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**Understanding and Responding to
Hate, Racism, and Discrimination
on the Frontlines**

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Module 1

Module 1 Objectives:

Participants will be familiar with the training module's project collaborators, the project's purpose, land acknowledgment, content warning, and definitions used to define hate and discrimination.

Introduction

Welcome to Understanding and Responding to Hate, Racism, and Discrimination on the Frontlines. This training was developed by the Edmonton Education team at Coalitions Creating Equity (CCEE). CCE is a provincial initiative that brings together regional community networks, organizations, and individuals across Alberta to collaboratively address issues of discrimination, inequity, and racism. This project aims to build capacity in areas of local community engagement, leadership support, and resource mobilization.

Land Acknowledgement

We wish to acknowledge that though we may be receiving this training information across many places, it is on Indigenous land, which is often known as Turtle Island. Recognizing that not all nations refer to this land as Turtle Island, the turtle still emphasizes life, earth, culture, and Indigenous autonomy.

Acknowledgments are vital not just for awareness of the traditional homeland of Indigenous people, but also ask us to understand and engage with the historical, present, and future impacts of colonialism. They ask us to think about how we are all treaty people and what treaty means. They ask us to understand how Canada and we as individuals are often complicit in Indigenous erasure. These acknowledgments ask us to accept and sit in possible moments of discomfort that we may experience, during this training, to help us listen, understand, and learn so that we may do better in the future.



Content Warning

Some subjects and content in this training may be difficult to work through. This training will cover topics on hate, racism, and discrimination, as well as real-life incidents of the impact of these issues. While the training encourages you to sit with moments of discomfort, it is important to check in with yourself and allow breaks for emotional and physical well-being.

Definitions

Hate Incident

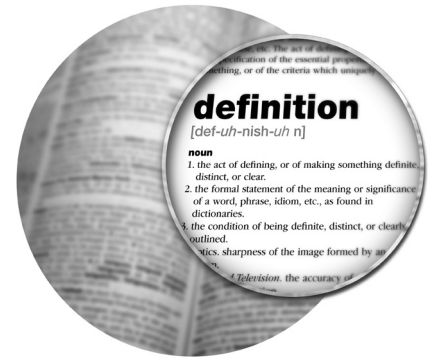
Also called an incident motivated by hate, these are non-criminal acts motivated by hate towards the group an individual belongs to. An example of a hate incident would be discriminatory jokes and/or racial slurs.

Hate Crime

Also called a crime motivated by hate, these are criminal acts motivated by hate towards the group an individual belongs to. An example of a hate incident would be vandalism of a faith-based building or an assault where racial slurs are used during the act of the assault.

Individual Discrimination

This type of discrimination is bias or differential treatment towards the group that an individual belongs to. For example, if a customer in a store states that they don't want a particular cashier touching their items based on the cashier's appearance, such as the colour of the cashier's skin, body art the cashier has, if the cashier is wearing faith-based clothing, etc.



Systemic Discrimination

This type of discrimination occurs when the realities of discrimination are manifested in each of society's major parts. For example, this can manifest as an individual being repeatedly overlooked for promotion despite being a top candidate due to their cultural identity, religious affiliation, sex, or gender identity, etc.

Canadian Criminal Code

In Canada, hate crime is not seen as a separate crime from other crimes. Rather, all crimes have the potential to be hate motivated if hate is an aspect while a crime was committed. While hate crime is not an explicit section of the Canadian Criminal Code, there are five sections within it that refer to crimes that are motivated by hate.

Section 318: Advocating Genocide

According to the Canadian Criminal Code, "every person who advocates or promotes genocide is guilty of an indictable offense and liable to imprisonment." Genocide is defined as an act "committed with intent to destroy in whole or in part any identifiable group."

For example, if an individual tries to encourage others to kill members of an identifiable group, whether through their speech or through documents, that individual would be advocating genocide.

Section 319: Public Incitement and Willful Promotion of Hated

In the Canadian Criminal Code, public incitement of hatred is defined as communicated statements in a public place that incites hatred against any identifiable group where such incitement is likely to lead to a breach of peace.

Willful promotion of hatred is defined as communicated statements that willfully promote hatred against an identifiable group. While this does not include private conversation, the Canadian government has been discussing what private conversation entails in the online sphere.

In a physical space, Section 319 may be applied in cases where, for example, an individual is attempting to promote or encourage others to hate members of an identifiable group, whether that is through spoken communicated statements or using documentation, such as hate-motivated pamphlets.

The same is true in an online space and may be communicated on social media platforms such as Facebook, Twitter, Instagram, Reddit, Discord, TikTok, YouTube, etc. This may be communicated in publicly available videos, chatrooms, discussion threads, hateful memes, etc.

Section 320: Warrant of Seizure

Section 320, which is Warrant of Seizure, is defined as when a "judge who is satisfied by information on oath that there are reasonable grounds for believing that any publication, copies of which are kept for sale or distribution in premises within the jurisdiction of the court, is hate propaganda shall issue a warrant

under his hand authorizing seizure of the copies."

Plainly, this is the section of the criminal code that allows law enforcement officials to confiscate physical hate propaganda on premises. The hate propaganda is defined as any "writing, sign or visible representation that advocates or promotes genocide."

For example, if law enforcement enters the living quarters of an individual, regardless of if that individual is being investigated for a hate motivated incident or not, and they view hate propaganda, they are permitted to seize that documentation.

Section 430 (4.1): Mischief in Relation to Religious Property, Educational Institutions

In the Canadian Criminal Code, mischief refers to the destruction or damage of property, or interferes with the lawful use, enjoyment, or operation of the property or interferes with a person attempting to lawful use, enjoy, or operate the property.

Section 430 (4.1) addresses mischief that is committed in relation to religious property or educational institutions if the commission of that mischief is motivated by hate, bias, or prejudice against an identifiable group. For example, if an individual vandalizes a religious building, such as a mosque.

Section 718.2 (a and i): Sentencing Principles

The most used section of the Canadian Criminal Code in addressing hate. The sentencing principle addresses any criminal act of hate committed that is not addressed by the other sections.

If a criminal act is committed, such as an assault, that evidence is found that the criminal act was motivated by hatred, bias, or prejudice of an individual based on the group they belong to, then that is deemed aggravating circumstances. If aggravating circumstances are determined to have taken place, then additional sentencing may be considered. This may include additional years of imprisonment, community service, the completion of diversionary education modules, other forms of compensation, etc.



Module 2

Methods and Tools to Address Hate, Racism, and Discrimination

Module 2 Objectives:

Participants will be familiar with the 5 D's Bystander Response Tool, sample bias Indicators, and the CCE-developed Wordle tool for Frontline Workers and Individuals

Bystander Responses

At times, a witness of hate, racism, and discrimination may be in a position where it is difficult or dangerous to intervene. It is important to note the following tools that may help address tense situations.

In cases where the witness is in a hate situation that may call for intervention, the five 'Ds' of Bystander Intervention: Distract, Delegate, Document, Delay, and Direct is an important tool that can be used as guidance.

Before acting on using bystander intervention, it is vital that the witness assess their own safety and the safety of the individual or individuals experiencing hate. Not all the '5 D' responses will be appropriate in every situation. Every incident of hate is unique, and one must evaluate safety concerns before choosing to engage in the following methods.

Distract

- Derail the incident by interrupting.
- Ignore the harasser and engage directly with the individual being targeted.
- Ignore the harassment and don't refer to it. Instead, talk about something unrelated.
- Read the situation and choose your distraction method accordingly. The goal is to de-escalate the situation, and some methods may escalate. Consider safety first.

Delegate

- Find an authority figure, such as a store supervisor, a bus driver, or a security guard, for assistance in intervention.
- If there are other trusted people present, have them use methods of distraction (such as asking for the time, directions, etc) with the person being harassed while finding someone who may be able to assist.
- Speak with other nearby bystanders that might be in a better position to intervene. Work together.
- Call emergency services if it is safe to do so.

Document

- Assess the situation first. Is anyone else helping the person being harassed? If not, try using one of the other four Ds.
- Recording hate can expose abuse, deter violence, substantiate reports, and serve as evidence. However, consider first:
 - Safety. Could recording make the situation worse? It may be better to try a different tactic first.
 - Privacy. Ask permission from the person being harassed first. They may not wish to be recorded.

Delay

- It may not always be possible to act in the moment. However, the witness can still make a difference for people experiencing harassment by checking in on them after an incident has taken place.
- Many types of harassment happen in passing or very quickly. When the situation is over, speak to the person who was targeted.

Direct

- It might be possible to directly respond to the harassment by naming what is happening or confronting the harasser.
- But first, assess the situation using the following questions: 'Are you physically safe? Is the person being harassed physically safe? Does it seem likely that the situation could escalate? Can you tell if the person being harassed wants someone to speak up?'
- Keep it short. Try not to engage in dialogue, debate, or argument with the harasser as it can lead to escalation.

Bias Indicators

Bias indicators are objective factors that should be considered in determining the presence of bias during an act. Bias indicators provide an indication that further investigation with a view to establishing a motive may be required. The absence or presence of bias indicators is not always indicative of bias, but may be useful in identifying potential hate, racism, and discrimination.



It can sometimes be difficult to identify hate when it happens.

You may use the following eight bias indicators, to help you identify hate when it happens:

- Victim perception. Does the victim perceive the incident to be motivated by hate?
- Witness perception. Does the witness perceive the incident to be motivated by hate?
- Is there a difference between the perpetrator of hate and the victim in terms of racial, religious, national, or ethnic origin, gender, sexual orientation, or another similar factor?
- Did the incident occur on a date of significance to the victim such as a religious holiday, pride month, or cultural celebration?
- Did the perpetrator of hate use language or words regarding the victim's background?
- Was an organized hate group involved?
- Is there a history of previous incidents occurring in the area?

Wordle Tool for Frontline Workers (Page 26)

The Wordle tool was created for frontline workers and individuals assisting people who have been impacted by hate, racism, and discrimination. The Wordles, in the form of infographics, cover the topics of hate incidents, hate crimes, individual discrimination, and systemic discrimination. They are designed so that both those who have been impacted by hate and those assisting them have an accessible way to understand and address hate. Each Wordle contains words and phrases that describe what an individual

impacted by hate may have experienced, witnessed, or felt. They are meant to help victims of hate, racism, and or discrimination define their thoughts, feelings, and experiences and provide a guidance tool for clarification of the injustice and possible next steps to move forward.

Hate Incident Wordle

On the front page of the hate incident, Wordle contains a plain language definition of a hate incident, which is a non-criminal act motivated by hatred towards the group that an individual belongs to. It contains:

- What a person impacted by hate might be feeling, such as guilt, anger, fear, shock, and trauma.
- How hate may manifest, such as discriminatory jokes, name-calling, slurs, bullying, microaggressions/ verbal harassment, victim blaming, and online harassment.
- Other impacts of hate incidents, such as how it is rarely reported, how it may lead to hate crimes and potential retaliation.

On the second page, methods for responding to hate incidents are listed.

While hate incidents are non-criminal in nature, it is always important that the incident be reported to local law enforcement. Though they may not be able to act upon non-criminal incidents of hate, documenting them provides vital intelligence to law enforcement for their education and outreach, and establishes a paper trail should additional incidents or escalation occur.

If the incident is committed by a coworker, employer, service provider, or landlord, it can also be reported to Human Rights Commissions.

Unofficial reporting mechanisms may also provide a place for individuals to report. Reports can be made to:

- B'Nai Brith, which is a Jewish organization that accepts reports of both hate crimes and hate incidents committed against the Jewish community. <https://www.bnaibrith.ca/>
- National Council of Canadian Muslims, which is a Muslim organization that accepts reports of both hate crimes and hate incidents committed against the Muslim community. <https://www.nccm.ca/>
- The Alberta Hate Crimes Committee's StopHateAB.ca website, which is an Alberta-based website where individuals that are impacted by hate can self-document what they experience or witness. <https://stophateab.ca>



Report where one feels most comfortable. Organizations such as those mentioned are committed to working together to ensure people are supported. Reporting to these organizations does not mean law enforcement is aware of the incident; however, these organizations can help individuals if they would like to file an incident with law enforcement.

Hate Crime Wordle

CCE's plain language definition of a Hate Crime is any criminal act that is motivated by hatred towards the group that an individual belongs to. Hate crime is a broad category, as any criminal act that is found to be motivated by hate falls into this category. Crimes motivated by hate can include:

- Verbal, sexual, or physical assault motivated by hate

- In the Canadian Criminal Code, a few crimes are specifically recognized as motivated by hate, such as advocating genocide, willful promotion of hatred, mischief to religious buildings, creation of hate materials
- Like hate incidents, hate crimes are rarely reported. However, if they are ignored, they can potentially escalate to more serious crimes.

As with hate incidents, it is essential that hate crimes are reported to law enforcement. While hate crimes can be reported to other organizations, it is important to acknowledge that unofficial organizations cannot give official responses like law enforcement can.

Individual Discrimination

Individual and Systemic Discrimination often overlaps, as neither can exist without the other. Both uphold the other and allow for all parts of discrimination to take place.

CCE's plain language definition of individual discrimination is bias or differential treatment towards the group that a person belongs to. This can manifest in a variety of ways, such as:

- Exclusion, discriminatory jokes, and comments, microaggressions and verbal harassment
- Feeling that one must take off traditional clothing or cover body art for acceptance
- Internalized oppression or racism towards oneself of one's own group

Individual discrimination can have fewer tangible ways to respond to it; however, if the incident is committed by a coworker, employer, service provider or landlord, it can also be reported to Human Rights Commissions. <https://albertahumanrights.ab.ca/>

<https://www.aclrc.com/making-a-human-rights-complaint>

Many organizations also work to fight individual discrimination such as Friendship Centers and other Indigenous organizations, faith organizations, pride and other 2SLGBTQIA+ organizations, and mental health organizations.

As an individual, one can also make a difference by:

- Being an active witness and following the five Ds of Bystander Interventions
- Contacting labour board, unions, employers, boards of directors, offices of safe disclosure, the media
- Educating and advocating on social media

System Discrimination

Systemic discrimination occurs when the realities of discrimination are manifested in each of society's major parts. As with individual discrimination, systemic discrimination is propped up by individual discrimination occurring and vice versa.

This is the type of discrimination where we see manifestations of issues like racism, sexism, ageism, transphobia, homophobia, etc. This leads to concerns like societal complacency, housing and hiring denial, inaccessible buildings, transit, and supports, as well as discriminatory policies and lack of legal support.

Deeper conversations on the past, present, and future impacts of privilege and colonialism are needed to effectively address systemic discrimination. These types of conversations can get discouraging, as they

often seem bigger than we can handle. There are ways to address system discrimination, however.

Join or develop a coalition to advocate for change to policies, laws, or practices. For example:

- Coalition for Justice and Human Rights <http://coalitionscreatingequity.ca/>
- John Humphrey Centre for Peace and Human Rights <https://www.jhcentre.org/about-us>
- Multicultural Health-Brokers Co-op <https://mchb.org/>
- Centre for Race and Culture <https://cfrac.com/>

Also:

- Seek justice through dialogue and restorative justice circles
- Have everyone, including those who benefit from systemic discrimination, work together to take responsibility to dismantle systems of oppression
- Seek policing alternatives such as community dialogues, Indigenous organizations, community-led initiatives, etc.
- And collectively address major barriers to confronting racism and exclusion such as transportation and housing



Module 3

Module 3 Objectives:

Participants will be familiar with the rationale for reporting hate crimes or incidents or other forms of discrimination, and research findings from a conducted 'Reporting' study.

Importance of Reporting

The most essential tool to use in response to hate is the ability to report incidents when they are seen or experienced. Without reporting, individuals, organizations, and society are unable to effectively address issues of hate, racism, and discrimination when they happen. It prevents justice and accountability by creating a culture of silence around the realities of hate.

Reporting allows the ability for a response. This can be done through formal reporting mechanisms like law enforcement and government, but also through informal reporting mechanisms like nonprofits and community groups. Reporting not only connects victims of hate with support, but it also encourages others to seek out those reporting mechanisms.

However, when reporting is encouraged, it's important to be aware that there are real and serious concerns from people who are deciding whether they want to report. There is the concern of potential retaliation from perpetrators of hate. There may be resistance from law enforcement, from family, from community, or from the workplace. There may be language barriers, inaccessible places to report, lack of transport, or inaccessible technology to use those methods of reporting.

One needs to be mindful that there are legitimate reasons why someone may not report, and that reporting may not be an option for everyone. Still, working to connect people to mental health support and community safety resources is important and should be a viable option.

In the end, every incident is unique, and requires an individual, thoughtful response.

Hopes for Reporting

Interviews were carried out with 18 people who had reported a hate crime or incident to organizations over the past 5 years. Participants in the study had different hopes when they first decided to report their experience of a hate crime or incident. These hopes included stopping the harm facing themselves or others, seeking justice, and raising awareness about the issue so it could be documented and addressed. When reporting to the police, police professional standards branch, or a professional regulatory body, participants hoped perpetrators would be investigated, held accountable, and recognized for the harm caused by their actions. Participants who reported to these and other organizations identified hoping for advocacy, support reporting to the police, guidance, financial aid, and assistance with mental, physical, and housing needs.

It is important to understand the hopes so that the support provided includes those hopes. However, it cannot be assumed what individuals need after experiencing a hate crime or incident. Therefore, one must ask them and plan the responses based on their individual needs.

Experiences Reporting

While reporting hate crimes and incidents is important, as previously stated, reporting experiences may not always meet the needs of survivors of hate crimes and incidents. In the resulting research, it was found that how organizations respond to reports of hate crimes and incidents does not reliably meet the needs of people victimized by these occurrences and can significantly impact survivors.

The responses participants hoped for were often different from the ones they received. These responses are summarized next, with services that met survivors' needs discussed separately from those that did not. The actual responses to these reports of hate crimes and incidents that participants received were more complicated. Organizations often responded in ways that did and did not meet survivors' needs. Sometimes, a participant reported to multiple organizations and staff before their needs were met at a minimal level, if at all.

In scenarios where participants were most satisfied with the organization's response, the responses included being:

- Listened to
- Believed
- Taken seriously
- Not judged or shamed

The organization addressed the matter promptly and was victim-centered. Organizations gave participants encouragement, guidance, and support while providing regular and ongoing follow-ups. Responding organizations provided participants access to safety planning and appropriate services or referrals, including mental and physical healthcare, housing, identification, and legal assistance. Non-police organizations assisted participants in reporting to the police when requested. Still, they did not pressure participants to make further reports if they did not wish to. Police responded promptly, took statements, and believed the participant. They worked to find the perpetrator, made decisions in collaboration with the participant, provided regular follow-up, and made referrals to internal support like victim services. In some cases, perpetrators were apprehended and held accountable in ways that incorporated the participant's wishes.

When responses like these happened, participants identified experiencing several feelings. These included feeling satisfied, grateful, hopeful, listened to, relieved, and increased confidence in responses from organizations and the reporting process. In addition, they felt safe for themselves and others, that they were not alone, and that they could keep going.

However, many responses had negative impacts on participants, including:

- Being ignored or disbelieved
- Being discouraged from reporting
- Facing discrimination and disrespect in a culturally unsafe environment

Participants shared that responding organizations laughed at and victim-blamed them. Organizations told them their experience was not serious enough to justify a response or that what they experienced was not a crime. Participants regularly received no or little follow-up or delayed responses that took months or years. Reporting procedures were sometimes complex, demanding, and inaccessible.

Some organizations were unaware of appropriate referrals. Participants faced:

- Confusing staffing changes
- Mistakes and disorganization
- Being sent back and forth between services
- Decisions that did not align with their wishes

Due to responses from organizations that did not ensure their safety, some participants faced harassment from those they filed complaints against. Perpetrators were not investigated or apprehended. When participants filed complaints about professional conduct, the ways organizations responded seemed to protect the subject(s) of the complaint as opposed to the survivor.

These negative responses had a range of emotional impacts on participants, including anger, anxiety, confusion, defeat, depression, disappointment, doubt, and frustration.

Negative responses impacted participants' beliefs, including a loss of faith in authorities and the reporting process, and a loss of pride in being an Edmontonian. Others developed beliefs that Canada is unjust, they are not valued, and that justice is not available to them. They further began to perceive that they continued to be unsafe, and that those who perpetrated hate crimes or incidents could do so without facing the consequences of their actions.

Negative responses also resulted in behavioural and psychological impacts on participants. Some participants abandoned their reports altogether. Physical and psychological impacts from the original crime or incident remained untreated. Participants experienced retraumatization, financial losses, online harassment, and suicidality.

A participant shared their experience and hopes for ways organizations can improve: "I'd like them to know what it feels like.... when people feel just disappointed...I want them to know that like, 'Yo, we don't feel heard.' We just feel defeated. And like it's just a huge disappointment. Like, who cares about us?"

It is important to keep these realities in mind when encouraging or helping people report a hate crime or incident. It is important to ensure that timely, consistent, victim-centered, and evidence-based services that address systemic gaps are a priority. Ultimately, all attempts made should focus on ensuring a positive experience for survivors while taking all steps possible to avoid negative reporting experiences, especially considering their significant impacts as previously stated in this report.



Module 4

Module 4 Objectives:

Using the illustrated sample case study that provides information regarding the steps taken from the initial hate occurrence to the final resolution stages, the participants will be familiar with using the Wordle tool and the complexity of possible steps needed to solve incidents of hate.

Case Study

The following case study puts the theory into practice and goes through possible steps used to seek justice and resolution.

"Shannon is a woman from southern Alberta. She has an 11-year-old daughter named Melissa, who plays in a minor hockey league. All the players on Melissa's team are Indigenous.

Melissa's hockey team recently played a game at an opposing team's home rink. All the players on the opposing team are non-Indigenous. During the game, the referees repeatedly put players from Melissa's team in the penalty box, whether this was for responding when they were slashed with a hockey stick or pushed by the opposing team. The opposing team did not receive any penalties.

Throughout the game, Shannon calls out to the referees about the unfair penalties. Later in the game, two law enforcement officers arrive and approach Shannon's area. They ask which one is causing the disturbance, and a referee points out Shannon. The officers ask Shannon to leave the arena and she complies.

A few days later, Shannon's daughter discloses that as she was leaving the rink, a man watching the game called her a homophobic slur. Melissa responded by swinging her hockey stick at him. Words were exchanged and as Melissa continued to leave the rink, the man attempted to swing a fist at her. A report of the incident was filed with law enforcement."

When responding to cases like this, keep a few questions in mind. Such as:

- Are there bias indicators present in the case?
- Are hate crimes or incidents taking place?
- Are there concerns about individual or systemic discrimination?
- Who should this case be reported to? Who needs to know?
- And how can the community respond to this?



With a complex case such as Shannon and Melissa's, several factors need to be considered.

First, look at potential bias indicators. As this incident was reported by Shannon and Melissa, it is confirmed that the victims in the situation view it as hate. It is also known that there is a difference between the victims and the perpetrators of hate. And finally, it is known that the perpetrator of hate, in this case, the conflict between Melissa and the man, used hateful language. With further discussion with Melissa and Shannon, it may also be able to determine if other witnesses view the incident as being motivated by hate or if incidents like this have happened previously.

Next, look at what types of hate and discrimination are present. In the case study, there are multiple incidents taking place. The unfair treatment of Indigenous players, law enforcement being called to single out Shannon, and the homophobic slur used at Melissa are all incidents of hate. These are all generally considered non-criminal incidents; however, further information or the interpretation of law enforcement may change that. There is also a potential criminal incident in this case due to the man attempting to physically harm Melissa. Issues like these require further investigation from law enforcement.

There are issues of both individual and systemic discrimination taking place in this incident. The incident begins at a systemic level with the referee unfairly penalizing Indigenous players but is also highlighted by the failure of other adults witnessing this to step in as Shannon has. There is systemic discrimination leading to individual discrimination, as law enforcement is called to respond to Shannon rather than the ongoing discrimination occurring on the hockey rink. The event demonstrates how individual discrimination further impacts Melissa during the confrontation with the man at the hockey game, but also in how she is hesitant to bring the incident up to her mother until a few days later. Individual and systemic discrimination are linked, and both require the other to take place.



How should the community respond to an incident like this? How can people rally behind people like Shannon and Melissa? Listed are a few options in this case.

- Hold the community hockey league accountable for the behaviours of referees by reaching out to them
- Gather as a community to hold restorative justice circles and facilitate discussion amongst the people involved
- Approach the media, nonprofit organizations, and communities who have been marginalized to ensure that people are aware of what happened
- File human rights complaints to hold law enforcement and hockey leagues accountable

But before any of these things are considered, the need to listen and understand the victims of the incidents needs to be done first. Ask them how they want to proceed and be victim informed. In all cases, never assume that one knows best. The people who experience hate should be the ones leading the response from the community as they know their needs best.

It is in this way that victims of hate, racism, and discrimination have both justice and dignity as individuals, organizations and authorities work together to create safer, more inclusive communities.

Additional Case Studies for Practice

The following case studies are complex, and may contain multiple hate incidents, hate crimes, and both individual and systemic discrimination. You're encouraged to use the Wordles to recognize and analyze each one.

All these cases have actually occurred in Alberta; however, names and other identifying information have been changed or removed.

Workplace Incident

Paula is from Uganda and was hired to work as a part-time cashier in a store to replace another employee that was on maternity leave. John, the store manager, frequently engages and allows other employees to engage in race-based jokes, comments and actions. John sometimes mimics the accents of some of the store's customers and jokes that Paula is a "little old Black lady on a broom." He has told Paula and another cashier, who is also Black, that a customer "didn't know which Black cashier to go to" and used a racial slur when asking which one of the cashiers had moved things on the shelves.

A few months after being hired, Paula, who was still on probation, asked to switch a shift. When John asked why she said she "had to attend to business." Paula's employment was terminated the following day for insubordination.

What would be your response to this case? What are different ways community can respond? Who would you report to? Who needs to know?

Vandalism Incident

Muna, a Somali woman, was coming back from her lunch break and noticed that a white pickup truck parked outside of her workplace was spray painted with a racial slur. Muna went into her workplace and notified her supervisor about the incident, worried that the car belonged to someone at the office. Her supervisor, along with some of her colleagues went outside and determined that the car did not belong to anyone in the office.

At the end of the work day, Muna noticed that the car was no longer there. The incident was never reported to the police.

What would be your response to this case? What are different ways community can respond? Who would you report to? Who needs to know?

Agency Incident

Beth works as a receptionist at an immigrant serving agency. One day a man wearing a yellow construction vest enters the office. Walking straight up to Beth, the man demands to see a manager.

Beth calmly asks him to fill out the agency's sign-in sheet and that she would check to see if anyone was available to meet with him. Beth asked the man if there was anything in particular he would like to talk about so that she could find the right person for him. The man stated that he would like money and that he knows that this agency gives money to immigrants. Beth explained that this agency does not provide clients with income support and that if he required financial assistance, he would have to contact Alberta Works. The man begins yelling that "just because he is Canadian he will not receive money and that is unfair." He then storms out of the office.

Beth reported the incident to her supervisors and a fellow co-worker later shared with her that the man was probably part of the yellow vest movement, an anti-immigration group that holds rallies across Canada.

What would be your response to this case? What are different ways community can respond? Who would you report to? Who needs to know?

Online Incident

Several months ago, a business owner set up a YouTube channel to post video feed from multiple outside security cameras. At times, the video footage from the cameras is also streamed live on the YouTube channel and shared on Facebook. The business owner claims that he is doing this to “take back the neighborhood” and to support businesses in the community that are suffering from crime.

The cameras record video of the company truck, front and back doors, and the Supervised Consumption Site (SCS) across the street from the business. The SCS is a harm reduction building where people can consume pre-obtained drugs under the supervision of health practitioners. The cameras from the business owner across the street from the SCS can view individuals coming in and out of the SCS, including clear images of faces. People who use the SCS feel unsafe due to the videos being posted online. Members of the Indigenous community have expressed extreme concern about this channel.

Recently, an individual drove by the SCS and used a paintball gun to shoot at people in front of the building. One of the employees was struck but was not seriously injured. The individual that shot the paintball gun was questioned by law enforcement. The incident is not being viewed as hate motivated.

What would be your response to this case? What are different ways community can respond? Who would you report to? Who needs to know?



Security Incident

Kevin, an Indigenous man, was getting prepared for a presentation at a university. Before the presentation, he left to find the washroom and was approached by a security guard. The security guard asked Kevin for identification. Kevin asked why as none of the other volunteers for the conference were being asked for identification. The security guard persisted and got on his radio.

Frustrated, Kevin attempted to leave, but was followed by two other security guards who threatened him with charges of trespassing and then escorted him to the bus station. Kevin refused to answer any further questions from the security guards, who told him that he is no longer welcome on the university campus.

What would be your response to this case? What are different ways community can respond? Who would you report to? Who needs to know?

Mosque Incident

On a Friday, two men entered a mosque just before Jummah/Friday prayer, which is the busiest prayer of the week with approximately 50-100 community members attending the mosque for prayer. One of the men was spotted wearing a hat that said "Kafir" - which can be translated to mean Non-believer or Infidel.

As these two men walked through the mosque, there was another group of men outside confronting community members as they made their way to Friday prayer. The individuals outside were also live streaming the interactions on Facebook. The men inside were asked to leave by staff and when they did not, the staff informed them that they would be calling the police. All of the men left the mosque before police arrived.

The members who entered the mosque were part of a known hate group. They also went to the mosque a few days before the anniversary of the Quebec Mosque Shooting in 2017.

What would be your response to this case? What are different ways community can respond? Who would you report to? Who needs to know?

Closing

The producers of 'Understanding Hate and discrimination on the Front Lines' hope this video and curriculum guide has provided you with a better understanding of how the community, can better respond to hate, racism, and discrimination. This project was made possible with support from The Multiculturalism and Anti-racism Grant program, REACH Edmonton, Shiloh Centre for Multicultural Roots, Catholic Social Services, Alberta Hate Crimes Committee, John Humphrey Centre for Peace and Human Rights, and Coalitions Creating Equity Edmonton.

Thank you for completing the training. Please consider sharing this resource with colleagues, family, and other people who may be interested in adding to their toolbox practical ways of responding to 'hate' that comes in all forms.



The Wordle Tool for Frontline Workers



What should I do if I experience or witness a hate incident?

Report to Edmonton Police Service:

- Call 911
- Non-emergency line: 780-423-4567

For additional supports:

- Edmonton Police Service Victim Support Unit | 780-391-4078

Agencies where you can report hate incidents:

- Alberta Hate Crimes Committee (AHCC)
 - www.StopHateAB.ca
 - ahcc@albertahatecrimes.org
- National Council of Canadian Muslims
 - <https://www.nccm.ca/programs/incident-report-form/>
 - info@nccm.ca
- B'Nai Brith
 - www.bnaibrith.ca/contact
- Alberta Human Rights Commission
 - If a hate incident or discrimination (individual or systemic) is committed by a co-worker, employer, service provider or landlord, it can be reported to the Alberta Human Rights Commission
 - Phone: 780-427-7661
 - Online: www.albertahumanrights.ab.ca

If you need support, you can reach out to one of these organizations:

Jewish Federations of Canada

Phone: 416-636-7655
Email: info@jfcua.org

Pride Centre of Edmonton

Phone: 780-488-3234
Email: hello@pridecentreofedmonton.ca

Stride Advocacy

Email: stride@hcentre.org

Organization for the Prevention of Violence: Evolve Program

Phone: 780-782-8070
Email: refer@preventviolence.ca

Voices of Albertans with Disability

Phone: 780-488-9088
Email: vad@vadsociety.ca

Self Advocacy Federation

Phone: 780-424-1238
Email: www.selfadvocacyfederation.ca/contact-us.html

You have a right to ask for interpretation support.

Edmonton Police Service can support.

Report to where you feel most comfortable.

These organizations are committed to working together to ensure people are supported.

Reporting to these organizations does not mean that the police are aware of the incident.

However these agencies can help individuals if they would like to file an incident with the police.



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What is hate crime?

A hate crime is any criminal act that is motivated by hatred towards the group that an individual belongs to.

What should I do if I experience a hate crime?



What should I do if I experience or witness hate crime?

Agencies that can provide support:

- Alberta Hate Crimes Committee (AHCC)
 - www.albertahatecrimes.org
- National Council of Canadian Muslims (NCCM)
 - www.nccm.ca
- B'Nai Brith
 - www.bnaibrith.ca
- Organization for the Prevention of Violence (OPV)
 - www.preventviolence.ca

Law enforcement:

Edmonton Police Service emergency line:

- 911

Non-emergency line:

- 780-423-4567 or #377 from an Edmonton mobile

Edmonton Police Service Victim Support Unit:

- 780-391-4078

Additional Supports:

- Contact a lawyer
- Legal Aid Alberta
 - <https://www.legalaid.ab.ca/Pages/default.aspx>

You have a right to ask for interpretation support.

Edmonton Police Service can support.



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What is individual discrimination?

Bias or treatment towards an individual based on the group that person belongs to.

How can we address individual discrimination?



How can we address individual discrimination?

File a human rights complaint:

- Alberta Human Rights Commission
 - www.albertahumanrights.ab.ca/about/pages/contact.aspx
- Canadian Human Rights Commission
 - www.chrc-ccdp.gc.ca/eng

Community organizations you can contact for support:

- Stride Advocacy
 - <https://www.jhcentre.org/stride-selfadvocacy>
- Native Counselling Services of Alberta
 - www.ncsa.ca
- RARICA Now
 - raricanow.org
- Shades of Colour
 - www.facebook.com/shadesofcolour.yeg
- Rainbow Alliance of Youth in Edmonton
 - rainbowallianceyeg.ca
- National Coalition of Sexual Freedom
 - ncsfreedom.org
- Sexual Assault Centre of Edmonton
 - www.sace.ca
- Alberta Sex Positive Education and Community Centre
 - aspecc.ca
- The Family Centre Drop in Counselling
 - www.familycentre.org
- SAGE Seniors Association
 - www.mysage.ca
- The Pride Centre of Edmonton
 - pridecentreofedmonton.ca
- End Poverty Edmonton
 - www.endpovertyedmonton.ca
- Canadian Native Friendship Centre
 - www.cnfc.ca
- Bent Arrow - New in Town
 - newintownedmonton.ca
- Voices of Albertans with Disability
 - vadsociety.ca
- Self Advocacy Federation
 - www.selfadvocacyfederation.ca
- Carers Alberta
 - www.carersalberta.ca
- Kids Help Phone
 - www.kidshelpline.ca
- S.A.G.E. Clan
 - www.sagedan.ca
- Edmonton Seniors Coordinating Council
 - www.seniorscouncil.net
- Islamic Family Social Services (IFSSA)
 - www.ifssa.ca

Other ways:

- Be an active witness
- Contact labour boards, unions, employers, boards of directors, offices of safe disclosure, the media
- Address bystander responses
- Make it awkward
- Educate and advocate on social media



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What is systemic discrimination?

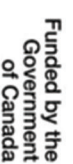
Systemic discrimination occurs when the realities of discrimination are manifested in each of society's major parts.

How can we address systemic discrimination?



How can we address systemic discrimination?

- **Join or develop a coalition to advocate for changes to policies, laws or practices:**
 - Coalition for Justice and Human Rights www.coalition4jhr.org
 - John Humphrey Centre for Peace and Human Rights info@jhccentre.org
 - Multicultural Health-brokers Coop <http://mchb.org/>
 - Edmonton Multicultural Coalition <http://www.emcoalition.ca/>
 - Centre for Race and Culture <https://cfrac.com/>
- Seek restorative justice through dialogue
- Everyone, including those who benefit from systemic discrimination, works together to take responsibility and dismantle those systems.
- Policing alternatives (i.e. community dialogues, indigenous organizations, community-led initiatives, etc.)
- Collectively address transportation and housing as major barriers to address racism and exclusion



Module 1 Quiz

1. What is the main difference between a hate incident and a hate crime?

- A. Hate incidents involve vandalism, while hate crimes involve assault with racial slurs.
- B. Hate incidents are non-criminal acts motivated by hate, while hate crimes are criminal acts motivated by hate.
- C. Hate incidents are motivated by personal dislike, while hate crimes are based on institutional bias.
- D. Hate incidents occur online, while hate crimes occur in physical spaces.

2. How is hate crime defined in the Canadian Criminal Code?

- A. Hate crime is a separate category of crime in Canada.
- B. Hate crime involves acts of discrimination against an identifiable group.
- C. Hate crime is defined as advocating or promoting genocide against an identifiable group.
- D. Hate crime is any criminal act motivated by hate towards an identifiable group.

3. What does systemic discrimination refer to?

- A. Discrimination that is committed by individuals in society.
- B. Discrimination that occurs within society's major parts and institutions.
- C. Discrimination based on an individual's bias towards a certain group.
- D. Discrimination that is confined to online spaces.

4. Under which section of the Canadian Criminal Code can law enforcement seize physical hate propaganda?

- A. Section 318: Advocating Genocide
- B. Section 319: Public Incitement and Willful Promotion of Hatred
- C. Section 320: Warrant of Seizure
- D. Section 430 (4.1): Mischief in Relation to Religious Property, Educational Institutions

5. Under what circumstances can additional sentencing be considered for a criminal act of hate?

- A. If the act was committed online.
- B. If the act was motivated by bias or prejudice.
- C. If the act resulted in property damage.
- D. If the act targeted an educational institution.

Answers	1. B	4. C
	2. D	5. B
	3. B	

Module 2 Quiz

1. What are the five 'Ds' of Bystander Intervention?

- A. Delay, Document, Direct, Disturb, Delegate
- B. Distract, Disrupt, Delegate, Deny, Direct
- C. Delay, Document, Direct, Disturb, Delegate
- D. Distract, Delegate, Document, Delay, Direct

2. Which of the following is NOT a bias indicator to help identify hate incidents?

- A. Victim perception
- B. Witness perception
- C. Weather conditions during the incident
- D. Use of language regarding the victim's background

3. How can individuals respond to individual discrimination?

- A. Report the incident to Human Rights Commissions
- B. Join a coalition advocating for policy change
- C. Educate and advocate on social media
- D. All of the above

4. What is the key aspect of systemic discrimination?

- A. It only occurs in specific institutions or organizations.
- B. It can be addressed effectively through individual actions.
- C. It manifests in all major parts of society.
- D. It mainly affects privileged individuals.

5. When encountering a hate situation, why is it important to assess the safety of the witness and the individual experiencing hate before intervening?

- A. To avoid getting involved in the situation
- B. To prioritize the safety of all parties involved
- C. To determine the severity of the hate incident
- D. To document the incident for law enforcement

6. When encountering individual discrimination, what is one of the ways bystanders can respond?

- A. Report the incident to the police immediately.
- B. Confront the perpetrator directly and aggressively
- C. Educate and advocate on social media
- D. Ignore the incident and walk away

7. The Wordle Tool infographics are designed for:

- A. Frontline workers and individuals impacted by hate, racism, and discrimination
- B. Law enforcement officers and government officials
- C. Businesses and corporations
- D. Journalists and media organizations

8. In cases where a hate incident occurs in a workplace, which organization can the incident be reported to, according to the Hate Incident Wordle?

- A. National Council of Canadian Muslims
- B. B'Nai Brith
- C. Human Rights Commissions
- D. Alberta Hate Crimes Committee

9. Why is it important to have deeper conversations on privilege and colonialism when addressing systemic discrimination?

- A. To place blame on individuals responsible for discrimination
- B. To create more division in society
- C. To understand the historical context and root causes of discrimination
- D. To ignore the impact of systemic discrimination

10. The absence or presence of bias indicators is not always indicative of bias, but may be useful in identifying potential hate, racism, and discrimination.

- A. True
- B. False

Answers	1. D	4. C	7. A	10. A
	2. C	5. B	8. C	
	3. D	6. C	9. C	

Module 3 Quiz

1. What is one of the main consequences of not reporting incidents of hate, racism, and discrimination?

- A. Encouraging a culture of silence
- B. Strengthening accountability
- C. Promoting justice
- D. Fostering open dialogue

2. According to the study mentioned, what were some of the hopes of participants who reported hate crimes or incidents? Select all that apply

- A. Stopping the harm facing themselves or others
- B. Seeking justice
- C. Raising awareness about the issue
- D. All of the above

3. What should be the focus when encouraging or helping individuals report hate crimes or incidents?

- A. Protecting the subject(s) of the complaint
- B. Avoiding positive reporting experiences
- C. Ensuring a positive experience for survivors
- D. Prioritizing speed over quality of response

4. Language barriers and lack of accessible technology are potential barriers that might discourage individuals from reporting hate incidents.

- A. True
- B. False

5. What did some participants experience due to negative responses from organizations?

- A. Strengthened belief in justice and equality
- B. Improved mental and physical health
- C. Financial gains and professional advancement
- D. Suicidal thoughts and online harassment

Answers	1. A	4. A
	2. D	5. D
	3. C	

NOTES

