

## 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. Note: the book is available by searching online.

## 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:

See Participant Instructions (in [Downloads](#)).  
[Teaching and Learning in a Multilingual School](#)

## Intercultural Development Continuum Stages:

- Denial
- Polarization
- Minimization
- Acceptance

## AAC&U Intercultural Knowledge and Competence Goals:

Knowledge of cultural worldview frameworks:

- Demonstrates 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 and practices.

Openness:

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

## Empathy:

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

## Other Skills:

Diversity, Equity and Inclusion

## Activity Instructions:

1. Have participants choose roles. There are ten characters so a group of ten participants could read from the play (5 minutes). For smaller groups, individual participants could read the role of two characters.
2. Have participants read aloud from the play [Hong Kong, Canada](#). There are ten characters so a group of ten participants could read from the play. (25 minutes).
3. Group discussion (20 minutes).  
Ask:
  - 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?
  - What did you learn from this activity and how will you apply it in your daily life?
4. Whole group debrief (10 minutes).
  - 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?

## Related Tools:

- [The Ethnographic Interview](#)