

Introduction:

This activity involves reading the play “Hong Kong, Canada” and discussing it as a group. Participants will discuss key scenes that deal with race, language, and nationality. Participants will explore why approaches to race, language, and nationality are problematic, e.g., why they might be offensive to certain groups of people.

Facilitator Notes:

The book *Teaching and Learning in a Multilingual School* is available for purchase by searching online (Goldstein et al., 2003). The play can be found in Appendix A of the book.

Objectives:

As a result of this activity, participants will be able to:

1. Identify and describe language and identity conflicts that arise in the play.
2. Explore feelings of racism, xenophobia, and marginalization.
3. Describe the complexities of language discrimination.

Time:

1 hour.

Group Size:

Small Group.

Materials:

Participant Instructions (in [Downloads](#)); a purchased version of Tara Goldstein's *Hong Kong, Canada* play in Appendix A of *Teaching and Learning in a Multilingual School* (Goldstein et al., 2003).

Intercultural Development Continuum Stages:

- Denial
- Polarization
- Minimization
- Acceptance

AAC&U Intercultural Knowledge and Competence Goals:

Knowledge of Cultural Worldview Frameworks

- To demonstrate sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs & practices.

Empathy

- To interpret intercultural experience from the perspectives of own and more than one worldview.
- To demonstrate ability to act in a supportive manner that recognizes the feelings of another cultural group.

Openness

- To initiate and develop interactions with culturally different others.
- To suspend judgment in valuing interactions with culturally different others.

Other Skills:

Diversity, Equity, & Inclusion.

Activity Instructions:

1. Instruct participants to choose roles. There are ten characters, so a group of ten participants could read from the play. For smaller groups, individual participants could read the role of two characters.
2. Instruct participants to read aloud from the play *Hong Kong, Canada* (25 minutes) in Appendix A of *Teaching and Learning in a Multilingual School* (link to book for purchase in [Links](#)) (Goldstein et al., 2003).
3. Group discussion (30 minutes) asking the following questions:
 - What kind of language conflicts are in this play?
 - In what ways did you experience the feelings of racism and xenophobia expressed in this play?
 - In what ways did you experience language discrimination and language choice in this play?
 - What were the identity conflicts in this play?
 - In what ways did you experience being “other” in this play, e.g., a minority or someone in a marginalized position?
 - In what ways do characters judge people who are different from them?
 - What could the characters do to understand difference better?
 - What could the characters do to build bridges with those who are different from them?
 - What did you learn from this activity and how will you apply it in your daily life?