

Activity: Reading Discussion



TIME ESTIMATE
45 minutes



OPTIONAL MATERIALS
Whiteboard, whiteboard markers, markers, paper

PURPOSE

To encourage participants to comprehend the reading material, engage in peer discussions and build oral communication and critical thinking skills.

DESCRIPTION

In groups of 3-6 depending on class size, participants will debrief the reading and background material.

FACILITATOR NOTE

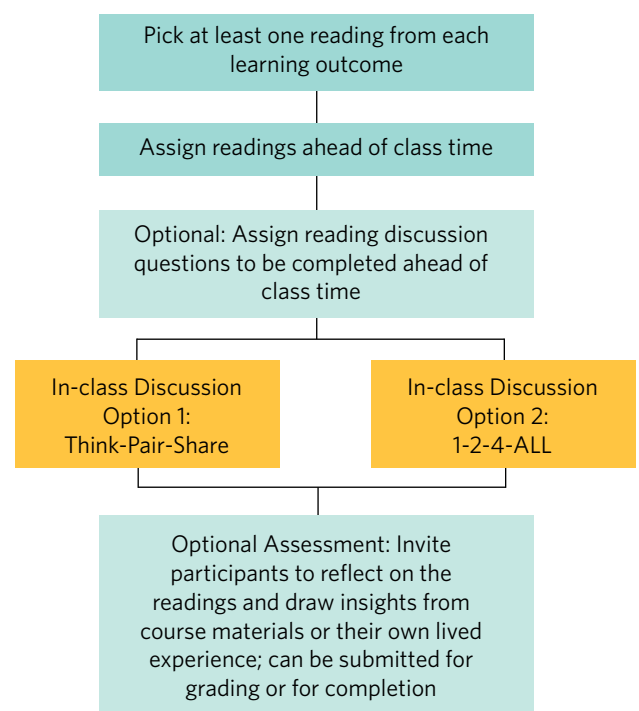
Readings are linked to the module's Learning Outcomes (LOs) with a minimum three readings listed per learning outcome. Pick and choose readings based on what LOs work best in your classroom and which readings are most relevant to your discipline. Feel free to modify the questions to suit your own contexts. These questions can be distributed beforehand or during the activity.

HOW-TO GUIDE FOR FACILITATORS/ EDUCATORS

Each learning module has three learning outcomes. Each learning outcome is accompanied with a set of readings and discussion questions for each reading. The readings are meant to complement the Background material. This guide provides instructions on how these discussion questions can be incorporated into the classroom. These serve as sample guidelines, so feel free to adapt this activity to your classroom and teaching style! Facilitators are encouraged to review the Facilitator Guide before class time.

STEPS

- 1 From the reading list, pick at least one reading from each learning outcome that would fit best with your learning goals. Some areas of consideration include discussion questions you hope to engage in, length of reading and author(s).
- 2 Assign readings ahead of class time so learners come prepared to engage in discussion.
- 3 Break the class up into groups, group size depends on which option is selected below. Groups can be broken up by the reading (ie have one group discuss the reading connected to Learning Outcome #1) and then each group would share their discussion so that the entire group would hear about each reading even if they only discuss one reading.
- 4 Present discussion questions during class either on a whiteboard, presentation or printed on a piece of paper.



- 4 Provide participants with the following options to conduct the discussions:

Option 1: Think-Pair-Share

1. Break the participants into smaller groups of ideally 5-6 people depending on how many learners are in your class. Assign each group to discuss a reading by reviewing the discussion questions together.
2. Participants will individually reflect on the discussion questions and share their responses within the small groups.
3. Once participants have finished their discussion in the small group (~20-25 mins), have them report back the key points of their discussion to the larger group.

Option 2 for smaller class sizes of ~12-15 participants or less: : 1-2-4-ALL¹

1. (1, individually) Learners will reflect on the discussion questions individually in silence for 1 minute.
2. (2, pairs) Learners will pair up with another student and generate ideas for the 2 minutes.
3. (4, small group) Learners will form groups of 4 to share and develop ideas for 4 minutes.
4. (ALL) Learners will return to the larger group to report insights and takeaways for 5 minutes before proceeding onto the next question.
5. During 'ALL', limit the number of shared ideas to 2 to 4, especially in large groups, and maintain the rule of one conversation at a time.
6. You are encouraged to use a visual or auditory cue (e.g. a bell) to announce transitions since this format is time-sensitive.
7. Ensure that every group and individual has an opportunity to share and be heard so that no one individual or a few groups are dominating the group sharing. We suggest reviewing community agreements with the class before the start of the activity.

¹ This method is adapted from [Liberating Structures](#).

- 5 Alternatively, discussion questions can be assigned to be completed ahead of class time.
- Have learners complete a one-page reading reflection to briefly answer the discussion questions ahead of class.
 - During class time, learners can go through their answers in small groups and reference their written reflection.
 - Depending on instructor capacity, learners can submit their written reflection as an assignment (graded or for completion). This allows instructors to provide constructive feedback and effectively address any misconceptions at the beginning of the next class.

ASSESSMENT: READING REFLECTIONS

Educators can choose to incorporate reading reflections as graded or non-graded (for completion) assignments. Educators are encouraged to share guiding questions, suggested word count and an evaluation rubric (if graded) for clarity on what is expected from the student. Educators may also choose to invite learners to draw insights from course materials (lectures, readings, other activities if applicable) or from the learners' own lived experience and academic background based on their comfort levels.

NOTES:

READINGS AND DISCUSSION QUESTIONS

Learning Outcome #1: Develop a commitment towards racial justice in the food system.

1. [Building the Case for Racial Equity in the Food System](#)

Giancattarino, A., & Noor, S. (n.d.). Building the Case for Racial Equity in the Food System. *Centre for Social Inclusion*.

- a. How is structural racial inequity defined?
- b. Why is it important to look at it from a systems and individual perspective?
- c. We live in a world where racial inequity exists. What would a society with racial equity look like?

2. [Unpacking the Invisible Knapsack](#)

McIntosh, P. (1988). White privilege: Unpacking the invisible knapsack. *Racial Equity Tools*.

- a. How many of the statements in the list of “daily effects of white privilege” were true for you? Was this surprising or not?
- b. Racialized people can exhibit whiteness as well, why is that? Separately, you can look into the idea of racialized individuals as “white-passing”.

3. [Racism in Our Food System](#)

Holt-Giménez, E., & Harper, B. (2016). Food—Systems—Racism: From Mistreatment to Transformation. *Food First: Institute for Food and Development Policy*, 7.

- a. How does racism manifest itself in the food system?
- b. According to Holt-Giménez and Harper, how is racism tied to capitalism?

Learning Outcome #2: Illustrate how structural racism and white supremacy show up in food systems labour.

1. [Lives of Migrant Agricultural Workers in British Columbia](#)

Migrant Workers' Dignity Association. (2015). Beyond Our Plates: A brief report of the lives of migrant agricultural workers in BC in 2014-2015. *Migrant Workers' Dignity Association*.

- a. What are the main issues migrant agricultural workers face?
- b. Did you know about this information before? In your opinion, why are migrant voices not heard and acted on?

2. Farmworker Food Security

Brown, S., & Getz, C. (2011). Farmworker Food Insecurity and the Production of Hunger in California. In A.H. Alkon & J. Agyeman (Eds.), *Cultivating food justice: Race, class, and sustainability*, 121-146. Cambridge, MA: MIT Press.

- a. What is the paradox that Brown and Getz introduce in this article?
- b. How are inequalities perpetuated in the migrant labour scheme?

3. The Apartheid of Citizenship

Walia, H. (2010). Transient servitude: migrant labour in Canada and the apartheid of citizenship. *Race & Class*, 52(1), 71-84.

- a. What are the main issues migrant workers face?
- b. What is the apartheid of citizenship Walia unpacks?
- c. How does the Temporary Foreign Workers Program uphold structural and institutional racism?

4. The Making of “Unfree Migrant Labour”

Smith, A. A. (2015). Troubling “Project Canada”: the Caribbean and the making of “unfree migrant labor.” *Canadian Journal of Latin American and Caribbean Studies / Revue Canadienne Des Études Latino- Américaines et Caraïbes*, 40(2), 274-293.

- a. What is “Project Canada”?
- b. What are the connections made between imperialism, racism and neoliberalism?
- c. How does Smith talk about racial whiteness manifesting in Canada as a place of settler-colonialism?

MODULE 4: MIGRANT LABOUR

Learning Outcome #3: Identify and act out potential interventions for equitable work through deeper exploration of the Temporary Foreign Workers Program (TFWP).

1. [Accountable Coalition and Networking Building](#)

Fuerza Migrante. (2020). Ingredients For Accountable Coalition- And Network-building. *Fuerza Migrante*.

- Summarize in your own words the key components of accountable coalition and network building.
- Think of other organizations or networks that you have been a part of or witnessed. How do these principles show up? Which principles were or were not emphasized?

2. Globalizing “Immobile” Worksites

Bakan, A. B. (2019). Globalizing “Immobile” Worksites: Fast Food under Canada’s Temporary Foreign Worker Program. *Unfree Labour?: Struggles of Migrant and Immigrant Workers in Canada*, 71–86.

- In what ways are fast food employers such as Tim Hortons racializing their employees?
- Think about Sara and Neil’s stories. In what ways are your experiences similar or dissimilar to the experiences of the workers highlighted in the article?

3. Abolishing Canada’s Seasonal Agricultural Worker Program (SAWP)

Weiler, A. M., & McLaughlin, J. (2019). Listening to migrant workers: Should Canada’s Seasonal Agricultural Worker Program be abolished? *Dialectical Anthropology*, 43(4), 381–388. doi.org/10.1007/s10624-019-09563-4.

- What are potential negative impacts of abolishing the SAWP?
- What other pathways or reforms may improve outcomes for migrant workers in the TFWP?
- Where do you stand with your values in regards to the SAWP?

ADDITIONAL READING/ RESOURCES

- DiAngelo, R. (n.d.). [Being nice is not going to end racism](#). *Big Think*.
- CrashCourse. (n.d.). [Racial/Ethnic Prejudice & Discrimination: Crash Course Sociology #35](#).
- [CSFS Migrant Worker Webinar](#) and [Q&A Round up](#)
- [Migrant Dreams](#) (documentary film)
- Bloss, Jamie; Firnhaber, Gina; Lee, Joseph; Zahra, Abdul. (2020). Migrant and Seasonal Farmworker Health Research Mapping Review Bibliographies. doi.org/10.15139/S3/JNW5XE .
- UNC Dataverse, V1PressProgress. (2019). [Federal Government Brags Agri-Food Workers’ Pay Among Lowest in Industrialized World](#). *PressProgress*.
- Fuerza Migrante, Lee, M. S., Weiler, A. M., & Klassen, S. (2020). [Essential Labour, Essential Lives: Migrant Agricultural Workers and COVID-19](#). *Building Resilient Food Systems During COVID-19 and Beyond*.
- Weiler, A. M., McLaughlin, J., & Cole, D. C. (2017). Food Security at Whose Expense? A Critique of the Canadian Temporary Farm Labour Migration Regime and Proposals for Change. *International Migration*, 55(4), 48–63. doi.org/10.1111/imig.12342.

ASSESSMENT: READING QUIZ

Administer an online or in class quiz on one or several of the readings before the activities.

- Option 1: Refer to the guiding questions listed with the readings
- Option 2: As a pre-reading assignment, have participants submit a question from the readings. Select and compile the most relevant questions to create a reading quiz.