



THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Education

Master of Educational Technology Program



Welcomed to Canada?

Addressing the Challenges of Refugees and Immigrants

Overview of the challenge

This challenge aims to address the challenges that immigrants and refugees face when entering a new country. With the considerations of the UN Sustainable Development Goals and understanding of intersectionality, learners will engage in a meaningful and relevant topic for all citizens in Canada today.

Materials and Resources Required

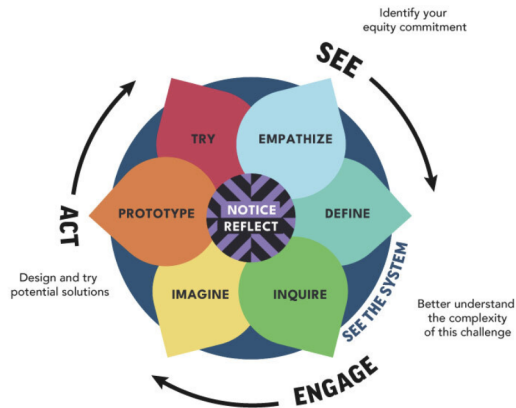
Provide learners with the links to the resources in the background information section, and to the frameworks listed below.

- “Where are all the good people?” (We Rise, We Resist, We Raise Our Voices)
- [Top 10 challenges faced by immigrants in Canada](#) (Video)
- [Challenges of refugees and immigrants in Canada today](#) (Reading)
- [Kids Explain Intersectionality](#) (Video)
- [Article: The Rise of Uncaring Canada](#) (Reading)
- [Liberatory Design Process \(2021\)](#)
- [Equity, Inclusion, Anti-Racism Model \(DSBN\)](#)
- [UN Sustainable Development Goals](#)

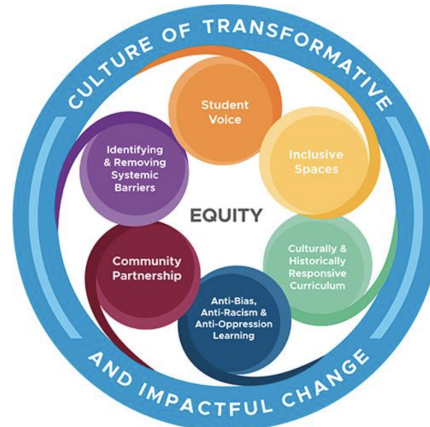
Inclusive Maker Challenge Instructions

1. Access prior knowledge, and if needed use the extra resources provided, to understand the challenges facing refugees and immigrants today in Canada.
2. Read “Where are all the good people?” (We Rise, We Resist, We Raise Our Voices)
3. Compare and contrast these challenges to the [UN Sustainable Development Goals](#) (UNSDGs) and note any similarities and differences
4. Choose a challenge that is linked with one of the UNSDGs and create an innovative product or idea that will address the challenge
 - a. Option: Create a campaign to promote your solution to the community
5. Use the following frameworks as guides in your process:

[Liberatory Design Process \(2021\)](#)



[Equity, Inclusion, Anti-Racism Model DSBN](#)



[UN Sustainable Development Goals](#)







Challenge Objectives

The objective of this maker challenge is to take what students have learned about the treatment of different minority groups through history and empathize with current minority groups within Canada by promoting potential or creative solutions to the challenges facing immigrants or refugees, to help our communities adopt the UN Sustainable Development Goals.

Critical Questions for Consideration

1. What is the challenge you chose? How does it connect to the UN Sustainable Development goals?
2. How might intersectionalities play a role in the challenge you chose?
3. Why is it a challenge? Is it more of a challenge for a specific group of people?
4. What might be designed to help with this challenge?
5. How might you justify your design to an audience? Government (deputy ministers, municipal leaders)? Corporate leaders? Healthcare?

Background/ Additional Information

Top 10 challenges faced by immigrants in Canada (Video)	Challenges of refugees and immigrants in Canada today (Reading)
	
Article: The Rise of Uncaring Canada (Reading)	Kids Explain Intersectionality (Video)
	

Inclusivity Focus

Through this activity, students will be asked to reflect on their own biases and identity as they explore the challenges placed on others because of their identity. It is expected that learners have an understanding of how minority groups have been treated in Canada throughout history.

It is also important to consider if students may have a physical, social, emotional, or cognitive barrier in accessing the challenge. Learners do have a choice in the challenge chosen and the type of product, allowing for modifications and accommodations as needed.

Find the link to the suggested [accommodations checklist here](#), or visit the QR



code. For videos, subtitles can be used. For the images, descriptions can be included in the captions for them to be read by a screenreader.

First Peoples Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors
- Learning is holistic, reflexive, reflective, experiential, and relational

No-Tech, Low-Tech, High-Tech Options

Learners have the opportunity to use no, low and high-tech options at many points, including during ideating, prototype creation, and sharing.

No Tech: materials such as pipe cleaners, popsicle sticks, glue, poster board, etc.

Low Tech: materials such as the Makey Makey, Ozobot, etc.

High Tech: 3D Printer, VR, CoSpaces, etc.

Extensions

Create a campaign to promote your creation to the community. Create a presentation, infographic, podcast, or PSA to promote your creation.