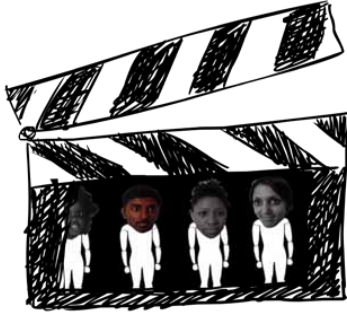



Migrant Matters

GRADES
4-12

'Perfect Immigrant': Unpacking Migrant Matters



This lesson addresses the key concepts, terminology and complex issues of migration, immigration, cultural identity and belonging. Experiential learning activities that reflect migrants' lived experiences will provoke open and honest dialogue and help foster students' understanding and empathy for the challenges associated with migration. Students will have opportunities to share their own stories of migration, reflect on what it means to be 'Canadian' and will view, "The Perfect Immigrant", an animated satire that questions Canada's status as a welcoming and inclusive society.





 This lesson was collaboratively created by committed staff and/or volunteers of the following organizations:
Multicultural Youth Circle Program, Immigrant Services Society of BC,
No One Is Illegal, AMES, HANDS consulting



Estimated Time: 3.5 - 4 hours (3-4 class periods)



Goals

-  To familiarize students with key concepts and terminology to help them understand the wide variety of circumstances and life experiences that might lead someone to migrate to Canada
-  To foster empathy regarding the challenges associated with migrating and provide opportunities to share experiences of migration.
-  To encourage conversations about the complexities and multiplicities of cultural identity and 'belonging' and the range of ways in which individuals experience cultural influences.
-  To educate about the history and current practices of exclusion/racism within the state migration system and counter the myth that Canada is and has always been a welcoming and inclusive society.

Part 1 (90 minutes)



Prep/Materials

- large paper
- felt pens



Energizer: Diversity Brainstorm: our collective strengths (10 minutes)

Engage the class in a brainstorm on the following topics and record their responses on chart paper or on the board:

- ☆ Languages we speak
- ☆ Places we were born
- ☆ Nationalities/ethnicities we identify with
- ☆ Religions, spiritual beliefs, ethical practices
- ☆ Other important aspects of our identities we want to share



Debrief Questions:

- What are your thoughts about the diversity in this room?
- Were you surprised by any of the responses?
- What would you like to know more about?

Activity 1: Insider/outsider game (35-45 minutes)



Prep/Materials

- tokens of 5 different colours (coloured paper scraps, plastic tokens, candies, etc.),



NOTE: This activity should always be paired with a definitions activity to ensure that participants have enough background knowledge to interpret the parallels between the game and migration/settlement issues in Canada.

Randomly divide class in half: "Insiders" and "Outsiders" (without naming them as such)

1. Separate the two groups for different sets of instructions and explain that there is to be NO forceful physical contact of any kind.
2. Give the "Insiders" the following instructions:
 1. Form a tight circle, facing out.
 2. Your goal is to fully control the access of the outsiders into your circle. You may do this with your bodies, but using only passive physical force (e.g. forming a wall, squeezing together).
 3. Your stock of resources and skills are represented by coloured tokens. Your goal is to protect, manage and increase them. You should know that only 2 kinds are really valuable (indicate which two colours)
3. Distribute tokens to "Outsiders" unevenly; some receive an assortment of colours, and some receive more tokens than others, some with only one colour of token.
4. Give the "Outsiders" Instructions:
 1. Your goal is to gain access into the circle. You may use any means available (e.g. talking, using your resources, distraction, ect.), except physical force.
 2. These tokens represent your resources and skills.
5. Group some outsiders in "family groups". These family groups may or may not have the same kinds of tokens (try to make sure at least one family doesn't). Tell them their goal is to stay together.
6. Bring the outsiders to the insiders and instruct each group to pursue their goals.
7. After about 15 minutes (or when the group dynamics have drawn to some sort of close).
Thank the class for participating and ask them to return to their seats to debrief the activity.



Debrief Questions:

All:

- How did you feel during this activity?
- What did you observe?

Outsiders:

- How did you feel about your role?
- How did you feel if you were able to access the circle?
- How did you respond to the insiders' behaviour?

Insiders:

- How did you feel about your role and goals as 'Insiders'?
- Did you feel any pressure and if so, how did you respond?

All:

- What might this game represent?
- What do you think the coloured tokens might represent?
- In the real world, who might make decisions about what 'tokens'/assets are considered valuable?
- How are you impacted by these decisions?
- How might this game relate to an experience in your life (e.g. at school or in your community)
- How might this game relate to the political and economic situation or other situations in the real world?



This activity has been adapted by Fiona Lemon from versions of the Outsider Game that MY Circle facilitators have encountered in their community collaboration, in particular with the Kinex Youth Initiative of PeerNet BC (<http://www.peernetbc.com/>) and the YOU CAN Peacebuilders Program (www.youcan.ca).

Activity 2: *Focus on immigration and settlement terms and definitions* *Definition Jeopardy: (30 minutes)*



Prep/Materials

- *Refugees and Immigrants Definitions Handout (at the end of lesson)*
- Flip Chart Paper
- Markers

1. Write the following terms on the board:

- | | |
|--|----------------------|
| ● Assimilation | ● Citizen |
| ● Deportation | ● Human Trafficking |
| ● Illegal immigrant | ● Immigrant |
| ● Indigenous | ● Migrant |
| ● Permanent resident | ● Settlers |
| ● Temporary Foreign Workers | ● Temporary resident |
| ● Undocumented / Person without status | |



See glossary at the end of lesson

2. Divide the class into teams of 3 or 4 people.

3. Give students time to discuss the terms on the glossary in their teams.

4. Before reading the first definition, specify that they can't yell out terms until the definition explanation has been read out in its entirety. After the definition is read, all members of a team must raise their hands to be the first to respond to the statement. Remind students that since this is 'Jeopardy', they must form their answer as a question (e.g. "What is an immigrant?")

5. Read out the definition/explanation for each term and acknowledge the team that answers first.



NOTE: Tell students that war, persecution, threats to one's life or basic livelihood may be reasons for people to flee their own countries and become undocumented migrants and/or refugees if these are not raised as examples. The "choice" to migrate may be also be influenced by economic pressures (push/pull related to global economic inequalities), environmental reasons, and family reunification reasons.

6. To deepen students' understanding of the terms, ask teams to select 2 terms and to brainstorm the possible experiences, issues or concerns that are relevant to each of those groups and to share any personal experiences of migration that they or their family may have had. Invite each team to share an aspect of their discussion with the class.

7. Ask students if they have any further questions or comments about any of the terms.

Activity 3: Media on Migration (15 minutes)



Prep/Materials

- Computer/Internet connection
- (or downloaded YouTube clip: <http://www.youtube.com/watch?v=N1eoGi5omvU&feature>)
- Optional: UNHCR Convention for Refugees FAQ: <http://www.unhcr.org/3c0f495f4.html>

1. As an entry into the next part of the conversation, ask "How are migrants portrayed in the media these days"?

2. Show students the following YouTube clip: <http://www.youtube.com/watch?v=N1eoGi5omvU&feature>

☆ This is an advertisement that was shown nationally during the 2011 election campaign. While it is about a Canadian election, it uses real-life images from a recent event. Who is in the boat? What boat is this? Explain that this is an image of the MV Sun Sea that arrived in 2010 on the West Coast with 492 Tamil refugees on board.

☆ Based on the terms that you just learned, what does this advertisement suggest about the Tamil refugees? What images and words do they use?

☆ They mention "cue-jumpers" in the video, according to the International UN Convention on the Rights of Refugees, and Canadian law, there is not ever a line-up for those who are seeking asylum, because asylum seekers are understood to be in immediate life-threatening danger. (Therefore there is no such thing as a refugee claimant being a "cue-jumper")

☆ How might these words and images affect the Tamil refugees specifically?

☆ How does media like this affect public opinions about migrants and refugees in general?



NOTE: At the time of this writing, a number of those who arrived on the MV Sun Sea were still being detained in BC jails one year after their arrival while their cases were being decided.

3. As a homework assignment to be completed before the next part of this lesson, ask students to research on the internet for advertisements or news stories about refugees, migrants, immigrants etc. Ask them to make note of the words and images used in the media pieces and how they think these groups are being portrayed. Tell students to be prepared to share their learnings with the class.

Part 2 (80 minutes)



Activity 3: Media on Migration conf. (15-20 minutes):



In small groups of 4-6, invite students to share the details from the advertisements and news stories they researched on the internet. Ask them to discuss the commonalities between their findings and to select one of the ads or news stories to share with the class. (As a follow up activity, students may re-write/re-enact the ad or news story to represent a more accurate portrayal of the particular group featured).

Activity 1: Step into the Circle (20-25 minutes)



NOTE: This activity will raise awareness of the different social positions and experiences of privilege or marginalization and will encourage students to reflect on the different aspects of who they are and whether or not they have privilege in different contexts.

1. Review the 'Step into the Circle' statements. Pre-select about 10 of the statements that you feel would be most important to address based on your knowledge and understanding of your class and edit or modify them for the particular needs of your students.

2. Have students form a circle.

3. Explain to students that you will be reading numerous statements aloud and they will be asked to step into the circle if the statement is true for them.

4. Explain the overall process and purpose to the students:

1. This activity is designed to reveal both the 'common ground' and differences in experience within the group.
2. This is a silent reflection activity. Please do not make comments after the statement is read, just interpret it in your own way and focus on observing your own reactions and feelings, and NOT judging other people's movements.
3. It is OK to have an emotional reaction to some of the statements. They may be things you have never considered before, or they may reflect your real experiences. You choose how open you want to be when you decide to step in or not.
4. You will have a chance to discuss your feelings at the end of the exercise if you choose to do so.

5. Tell students you will start with fun questions (eg. if you like pizza, if you didn't get enough sleep last night...) to get comfortable, then move to more challenging questions.

Read out the following statements:

Step into the Circle...

- If there are people from different ethnicities in your high school class
- If there are many different ethnicities in your close group of friends
- If you have ever felt proud of your culture
- If you have ever felt you needed to hide or be ashamed of your food, your language or your culture
- If your culture, food, and religion is usually considered 'normal' here
- If you practice cultural traditions that reflect your ancestry or ethnicity
- If you have ever been hurt or judged because of the colour of your skin or your accent
- If you have ever hurt or judged someone because of the colour of their skin or their accent
- If you have ever stood up to judgement of others because they were different
- If you have ever stood up for yourself when you were feeling judged
- If you feel disconnected from your ancestors
- If you have any First Nations ancestry
- If you or your parents were born outside of this country
- If you were born in this country
- If you've been asked "where do you come from?"
- If someone has insulted you for speaking a language other than English
- If you have had a teacher who speaks a first language other than English
- If you learn about your ethnic/cultural group's history in Canada at school
- If you had a discussion with friends or family about racist incidents in your school or your community in the last month?
- If your family is mixed culture
- If you have had a strong connection with someone from another part of the world
- If you commonly see people of your race or ethnicity on television or in the movies?
- If you commonly see people of your race or ethnicity on television or in the movies that are degrading.
- If there are stereotypes about you and your culture that you don't like.
- If you've ever been told that you should be grateful to be living in Canada.
- If you, anyone in your family has been denied a job or housing, because the boss or landlord thought you weren't 'Canadian enough'
- If you have been taught about the rights of Indigenous people and Refugees
- If other people here are interested in your culture, or want to learn from your culture's knowledge
- If you've ever felt like someone only speaks to you because they think you're "exotic"
- If you know someone who has been denied a refugee claim, or has been deported
- If someone you know has been told that their education or work experience has lesser or no value in Canada
- If you or someone close to you has ever been told to "go back where you came from"
- If you feel like you belong in most places that you go
- If you feel like you have to fight to belong in some places
- If someone thought you were less intelligent because you had an accent
- If someone has equated any of your abilities to your race
- If you want to live in a world where people are different and united at the same time

6. Before closing you can choose to open the floor to the students for their own Step Into the Circle statements, this is often a very powerful and bonding aspect of the exercise, and works best when the tone is already supportive and attentive amongst the group.

7. Thank everybody for their honesty and courage for participating fully in this exercise.

8. Write the following debrief questions on the board and ask students to partner up and engage in a “Think-Pair-Share” to discuss the questions. If time permits, you may invite some pairs to share an aspect of their discussion with the class.

- How did you feel during this exercise?
- Which statements impacted you most?
- Why might you have been asked to remain silent during this exercise?
- What did you notice?
- Did you learn anything new?

Activity 2: Youth visions and voices: Screen and Debrief “Migrant Matters” (25-30 minutes)



NOTE: This animation may trigger defensiveness, patriotic anger and polarized reactions if not carefully framed. We recommend highlighting the following points:

☆ The AMES mandate is to create space for youth perspectives that are rarely represented through mainstream media or in traditional school curricula. This video was created by two youth and represents their points of view and lived experiences. Their experiences are their experiences and cannot be judged to be ‘right’ or ‘wrong’.

☆ This animation explores the grey area that can exist between the ‘official line’ on immigration and some immigrants’ actual lived experiences. This is not a black or white issue. Encourage students to try to resist an either/or reaction to the animation (e.g. Canada is a great country that welcomes immigrants with open arms OR Canada is a horrible and racist country that treats all immigrants poorly).

☆ Emphasize that it is entirely possible to appreciate some aspects of living in Canada and not others. Being a ‘good’ and empowered Canadian citizen should not require one to agree with all governmental practices or policies. Quite the contrary, empowered citizens should be encouraged to speak up and critique parts of the system that appear unjust or unaligned with the purported ‘core values’ of the country.

1. Screen “Migrant Matters”

2. Choose 4-5 of the following questions, depending upon the needs, interests and prior knowledge of your class.

- What aspect of the animation impacted you most?
- What do you think is the main visual metaphor of the piece?
- Do the words and images in “The Perfect Immigrant” always work together to ‘say the same thing’? What is it called when words and images contrast like this? (juxtaposition/satire). Why might the filmmakers have chosen to use this creative approach? How might it emphasize some of the key messages of the animation?
- How did you feel when you heard that the words used in the narration were from an official Immigration Canada document?
- What is ‘culture shock’? Who in this room has experienced ‘Culture Shock’? What did this look like, feel like and sound like?
- In the animation a young man had his tongue ripped out and replaced by another. What do you think the young film makers were trying to ‘say’ with this image? What does “mother tongue” mean? What kinds of things might get ‘lost’ when you lose your language?
- At one point in the piece, Dami talks about different hallways in her school that were divided by race. Are there segregated spaces for different ethnic/cultural groups in this school community? In the wider neighbourhood communities?
- Think of the different parts of your identity and background. What does belonging mean to you?
- At one point in the “Migrant Matters” mini-doc, one of the interviewees talks about the pressure to “live the white culture”. What do you think she means by this? Why is there a dominant culture that people feel pressured to conform to? What are some of the elements of the dominant culture?



Debrief: (10 minutes)

☆ Invite students to respond to the following questions in their reflection journals:

- What aspects of your identity are you most proud of?
- What did you learn about migration, identity and belonging that surprised you most?
- What does being 'Canadian' mean to you?
- What did you learn from the 'Perfect Immigrant' animation?
How would you describe this animation to a friend?

Part 3 (40 minutes)

Activity 1: Where Do We Stand? (25-30 minutes)



1. Move the desks against walls to clear a large space in the middle of the classroom
2. Tell students that one side of the room will represent "Strongly agree" and the opposite side "Strongly disagree". The middle of the room represents the 'in between parts' of the continuum.
3. Explain that you will be reading out a series of statements and that they will be asked to move to the side of the room that best reflects their belief or understanding of the statement. Challenge students not to follow their friends or try to influence others' opinions and to move to their positions in silence. Let the students know that they are welcome to move from their original position to a new one if they feel that their opinions begin to change during the discussions.
4. After reading out each statement (once the students have settled into their positions) ask a sampling of students from each 'section' to explain why they chose to stand where they are standing.



NOTE: If a student says something particularly provocative or offensive, try to draw out the opinions, life experiences and knowledge in the room and keep the conversations between the students rather than responding directly to the student. Use probing phrases such as "What does everyone think of that comment?" or "How do other people feel about that?" or "Does that ring true for others?" Would anyone like to respond to that comment?" If this approach does not do justice to the subject matter, it is a good idea to inquire further with the student who first spoke from their place of ignorance/privilege/anger. Questions like "Are there exceptions to that?" "Where do you think you might have developed that opinion?" or other questions that lead into a deeper discussion without demonizing the student are often helpful.



Statements:

- "Our school is segregated based on our ethnicities."
- "Canada's culture is based on a wide variety of ethnicities, religions and customs"
- "What we learn in school reflects our student body"
- "This country provides equal opportunity to all people"
- "In Canada you will not be denied your human rights because of your race, religion, gender or sexuality."
- "Everyone should have the right to live in the same country as their parents, spouse or children."
- "I am Canadian"
- "Canada's role in the world is mostly positive."

Thank the group for their honesty and for participating at the end of the activity.



Wrap Up/Debrief:

1. Ask the students to give you 3 random words. Tell them that we're going to warm-up our creative juices with a "Free Write".

2. Components of a 'Free Write': Whatever you write is right, there is no wrong answer; Don't worry about spelling or grammar; Keep your pen moving even if you are repeating the same word; Don't edit yourself; and Try to include all 3 random words in your stream of writing.

3. After a 1 minute free write, ask a few students to share their writing.

4. Tell the students that you are going to give them a series of writing prompts. Please write down the first words that come to mind when I say each statement. It can be a single word or a phrase or something unexpected like a colour, a sound or someone's name. It doesn't matter what it is, but make sure you write down something with each statement. First we'll collect a few words at the top of the page, then we will do part two of the exercise.

- ☆ My family and my ancestors travelled to live somewhere new.
- ☆ My dream for how someone new would feel when they come to Canada
- ☆ My dream for how someone new would feel coming to this school
- ☆ The first image I see when I think of:
 - borders
 - a truly multicultural society
 - my culture

- Assimilation is...
- Identity is...
- Belonging is...
- Equality is...
- I am....
- We are...
- I will....

5. Now that you have some words at the top of your page, you are going to do a stream-of-consciousness free write. Stream-of-consciousness means that you let your pen flow, and don't lift it from the page for the entire time (2-5 minutes). Remind students of the components of a free write.

6. The only thing you need to do is keep writing, and try to use the words that you already have at the top of the page. This is a personal exercise, so don't look at your neighbour, give them the freedom to write. Ready, set, write on!

Give the group 2-5 minutes of writing time depending on their level of focus.

Share-back:

☆ **Longest option:** If there is time you can end this exercise with an activity called 'turn around', which is a mini-performance of some of the students' favourite lines. Break class into small groups and have them stand in a line with their backs to the class. 1 by 1 student stand and share their favourite lines from each prompt with the class.
(person on far left: "Equality is..."; Next person: "Equality is....etc.)

☆ **Medium Option:** Invite each student to read their favourite line to the class.

☆ **Short Option:** A few volunteers share excerpts of their writing.



Assessment & Evaluation

- ✓ Assess that students have honoured the Class Community Agreements during the lesson discussions and activities (*You may also invite students to do self and peer assessments)
- ✓ Look for evidence that student reflection journal responses:
 - are insightful, personal and thoughtful
 - demonstrate a detailed and thorough awareness and knowledge of the ideas/concepts addressed in class
 - combine previous experience and learning with frequent references to class activities and discussions.
 - discuss others' perspectives, and incorporate new knowledge into previously stated positions

- ✓ Look for evidence that reflection journal responses demonstrate students':
 - understanding of the key concepts and terms that relate to migration and immigration, identity and belonging.
 - empathy for the challenges that individuals have faced during migration
 - understanding of the main messages from the animation *The Perfect Immigrant*

- ✓ Observe student engagement and assess how cooperatively students are working together during the small group activities. Look for evidence of active listening, participation and cooperation (*You may also invite students to do self and peer assessments)



*You may use the following rubric scale to evaluate the above assessments: Powerful=5; Confident=4; Developing=3; Beginning=2; Not yet meeting expectations=1



Follow Up: Unity in Diversity Art Exercise (20 minutes)



☆ Think back to the diversity brainstorm that we did at the very beginning of this lesson.

We charted the diversity in terms of:

- Languages we speak
- Places we were born
- Nationalities/ethnicities we identify with
- Religions, spiritual beliefs, ethical practices
- anything else?

☆ There is amazing richness between us! Sometimes we forget to value our differences and instead repeat the same patterns of judging and treating one another unfairly or negatively due to our difference. What does this look like in your school?

☆ Now we will engage in an art activity that will represent our individual and unique differences and skills in a series of collectively created pieces.



Prep/Materials

- playing cards that have been covered on one side with paint or paper to create a “mini-canvas”, or pieces of paper that have been cut in half to make a smaller drawing surface
- a stereo and music play list that has music from a number of different styles and cultures.
- pens, pencil crayons, paints, or other drawing utensils

1. Tell students to draw their answers to this question as either an image or a word on your trading card/piece of paper:

☆ What would this school/city/country look, sound and feel like if we truly honoured difference instead of avoiding/fearing it or glossing it over?

☆ When the music changes, pass it to the person beside you and they will keep adding their “flavour” to the art piece, without taking away anything you created.



Debrief Questions:

- How did you feel about other students contributing to your artwork?
- What did you notice as the cards filled up with other people’s words and images?
- What did this activity reveal about the relationship between collaboration and transformation?
- What kinds of things did you see in the artwork?
- What should we do with these cards? (keep them as a reminder of unity in diversity for ourselves? Give them away to appreciate people who do things that we admire? Trade them?)

Activity Developed by Sara Kendall



Follow Up 2: Myself, My journeys: mapping the self in the context of migration



Estimated Time: Two 45 minute sessions



Objective:

This exercise is designed to gain a deeper understanding of the context behind how many of us got to where we are. Can open up discussion that explores the global context of migration and what causes/who benefits from the current systems. It also creates an opportunity to explore our connection to North American land and relations to the First Nation / all Indigenous communities.



Prep/Materials

- Bristol Boards
- Markers
- Glue
- Stickers
- Scissors
- Magazines
- Paint
- Colouring pencils

Instructions:

1. Share objectives with participants:

To reflect on our personal stories and the context of our migrations.

To create and share an image/storyboard that captures the highlights of our personal stories and contexts.

To explore patterns among our stories and contexts – what is in common and what is unique.

2. Clarify some intentions of the process:

To be inclusive of all migration stories and honour that even people indigenous to the land may have stories of movement.

To acknowledge that not everyone knows the history of their peoples. Start as far back as you can, it is OK to start and end with you.

3. Ask each participant to take a Bristol board and any art supplies they will need to create their map.

4. Invite participants to sit comfortably and close their eyes. For the next three minutes (until you hear a bell/signal) think about how it is you have come to be on this land. What was the journey for you, your parents, grandparents, ancestors. Where did you/they come from? Why did you/they leave your/their homelands?

5. After three minutes, ring the bell/give signal. Invite participants to scribble down some notes or begin drawing an image that maps out their journey. Participants have 30 minutes to create their image/storyboard/timeline in response to where, when and why? Some participants might find this a difficult exercise to begin with. Encourage those students to do a practice map on Flipchart paper and remind them that this isn't about "creating a masterpiece", but something that simply helps to tell their story. They can use any language, drawings, cartoons, symbols.

6. When time is up, invite participants to post their image/storyboard/timeline on the wall. Each person describes their journey briefly. Facilitator records the reasons for movement on flip chart. Be aware that some participants may not want to share, or may share very little. Participants decisions must be respected with only gentle, positive encouragement to share, as some migration stories may be highly sensitive or confidential.




Wrap Up/Debrief:

- What do we have in common?
- What is unique about our experiences/stories?
- Who benefited in our stories?
- What do our stories say about who you are; how you want to be or are in the world?



Facilitator Tips:

1. Facilitators should find time/opportunities to discuss the migration and movement of First Nations and other Indigenous people due to colonization and the Indian act – the creation of reservations and moving people onto reserve, displacement by residential school policies, and moving to urban centres due to poor conditions on reserves.
2. Possibility of links to global contexts about historical patterns of movement – impact of wars, famine, droughts, and movement due to colonial histories and economic inequalities in the context of globalization.

 Source: Adapted from *AMES Migrant Matters Facilitation Guides* (Natasha Aruliah) with additions from the *ISS of BC Multicultural Youth Circle Program Facilitation Manual*



Migration: A basic glossary

Migration is the movement of people from one country or locality to another. Many different terms are used to describe refugees, immigrants and the process of migration. Some have particular legal meanings, while some are fabricated, mean and offensive. Using terms properly is an important way to treat people with respect and have an informed debate about these issues. This glossary should help!

Assimilation

From the Latin, *assimilare*: to make similar; the process whereby certain groups are encouraged or forced to give up their cultural way of life and accommodate as quickly as possible to values and culture of another group. It is an ethnocentric, one way process of cultural exchange, in that only one group is expected to adapt, with the implied promise that group acceptance will be the social reward.

Citizen

A Canadian citizen is a person who is Canadian by birth or who has applied for Canadian citizenship through Citizenship and Immigration Canada and has received a citizenship certificate.

Deportation

when a host country forcibly returns someone to the sender country that they had left

Detention

The practice of temporarily imprisoning someone.

People who arrive as refugee claimants to Canada and to people who are awaiting deportation by the Canadian government are often detained.

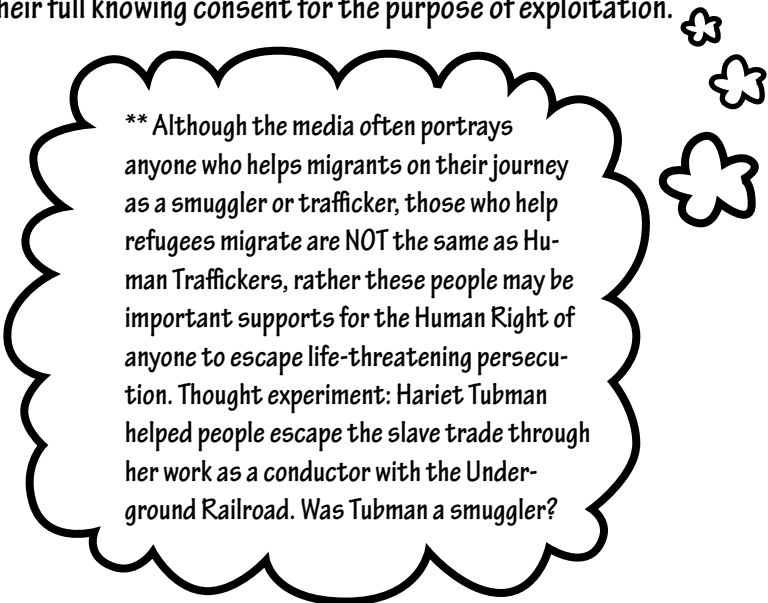
Human Trafficking

The recruitment and transport of someone without their full knowing consent for the purpose of exploitation.

This can take different forms, including:

- * prostitution or other kinds of sexual exploitation
- * forced labour or services
- * slavery or practices similar to slavery
- * the removal of organs.

Victims of trafficking have either never consented to the trafficking or their initial consent has been rendered meaningless by the coercive, deceptive or abusive actions of the traffickers.



** Although the media often portrays anyone who helps migrants on their journey as a smuggler or trafficker, those who help refugees migrate are NOT the same as Human Traffickers, rather these people may be important supports for the Human Right of anyone to escape life-threatening persecution. Thought experiment: Harriet Tubman helped people escape the slave trade through her work as a conductor with the Underground Railroad. Was Tubman a smuggler?

Illegal (im)migrant/“Illegals”

these terms are very problematic because they make people themselves seem illegal. Usually these terms are intended to describe people who are refugee claimants or undocumented, neither of which are crimes under Canadian law.

International laws recognize that sometimes refugees need to enter a country without official documents or authorization, and that sometimes people need to enter a country in an ‘irregular’ way (eg. by boat). It is misleading and dehumanizing to describe anyone’s existence as “illegal”.

Immigrant

a person who has settled permanently in another country.

Canada’s immigration system has two main groups of migrants: economic class immigrants and family class immigrants. Economic Class immigrants are selected based on their ability to become economically established in Canada soon after they arrive. Their ability to become economically established is assessed based on criteria such as their work experience, education, language proficiency, or business experience. Family Class immigrants are people who are sponsored by a family member who is a Canadian citizen or permanent resident. The goal of the family class program is to reunite families in Canada.

Internally displaced person

a person who is forced to relocate within their home country, for example by fleeing from one city to another.

Indigenous

the original inhabitants of a place. The terms First Peoples, First Nations, Aboriginal and ‘Native’ are used to refer to indigenous peoples of Canada.

The terms First Peoples or Aboriginals in Canada are normally broader terms than First Nations, as they include Inuit, Métis and First Nations.

***The Supreme Court of Canada recognizes that Indigenous Nations have original title (ownership) of all unceded land in Canada, but that is not considered in migration law. The migration system is run by the Canadian State, not the Indigenous Nations who’s land Canada was made on. Thought experiment: if Indigenous Nations hold original title, should they be involved in immigration decisions?

Migrant

a person who is outside their country of origin.

This term is used to talk about everyone outside their country of birth, including people who have been Canadian citizens for decades. It is also used for people currently on the move, people with temporary status or no status at all in the country where they now live.

Permanent resident

a person granted the right to live, work and study in Canada, but cannot vote in certain elections, may be ineligible for certain jobs and may be deported if they or any of their family members commit a serious crime.

The person may have come to Canada as an immigrant or as a refugee. Permanent residents can apply for a Canadian passport after they have been a legal permanent resident for three years. Permanent Residents who become Canadian citizens are no longer permanent residents.

Refugee

a person who is forced to escape persecution by leaving their home country.

Political refugee, Economic refugee, Environmental refugee – these terms have no official meaning in law. They can be confusing because they incorrectly suggest that there are different categories of refugees, which there are not, but they do point to the possible reasons that someone might be forced to leave their home country.

Refugee claimant or Asylum Seeker – a person who has fled their country and is asking for protection in another country. Canada will not officially recognize someone as a refugee until their case has been accepted in court. 'Claimant' is the term used in Canadian law.

Humanitarian and Compassionate Applications (H&C) are one of the ways of applying for asylum in Canada as a Refugee Claimant. H&C applications have a very small acceptance rate.

***In 2010, Bill C50 eliminated the right to have an overseas H&C application. It permits such applications to be returned unexamined or shredded. The new changes will be implemented no later than June 2012. For example, now somebody from Mexico who applies and is rejected cannot appeal their removal notice because the Canadian Government has decided that "Mexico is a safe country".*

Settlers

A term used to describe all of those who have come to live in Canada since European colonization. This term often comes with the recognition that settlers have made home on lands that were already held and inhabited by Indigenous peoples.

Temporary Foreign Workers

People who are allowed to enter Canada for the sole purpose of working for Canadian companies. They have limited rights in Canada, can only stay here for a specified amount of time, and can only have certain kinds of jobs.

Most temporary workers enter Canada through the Live in Caregiver Program (LCP) or the Seasonal Agricultural Workers Program (SAWP).

Temporary resident

a person who has permission to remain in Canada only for a limited period of time. This includes visitors, students, and temporary foreign workers, such as agricultural workers and live-in caregivers.

Undocumented / Person without status

a person who has not been granted permission to stay in the country, or who has stayed after their visa has expired.

The term can include someone who falls between the cracks of the system, such as a refugee claimant who is refused refugee status but not removed from Canada because their home country is dangerous.

Sources:

Canadian Council for Refugees (2010) - <http://ccrweb.ca/en/glossary>

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Justice for Migrant Workers BC - <http://www.justicia4migrantworkers.org/bc/index.htm>

No One Is Illegal - www.nooneisillegal.org

Mosaic - www.mosaicbc.com

Immigrant Services Society of BC - www.issbc.org

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