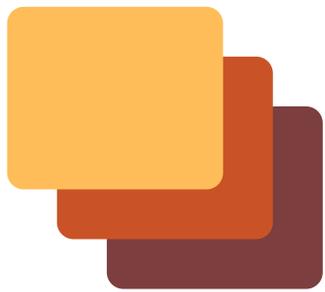


# WHAT DOES IT MEAN TO BE A GOOD NEIGHBOUR?



## OUR NEIGHBOURHOOD DISCUSSION GUIDE

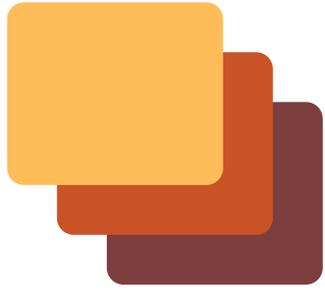
Written by Rabia Khokhar

*A project of:*



NEW  
CANADIANS  
CENTRE  
PETERBOROUGH





# OUR NEIGHBOURHOOD DISCUSSION GUIDE

Written by Rabia Khokar and commissioned  
by the New Canadians Centre Peterborough

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*The "Our Neighbourhood" Video Series was funded by*



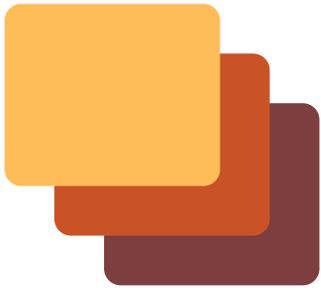
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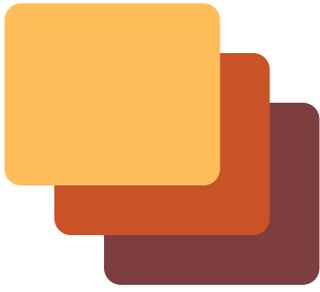
*With support from*





# TABLE OF CONTENTS

The Story of “Our Neighbourhood” .....	1
Message from the Author .....	2
How to Use this Discussion Guide .....	3
Meet Your Neighbours .....	4
Key Terms .....	6
General Discussion Prompts About the Series	
• Elementary Students .....	8
• High School Students .....	10
• Adults .....	13
Discussion Prompts for Each Neighbours	
• Meet Bisham .....	16
• Meet Fatma .....	18
• Meet Miguel .....	20
• Meet Samantha .....	22
• Meet Tashvi .....	24
• Meet Tim .....	26



# THE STORY OF OUR NEIGHBOURHOOD

## “Hi! I’m Your Neighbour!” – Bringing People Together in “Our Neighbourhood”

“Our Neighbourhood” is a collection of video stories released in February 2024 by the New Canadians Centre in Peterborough, Ontario. The series introduced the community to the compelling stories of six newcomers who have made Nogojiwanong-Peterborough their home and neighbourhood.

The videos delve into the unique stories and journeys of newcomers, shedding light on their varied experiences. At the heart of them all is the search for belonging and the success that can be achieved through community – and a good neighbourly welcome.

But the series goes beyond just celebrating the successes.

**The videos also address the challenges and barriers that exist in our society.** We dive deeper, confronting and shedding light on discrimination and racism. **We can’t ignore these issues.** We have to work together to make our neighbourhood a better place for all.

The six participants of the video series share experiences of discrimination, micro-aggressions, and systemic challenges that serve as barriers in their settlement journey, and how they have navigated these challenges.

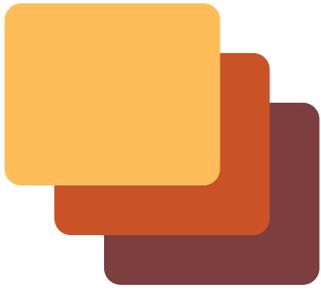
Through this series, we asked our community to ponder the question:

**What does it mean to be a good neighbour,  
to welcome people who are new to Canada,  
and to build a more diverse and just society for everyone?**

Explore these questions and more in the “Our Neighbourhood” video series through this discussion guide.



Launch of the “Our Neighbourhood” project on January 31, 2024 during the panel discussion segment.  
L to R: Reem Ali (DEI Advisor, City of Peterborough), Our Neighbourhood storytellers Samantha Banton, Miguel Hernandez, Tashvi Menghi, Fatma Al Ahmed, Tim Nguyen, Bhisham Ramoutar, and Mauricio Interiano (NCC Community Engagement Officer)



# MESSAGE FROM THE AUTHOR RABIA KHOKHAR

***Our Neighbourhood*** is an empowering video series created by the New Canadians Centre in Peterborough. It centres the voices of six neighbours from a variety of identities, lived experiences, backgrounds and ages. They bravely share their dynamic experiences of being newcomers in Canada and the opportunities and challenges they have experienced and continue to navigate.

The neighbours share similarities and differences within their experiences. One common theme that emerges is the importance of finding a sense of belonging through community. All newcomers share the positive role this has played in their immigration journeys. In doing so, they each reinforce the following question, **“What does it mean to be a good neighbour, to welcome people who are new to Canada, and to build a more diverse and just society for everyone?”**

We hope that this discussion guide, which is filled with questions, prompts and activities, can help educators and facilitators unpack and respond to this key question. This discussion guide is divided into the following sections:

- Key Terms
- General Questions about the video series which are divided into age ranges (elementary students, high school students and adults)
- Specific individual questions for each of the videos.

We encourage educators and facilitators to go through this guide thoroughly and choose the questions, prompts and activities that will be contextual and relevant for their audience and learning contexts. Our vision for this guide is that it can be used as a tool to help us bring the videos and their important messages into various learning spaces. This way, the newcomers' experiences can be used as a catalyst to work to build equitable spaces for all people.

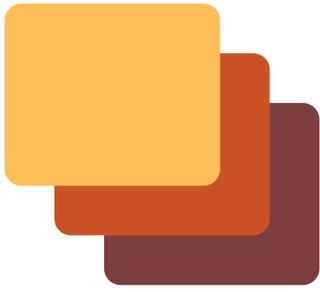
*-Rabia Khokhar*



**Rabia Khokhar (she/her)** is an elementary teacher in Toronto, a PhD student and an education and equity consultant. Her research interests include equitable education, children's literature, and educator professional development. Rabia is passionate about bringing equity theory to practice in a variety of settings and contexts. She enjoys sharing her teaching, learning and research on her social media platforms.

Rabia is the recipient of the Elementary Teacher's Federation of Ontario's 2021 Anti-Racist and Equity Activism Award, the 2022 Professional Learning and Curriculum Development Award, the 2022 Angela Thacker Excellence in Teacher-Librarianship Memorial Award and the 2025 Harmony Movement Educator Award.

You can find out more about Rabia on her website [www.rabiakhokhar.com](http://www.rabiakhokhar.com), X: @Rabia\_Khokhar1 and Instagram: @rabia\_reads



# HOW TO USE THIS DISCUSSION GUIDE

1

## Watch the Introductory Video

Begin by watching the introduction to the series to understand its purpose and themes.



2

## Watch Each Neighbour's Video

View the individual stories of the featured Neighbours to get familiar with their experiences.

3

## Form a Discussion Group

Gather participants based on your intended audience. This could include:

- In an elementary, high school or post-secondary classroom as part of a lesson
- In your workplace
- Amongst family or friends
- At a community event

### APPLY FOR FUNDING TO HELP FACILITATE YOUR DISCUSSION:

The New Canadians Centre is happy to support community members and groups in hosting a discussion group.

We can provide up to \$100 to help cover the cost of food, materials, transportation, or venue rental.

Learn more and apply:

[www.nccpeterborough.ca/OurNeighbourhood](http://www.nccpeterborough.ca/OurNeighbourhood)

4

## Facilitate a Conversation

- Review the Key Terms & Vocabulary to ensure everyone has a shared understanding.
- Choose some of the general discussion prompts to reflect on themes that connect all the stories.
- Depending on your group's time and focus, choose one or more of the Neighbours' stories for deeper discussion.
- Allow time for individual reflections or journaling before concluding with a group debrief.

5

## Let Us Know How It Went

We LOVE to hear from you! Send us an email at [info@nccpeterborough.ca](mailto:info@nccpeterborough.ca) to let us know how your discussion group went, how you used the guide, and any feedback you have.

# MEET YOUR NEIGHBOURS

BHISHAM



FATMA



MIGUEL



SAMANTHA



TASHVI



TIM



# Watch their Videos

[nccpeterborough.ca/OurNeighbourhood](http://nccpeterborough.ca/OurNeighbourhood) | YouTube: [newcanadianscentre](https://www.youtube.com/newcanadianscentre)



**Bhisham K. Ramoutar** (he/him) is a newcomer from Trinidad & Tobago who highlights the value of representation in traditionally marginalised fields and spaces.



**Fatma Al Ahmed** (she/her) is a high-school student from Syria who explores the challenges and barriers that exist for young Muslim hijabi girls like herself.



**Miguel Hernandez** (he/him) is a Venezuelan artist who has called Canada home for nearly 10 years, and for whom art was the bright light through the challenges of immigration and settlement.



**Samantha Banton** (she/her) is a Jamaican poet and entrepreneur who wants to see more diverse spaces and representation, and has taken steps to fill those gaps.



**Tashvi Menghi** (she/her) is a teenager from India who settled in Canada one year ago. As an artist and youth activist, she wants to be a support for others who are struggling on their settlement journey.



**Tim Nguyen** (he/him) is a high school student from Vietnam, a musician, and a young leader who explores the challenges of starting over in a new country with an accent

# Key Terms

**Citizenship:** a person described as a citizen under the Citizenship Act in Canada:

- is Canadian by birth (either born in Canada or born outside Canada to a Canadian citizen who was themselves either born in Canada or granted citizenship), or
- has applied for a grant of citizenship and has received Canadian citizenship (naturalization).

*(Government of Canada)*

**Community:** a social group of any size whose members reside in a specific locality, share government, and often have a common cultural and historical heritage. *(Dictionary.com)*

**Discrimination:** an action or a decision that treats a person or a group badly for reasons such as their race, age or disability, or other category protected in Human Rights legislation, either through deliberate intention or unintentionally through its impact. *(Government of Canada)*

**Intersectionality:** a recognition that people's lives are shaped by their identities, relationships and social factors. These combine to create intersecting forms of privilege and oppression depending on a person's context and existing power structures such as patriarchy, ableism, colonialism, imperialism, homophobia and racism. *(Intersectionality Resource Guide and Toolkit, published by UN Women)*

**Microaggression:** a subtle but offensive comment or action directed at a member of a marginalized group, especially a racial minority, that is often unintentionally offensive or unconsciously reinforces a stereotype. *(Dictionary.com)*

**Minority:** a group in society distinguished from, and less dominant than, the more numerous majority. This could include a racial, ethnic, religious, or social subdivision of a society that is subordinated in political, financial, or social power by the dominant group, without regard to the size of these groups. *(Dictionary.com)*

**Newcomer:** a person who has recently arrived from another country. This includes:

- Immigrant: a person who migrates to another country, usually for permanent residence.
- Refugee: a person who flees for refuge or safety, especially to a foreign country, in a time of political upheaval, war, etc. (*Dictionary.com*)

**Racism:** a belief or doctrine that inherent differences among the various human racial groups determine cultural or individual achievement, usually involving the idea that one's own race is superior and has the right to dominate others or that a particular racial group is inferior to the others.

(*Dictionary.com*)

- **Anti-Racism:** refers to the active process of identifying, challenging, and eliminating racism by changing systems, organizational structures, policies, practices, and attitudes to redistribute power in an equitable manner. (*Oxford Review*)

**Representation:** the inclusion and visibility of diverse groups of people within decision-making processes, institutions, media, politics, and other social and cultural spaces. It emphasises the need for people from marginalised or historically underrepresented communities (based on race, gender, disability, sexual orientation, etc.) to have a voice and presence in various spheres of influence.

**Visa:** an endorsement issued by an authorized representative of a country and marked in a passport, permitting the passport holder to enter, travel through, or reside in that country for a specified amount of time, for the purpose of tourism, education, employment, etc. (*Dictionary.com*)

**Think about these terms & concepts as you watch the videos and engage in discussions about them. Ask yourself:**

- How does each person's story relate to one or more of these key terms?
- Why are these terms important?
- What other important terms, concepts and themes are missing?

# General Discussions

## ABOUT THE SERIES

This section presents a set of discussion questions, prompts and activities that are general in nature for the video series. They are divided by age ranges: elementary students, highschool students and adults.

We hope that this will support and make the guide accessible to navigate for educators and facilitators. There are some overlaps between the sections - we encourage the educators and facilitators to take a look at all sections and then choose the ones that are most relevant and contextual for their students and learning spaces.

### Elementary Students

- Why do you think the title of the series is “Our Neighbourhood”?  
What comes to your mind when you consider this title?
- What are the different characteristics or aspects that make up a neighborhood?  
Describe your neighbourhood (e.g., people, places, experiences).
- How would you describe the roles and responsibilities of a neighbour?  
What are 2-3 ways to be a welcoming and inclusive neighbour?
- Watch the introduction video and fill out the chart below with your observations and ideas.  
Discuss and share your chart with a small and or large group.



What do you see?	What do you wonder?	What do you feel?

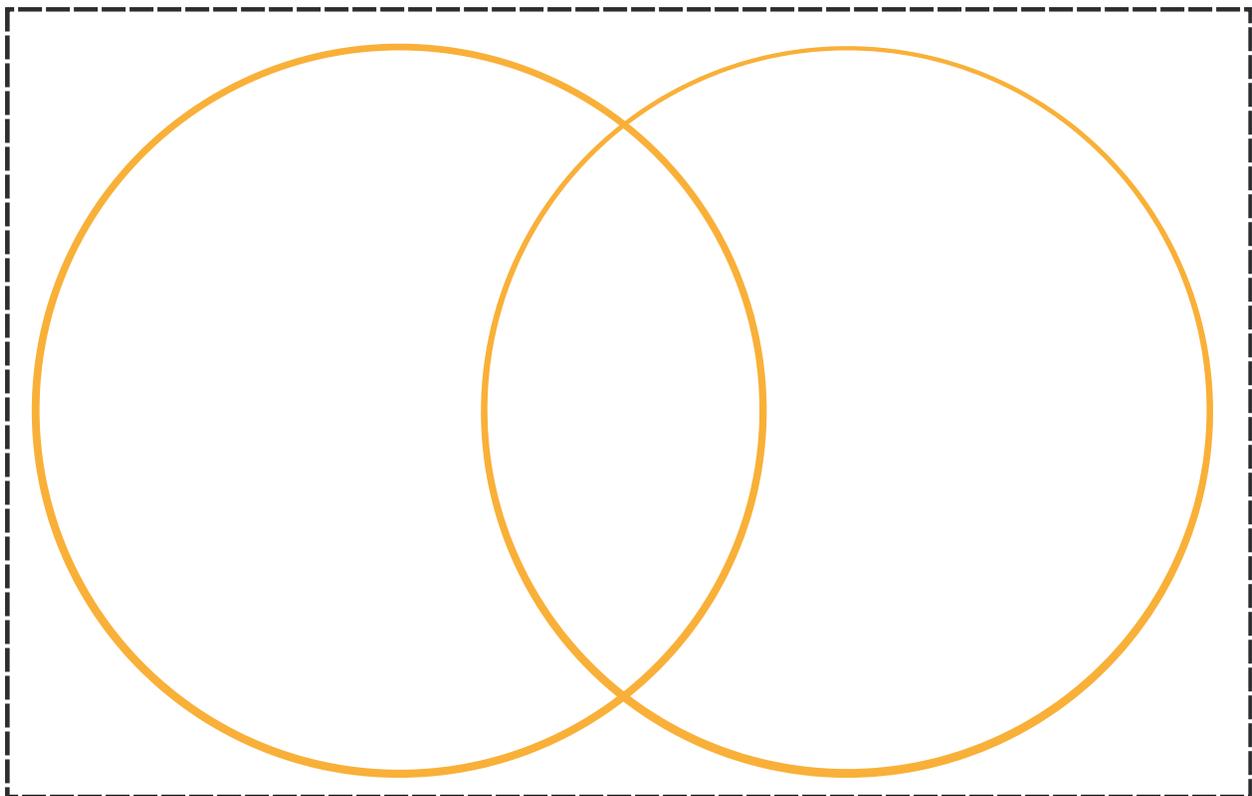
- What are the different feelings experienced by the Newcomers?  
Can you connect with these feelings and experiences? How?
- Which individual Newcomer story resonated with you the most? Share 1-2 reasons why.
- What supports can be implemented in our neighbourhoods that can help Newcomers?
- Create an artwork (tapestry, painting, collage, quilt, spoken word poem etc) to represent your individual or class responses to the prompts:



- *What does it mean to be a neighbour committed to inclusion?*
- *What does an inclusive and equitable neighborhood sound, feel and look like?*



- Write a letter to one of the neighbours describing how their story and experiences have impacted you.
- Choose two neighbours from the video series and fill out the Venn diagram below considering the similarities and differences in their experiences.



## High School Students

- Why do you think the title of the series is “Our Neighbourhood”?  
What comes to your mind when you consider this title?
- Use the table below to:
  - Write down 2-3 ideas and thoughts about Newcomers before you watch the video series.
  - Go back to your responses after watching all of the videos of the neighbours and consider how your ideas may have changed, shifted and expanded.

<b>Before Watching</b>	<b>After Watching</b>

- Do you think the ideas around what it means to be a neighbour are different in Canada as compared with other parts of the world or in different cultures? How so? Share your ideas and examples.
- Watch the introduction video and fill out the chart below with your observations and ideas. Discuss and share your chart with a small and or large group.

<b>What do you see?</b>	<b>What do you wonder?</b>	<b>What do you feel?</b>

- The stories in this video series focus on Newcomers in Nogojiwanong-Peterborough. How might the information that we learn from the videos be important and relevant for all Canadians?
- We may have some assumptions about Newcomers and their experiences. How do the stories within this series, individually and collectively, help us affirm, expand and challenge some of our initial ideas and thinking about Newcomers?
- In popular culture, stories about Newcomers often only focus on the hardships and challenges they experience. How might the stories in this video series disrupt stereotypes by showing the diversity and nuances within the Newcomer experience?
- Which individual Newcomer story resonated with you the most? Share 1-2 reasons why.
- Why is it important to centre voices of diverse groups of people within our neighborhood so we can build empathetic and equitable communities?
- What supports can be implemented in our neighbourhoods that can help Newcomers?
- The New Canadians Centre in Peterborough played a vital role in all of the neighbours' lives as it helped them to find a sense of belonging. Listen to the stories of the neighbours and fill out the chart below by listing the specific way the New Canadians Centre supported each neighbor. What common themes emerge?

BHISHAM	FATMA	MIGUEL	SAMANTHA	TASHVI	TIM

- Research supports and initiatives for Newcomers in your own community. What are the services provided and how do they help Newcomers?
- What are key themes that emerge from the entire video series? Discuss the importance of these themes in helping us work towards inclusive neighbourhoods and communities.



- Each of the neighbours share vulnerable ‘everyday’ stories and experiences of various forms of racism and discrimination they have faced.

Often they face an intersection of racism and discrimination based on their multiple identities. This is called **intersectionality**.

Write down the various forms of racism and discrimination they experience (eg. Tim (racial), Tashvi (cultural), Miguel (linguistic), Fatma (linguistic), Bhisham (racial), Samantha (racial) and 1-2 actions that can be taken to address it specifically.

BHISHAM	FATMA	MIGUEL	SAMANTHA	TASHVI	TIM
Form of Racism/ Discrimination:					
Actions:	Actions:	Actions:	Actions:	Actions:	Actions:

- Create your own “Meet your Neighbour” short video OR Write a script and share it with your peers.

Consider some of the following prompts below as starting points:

- What is your name? Age? Pronouns?
- What are your interests?
- What does it mean to be an inclusive neighbourhood?
- What do you love about your neighbourhood?
- What are your experiences in your neighbourhood?
- What are 1-2 ways your neighbourhood can improve to ensure inclusion and a sense of belonging for all?



- Learning from the experiences of the neighbours, write a letter or email to a city, provincial or federal government official advocating for more support for newcomers.
- What are your 1-2 key takeaways from the entire video series?

## Adults

- Why do you think the title of the series is “Our Neighbourhood”?  
What comes to your mind when you consider this title?
- Do you think the ideas around what it means to be a neighbour are different in Canada as compared with other parts of the world or in different cultures? How so? Share your ideas and examples.
- In the introduction video, the following is shared:  
***“We are a tapestry of unique stories, journeys and experiences... and it's time for us to get to know them”.***



What is a tapestry?

Why do you think it is used as a symbol for the stories of Newcomers in this video series?

(\*Note: Educators/Facilitators can show students/learners an image of a tapestry to support the thinking, conversations and ideas)

- The stories in this video series focus on Newcomers in Nogojiwanong-Peterborough. How might the information that we learn from the videos be important and relevant for all Canadians?



- What are 1-2 ways these video series can support us in building bridges of understanding and inclusion in our neighbourhoods and communities?  
What is your role in this work?
- What supports can be implemented in our neighbourhoods that can help Newcomers?

- What are key themes that emerge from the entire video series? Discuss the importance of these themes in helping us work towards inclusive neighbourhoods and communities.
- Learning from the experiences of the neighbours, write a letter or email to a city, provincial or federal government official advocating for more support for newcomers.



- The New Canadians Centre in Peterborough played a vital role in all of the neighbours' lives as it helped them to find a sense of belonging. Listen to the stories of the neighbours and fill out the chart below by listing the specific way the New Canadians Centre supported each neighbour. What common themes emerge?

BHISHAM	FATMA	MIGUEL	SAMANTHA	TASHVI	TIM

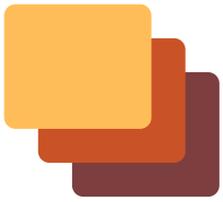
- Each of the neighbours share vulnerable 'everyday' stories and experiences of various forms of racism and discrimination they have faced.

Often they face an intersection of racism and discrimination based on their multiple identities. This is called **intersectionality**.

Write the various forms of racism and discrimination they experience (eg. Tim (racial), Tashvi (cultural), Miguel (linguistic), Fatma (linguistic), Bhisham (racial), Samantha (racial) and 1-2 actions that can be taken to address it specifically.

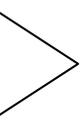
BHISHAM	FATMA	MIGUEL	SAMANTHA	TASHVI	TIM
Form of Racism/ Discrimination:					
Actions:	Actions:	Actions:	Actions:	Actions:	Actions:

- Which individual Newcomer story resonated with you the most? Share 1-2 reasons why.
- What are your 1-2 key takeaways from the entire video series?



Some space for your notes, doodles, reflections, questions etc.

Flip Over to  
Meet Your Neighbours Individually



# LET'S MEET BHISHAM



**Bhisham K. Ramoutar** (he/him) is a newcomer from Trinidad & Tobago who highlights the value of representation in traditionally marginalised fields and spaces.

**Consider these questions as you watch Bhisham's video:**

- Describe Bhisham's journey to Canada.
- One of the reasons Bhisham loves Canada is because of its cold weather. How do you feel about the cold weather? What is your favourite season?
- What are Bhisham's passions and interests? How does he describe himself?



- It is important that people of all identities are represented accurately and positively in all spaces. Considering your own identities and experiences:
  - Do you feel that you have been represented in your classroom, school, local and broader community?
  - How did this feel?
  - How might it feel if you never see your identities and experiences represented accurately and positively?
- Bhisham describes the negative impact of not feeling represented in his community and school. He shares how not having a teacher who shared his identities made him feel a sense of not belonging in his school space.
  - Why is it important to have people of all identities in all spaces?
  - What steps can be taken to ensure that this is something we all collectively work towards?

- Bhisham shares an experience of racism at Union Station in Toronto when he was told by someone to **“go back to where you came from.”**

Unpack what this statement means, who it is said to and its history.  
How can something like this impact Newcomers negatively?

- Through describing his experiences with racism and discrimination, Bhisham says ***“on a daily basis, it is like a mosquito bite where it begins to itch and it makes you uncomfortable over time.”***

**These experiences are also known as ‘microaggressions’.**

Why do you think they are called ‘micro’?

Why is the analogy of a mosquito bite used to describe such experiences?

- What are the different roles that Bhisham plays within the New Canadians Centre in Peterborough?  
How has this space positively impacted him?
- Bhisham is passionate about culturally-responsive mental health supports.  
Discuss why you think this is especially important for Newcomers.  
Research supports and initiatives in your own community.
- What are your 1-2 key takeaways from Bhisham’s story?



“I have an interest in Mental Health because there are not many people that look like me in that field, particularly in smaller cities like Peterborough. And it's very difficult to address the stigma [of asking for help] if there are people that don't look like you in those spaces.”

- Bhisham K. Ramoutar

# LET'S MEET FATMA



**Fatma Al Ahmed** (she/her) is a high-school student from Syria who explores the challenges and barriers that exist for young Muslim hijabi girls like herself.

## Consider these questions as you watch Fatma's video:

- One of the reasons Fatma and her parents moved to Canada from Syria was due to war. What is the impact of war on her family, community and country? How does war in one country have an impact on a global scale?
- Discuss the different feelings that Fatma shares throughout the video and her reasons.
- What are some of the challenges Fatma and her family experienced in Canada?
- What role did New Canadians Centre in Peterborough play in Fatma's life? How did it help her find her voice?
- Fatma shares that there were many cultural differences between Syria and Canada. What might be some examples of cultural differences? Have you ever experienced this?
- Fatma says, "**students ... they are like more colder than we are**".

What do you think this means?

How can school spaces be more inclusive for newcomers?

What are strategies teachers and students can take before to prepare their classrooms for Newcomer students?



- Fatma describes not feeling a sense of belonging or acceptance in her school community because of her identities. She shares that people in her school had negative perspectives and stereotypes about Muslims (e.g., they are terrorists).

As well, there was a lot of pressure on Fatma to counter these stereotypes.

- What is the impact of this type of burden and racism on Newcomers?
- What is your role in taking action if this happens in your classroom, school and neighborhood?

- What can you do to help promote March 15 International Day to Combat Islamophobia in your classroom, school, or community?
- What are Fatma's future aspirations? What is she motivated by?
- How does Fatma describe herself? How is this powerful?
- What are your 1-2 key takeaways from Fatma's story?



The fear, prejudice, and hatred towards Muslims is called **Islamophobia**.

This is often based on stereotypes and can lead to hostility and discrimination towards Muslims.



#### Did You Know?

March 15 is designated as International Day to Combat Islamophobia!

Learn More at:  
[www.un.org/en/observances/anti-islamophobia-day](http://www.un.org/en/observances/anti-islamophobia-day)



“My dream is to be a surgeon because in Syria and countries who have war now, doctors are needed there. I want to see my impact on them.”

- Fatma Al Ahmed

# LET'S MEET MIGUEL

**Miguel Hernandez** (he/him) is a Venezuelan artist who has called Canada home for nearly 10 years, and for whom art was the bright light through the challenges of immigration and settlement.



## Consider these questions as you watch Miguel's video:

- What were some of the factors that led to Miguel's decision to leave Venezuela? What were some of the hardships that Miguel experienced right before he was about to come to Canada?
- Miguel was not able to come directly to Canada. Discuss his path and journey to Canada.
- In Canada, Miguel applied for a "humanitarian and compassionate visa."  
Research and discuss various visas in Canada and their roles.  
Share your ideas, thoughts and knowledge with your peers.
- Miguel discusses stories and ideas about Canada. A popular global perception is that it is a "perfect place".  
Who forms these stories and ideas?  
Share your critical thoughts, feelings and ideas around this topic with your peers.
- What role did community spaces such as New Canadians Centre in Peterborough and Art School of Peterborough play in helping Miguel find a sense of belonging?
- Miguel says that art is his passion and safe space. He says it is a way that he "**communicates (his) experiences and feelings**".
  - What is something in your life that plays a similar role and makes you feel a sense of calm and belonging? (e.g. music, exercise, drawing etc).
  - What impact does it have on your life?



- Describe the painting Miguel shares in the video.  
What questions do you have about it?  
How does it make you feel?

- Miguel says,  
**“art was not an option at home because it’s not a career.”**

What do you think he means?

Share your ideas, thoughts and experiences with your peers.



- Miguel shares an experience of discrimination from when he worked at a restaurant and was still learning to speak English fluently.
  - How can such an experience impact Newcomers negatively?
  - What is your role in taking action if this happens in your classroom, school and neighborhood?
- How does Miguel describe himself? How is this powerful?
- What are your 1-2 key takeaways from Miguel's story?



“When I came here [to Canada], art became my safe place and the way I can communicate my feeling and experiences. I am the happiest I have ever been, mentally and physically. I love the community that I have built and I love Canada.”

- Miguel Hernandez

# LET'S MEET SAMANTHA



**Samantha Banton** (she/her) is a Jamaican poet and entrepreneur who wants to see more diverse spaces and representation, and has taken steps to fill those gaps.

## Consider these questions as you watch Samantha's video:

- What were the reasons that lead to Samantha moving to Canada? Why do you think she did not want to move to Toronto?
- Samantha shares that she chose Trent University because of a "nature pull".

Describe and share what she means.

Take some photographs of your own community to show and share its beauty and the important spaces.



- What was Samantha's life like at Trent University? Discuss her experiences.
- Samantha shares an experience of racism where she went to a hair salon in her community and the hair stylist said "**I don't know how to do your hair**".

How can such an experience impact a Newcomer's sense of belonging and inclusion in their community?



- Although Samantha was deeply affected by her experience at the hair salon, she also saw how she could address this gap in her community.

Share the positive actions Samantha took to create change in her community as a hair stylist.

- What are supports and initiatives that can be implemented in the community that would support entrepreneurs like Samantha?

- What are key experiences and moments that made Samantha feel like she was “home again”?

What does home mean for you?



- What role did spoken word poetry play in Samantha’s life?

Listen to a spoken word poem (or write your own) about identity, experiences and community.

- If you had some words of encouragement for Samantha, what would you say to her?

- What are your 1-2 key takeaways from Samantha’s story?



“I went to a hair salon and I asked to get a haircut and they said to me, “I don’t know how to do your hair.”

[Now, I have] a store front, where people that looked like me and shared my experiences could come into this space and have somewhere that actually specifically caters to them.”

- Samantha Banton

# LET'S MEET TASHVI



**Tashvi Menghi** (she/her) is a teenager from India who settled in Canada one year ago. As an artist and youth activist, she wants to be a support for others struggling in their settlement.

**Consider these questions as you watch Tashvi's video:**

- What are some of the reasons Tashvi left India?
- How does Tashvi describe her experience of school in Canada? Share her positive and negative experiences.
- Tashvi describes feeling 'left out' in school.
  - Is there a time you ever felt this way?
  - What helped you feel a sense of belonging in such a situation?
  - What actions can you take to help someone feel included?



- Discuss and share the identities of the students and staff in your school or community.

If your school is less visibly diverse, think about other identities (e.g. languages spoken, socioeconomic status etc.) that are present in your school community.

How can knowing this information help us each to do our part in ensuring our classrooms, schools and neighborhoods are inclusive?



- Tashvi wears and discusses the importance of her traditional clothing.  
Describe Tashvi’s traditional dress.  
Do you have any traditional clothing? Describe it and share what it means to you.  
Are there any cultures you are interested in learning more about?
- Tashvi shares an experience of discrimination she faced after wearing her traditional clothing.  
How can such an experience impact Newcomers negatively?  
What is your role in taking action if this happens in your classroom, school and neighborhood?
- What actions did Tashvi’s guidance counselor take that helped other newcomer students?  
Does your school have any initiatives and supports in place that support Newcomer students and their transition?  
What are your ideas? (e.g., student ambassadors, peer mentors, orientations, clubs, assembly)
- How is Tashvi a leader in her community?  
What makes you proud of her?
- How does Tashvi describe herself? How is this powerful?
- What are your 1-2 key takeaways from Tashvi’s story?



“Being alone at lunch was one of the things that made me feel very left out and I couldn't blend in...  
  
Now, I see them [new students at school] eating lunch alone and I make sure I am going to them... and sitting with them.”

- Tashvi Menghi



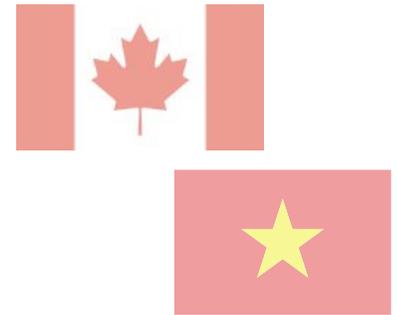
# LET'S MEET TIM



**Tim Nguyen** (he/him) is a high school student from Vietnam, a musician, and a young leader who explores the challenges of starting over in a new country with an accent.

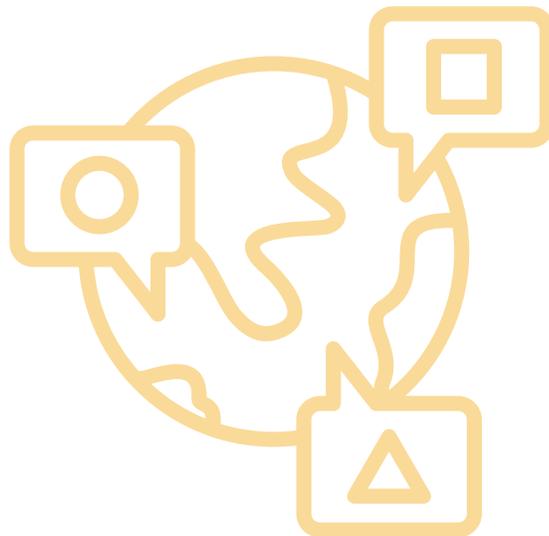
**Consider these questions as you watch Tim's video:**

- What is the reason that Tim moved to Canada?
- What are some of the similarities and differences between Canada and Vietnam that Tim shares?
- What are some of Tim's positive experiences as a Newcomer?
- What are some of the challenges that Tim experiences as a Newcomer?
- Tim experiences discrimination and racism based on his accent and racial identity.

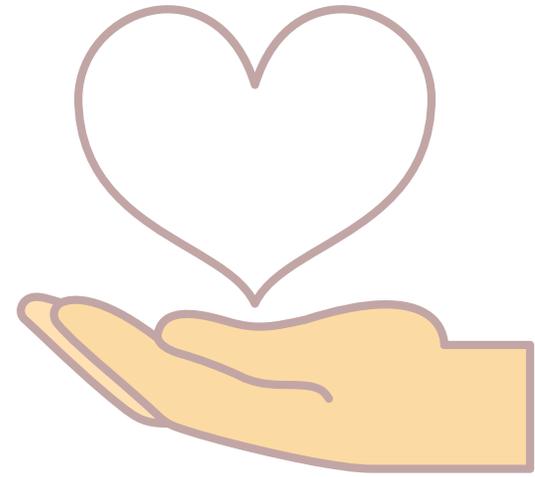


How can such experiences impact Newcomers negatively?

What is your role in taking action if this happens in your classroom, school and neighborhood



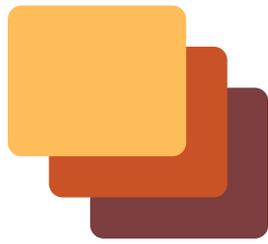
- Who supported Tim in overcoming his challenges? How did they support him?  
(e.g. Mom, teacher, Newcomer centre)
- How does Tim describe himself?  
What are some of Tim's interests and future aspirations?
- What role did the New Canadians Centre in Peterborough play in helping Tim find a sense of belonging in his neighborhood?
- If you had some words of advice for Tim, what would you say to him?
- What are your 1-2 key takeaways from Tim's story?



“[Coming to Canada] I enjoyed everything. I loved the air, the grass, the houses. It felt more vibrant - more colourful than Vietnam. Like being in ones of those teen movies in TV.”

- Tim Nguyen





# OUR NEIGHBOURHOOD DISCUSSION GUIDE

[www.nccpeterborough.ca/OurNeighbourhood](http://www.nccpeterborough.ca/OurNeighbourhood)

Thank you for using this discussion guide to help facilitate conversations in your community on the experiences of newcomers.

We all have a part to play in creating a more diverse and just society for everyone.

This resource is one of many community education initiatives facilitated by the New Canadians Centre. Learn more at [www.nccpeterborough.ca/community-education](http://www.nccpeterborough.ca/community-education)

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by emailing: [info@nccpeterborough.ca](mailto:info@nccpeterborough.ca)





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PETERBOROUGH



# OUR NEIGHBOURHOOD DISCUSSION GUIDE

