are able to work in small groups of 3-5 people.

## Activity

### *Icebreaker*

Ask participants: “If you could have any superpower, what would it be?”





## Pre-Viewing Activity

Activity	Time & Tip
1. Explain that we will be watching a seven-minute documentary about some powerful people, and before we do that, we are going to consider what makes someone powerful.	<b>2 minutes</b> Distribute <a href="#">“What Makes People Powerful?” handout</a> .
2. Ask participants to individually check 10 attributes that make someone powerful.	<b>3-4 minutes</b> Encourage them to add more attributes in the “other” category.
3. Ask participants to circle the three attributes they consider most important to making someone powerful.	<b>1-2 minutes</b>
4. Have each participant share one attribute they consider important to make someone powerful, then continue around the group to provide everyone an opportunity to share.  Ask participants to continue sharing as time allows.	<b>4-5 minutes</b> Record responses on a whiteboard or flipchart.  Don’t discuss responses in depth at this step; there will be time for in-depth discussion <u>after</u> viewing the film.

## Viewing Activity

1. Explain that you will be watching a film about Carolyn Jerome, who helped lead a community effort and successfully stood up to one of the most powerful companies in Canada, CN Rail.
2. As they watch the film, ask participants to check the attributes that make Carolyn powerful and the attributes that make employees of CN Rail powerful.

## Post-Viewing Activity

Activity	Time & Tip
1. Put participants in small groups of 3-5 and ask them to circle the five most important attributes that make Carolyn powerful.	<b>5-7 minutes</b>
2. Ask each group to share the five attributes they circled.	<b>4-5 minutes</b> Write their responses on the whiteboard or flipchart.  Put a checkmark next to attributes that more than one group has.
3. Lead a discussion of participant responses using the following prompts: <ol style="list-style-type: none"> <li>Why was Carolyn and the Militant Mothers able to succeed?</li> <li>What attributes did the employees of CN Rail have?</li> <li>How did Carolyn and the Militant Mothers use their power?</li> <li>What would have been different if this was taking place today?</li> <li>What do you admire about Carolyn?</li> </ol>	<b>8-20 minutes</b>  The discussion can be as short or long as time allows. Consider adding your own prompts.
4. Ask participants to check off five attributes that they have that make them powerful. Have them circle the three most important.	<b>3-4 minutes</b>
5. Invite each participant to share one attribute that makes them powerful.	<b>4-5 minutes</b>  Write their responses on a whiteboard or flipchart.  Offer praise and encouragement for participant responses.
6. Close by having a short discussion about how much power the group has and asking how they would want to use their power.	<b>5-6 minutes</b>



## What Makes People Powerful?

Check the 10 attributes most likely to make someone powerful:

- Young
- Old
- Parent
- Single
- Married
- Has many followers
- Has many ideas for change
- Honest
- Dishonest
- Courageous
- Patient
- Determined
- Caring
- Loud
- Quiet
- Male
- Female
- Good speaker
- From a family of leaders
- From a wealthy family
- From a poor family
- Understands how the political system works
- Works for people, not for profit
- Makes lots of money
- Can speak many languages
- Connected to communities
- Connected to business leaders
- Connected to politicians
- Follows the laws to make change
- Breaks the laws to make change
- Has a family
- University educated
- Physically attractive
- Is often in the news
- Physically strong
- Other:
- Other:
- Other:





## Carolyn Jerome

- Young
- Old
- Parent
- Single
- Married
- Has many followers
- Has many ideas for change
- Honest
- Dishonest
- Courageous
- Patient
- Determined
- Caring
- Loud
- Quiet
- Male
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- Follows the laws to make change
- Breaks the laws to make change
- Has a family
- University educated
- Physically attractive
- Is often in the news
- Physically strong
- Other:
- Other:
- Other:

## Employees of CN Rail

- Young
- Old
- Parent
- Single
- Married
- Has many followers
- Has many ideas for change
- Honest
- Dishonest
- Courageous
- Patient
- Determined
- Caring
- Loud
- Quiet
- Male
- Female
- Good speaker
- From a family of leaders
- From a wealthy family
- From a poor family
- Understands how the political system works
- Works for people, not for profit
- Makes lots of money
- Can speak many languages
- Connected to communities
- Connected to business leaders
- Connected to politicians
- Follows the laws to make change
- Breaks the laws to make change
- Has a family
- University educated
- Physically attractive
- Is often in the news
- Physically strong
- Other:
- Other:
- Other:

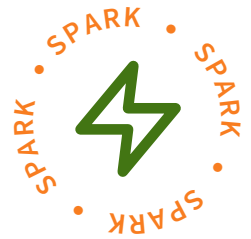


## Check the five attributes you have:

- Young
- Old
- Parent
- Single
- Married
- Has many followers
- Has many ideas for change
- Honest
- Dishonest
- Courageous
- Patient
- Determined
- Caring
- Loud
- Quiet
- Male
- Female
- Good speaker
- From a family of leaders
- From a wealthy family
- From a poor family
- Understands how the political system works
- Works for people, not for profit
- Makes lots of money
- Can speak many languages
- Connected to communities
- Connected to business leaders
- Connected to politicians
- Follows the laws to make change
- Breaks the laws to make change
- Has a family
- University educated
- Physically attractive
- Is often in the news
- Physically strong
- Other:
- Other:
- Other:



# DEMOCRACY BINGO



## A spark to use with the film *Militant Mother*

### Audience

**Age:** 12+

**Group Size:** 4 or more

### Time

15-20 minutes (not including post viewing discussion)

### Materials

- [Democracy Bingo handout](#) (print enough for each participant to have one)
- Pens or pencils for participants

### Set Up

Have the film ready to play on a projector or big screen.

Arrange the room so participants can easily move around and talk with each other.



## Activity

### Pre-Viewing Activity

Activity	Time & Tip
<p>Distribute <a href="#">Bingo cards</a> to each participant.</p> <p>Ask participants to get up, move around the room and talk to each other to find people who have done something listed on the card. When participants meet someone who has completed an activity on the Bingo card, they put the person's name in the corresponding square. When participants have completed five squares in a row (horizontally, vertically, or diagonally), they yell "Bingo!"</p> <p>Ask participants to share a couple of things they learned about other people in the group.</p>	<p><b>6-10 minutes</b></p> <p>Encourage people to collect as many different names as possible on their card.</p> <p>Don't stop after someone yells bingo if time allows. Encourage everyone to collect more names.</p>

### Viewing Activity

While viewing the film, encourage participants to circle all the activities on the Bingo card that Carolyn Jerome did.

### Post-Viewing Activity

Lead a discussion on the ways Carolyn and the other mothers are able to change the policies of one of the most powerful corporations in Canada.



<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>
Talked about issues you care about in a community program	Voted in an election	Contacted a political representative	Helped someone less powerful than you	Went to a community meeting
Watched a political debate	Worked to change something in your community	Used the school system	Talked about issues you care about with friends	Encouraged someone to vote
Volunteered in your community	Learned something new about the political system	<b>FREE</b>	Paid taxes	Talked about issues you care about with someone under 18
Posted about issues you care about on social media	Did something that took courage	Read about issues you care about in the news	Donated to charity or a political party	Signed a petition
Stood up for something you believe is right	Went to a march or demonstration	Talked about issues you care about with family	Visited City Hall or the legislature	Met with a political representative

# CREDITS

The Citizen Minutes project is eight short films commissioned by Hot Docs and produced by Lisa Jackson (producer, Door Number 3 Productions) and Lauren Grant (producer, Clique Pictures).



This resource was created by John Beebe, The Democratic Engagement Exchange, Ryerson University.



**Citizen Minutes Resource  
Development Partner**



**Citizen Minutes  
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**Citizen Minutes  
Impact Producer**



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