

for Angela...



For Angela is a story about a woman who was compelled to change attitudes and shatter stereotypes. It's a story about a racial assault that could have been ruinous, instead it was empowering. Inspired by a true story, this film is emotionally charged and beautifully acted.

Rhonda Gordon (played by Tina Keeper, star of *North of 60*) and her daughter Angela (played by Tiffany Peters) didn't want a confrontation, they didn't want a fight, they did want their dignity. A bus ride changed their lives, but in a way no one could have foreseen. Rhonda had the courage and the will to take a unique and powerful stand against ignorance and prejudice. She did it **For Angela**.

Produced by the National Film Board of Canada



Closed caption.
A decoder is required.

Running Time:
21 min 29 sec
Order # C 9193 044

© 1993 National Film Board of Canada Printed in Canada



for Angela...

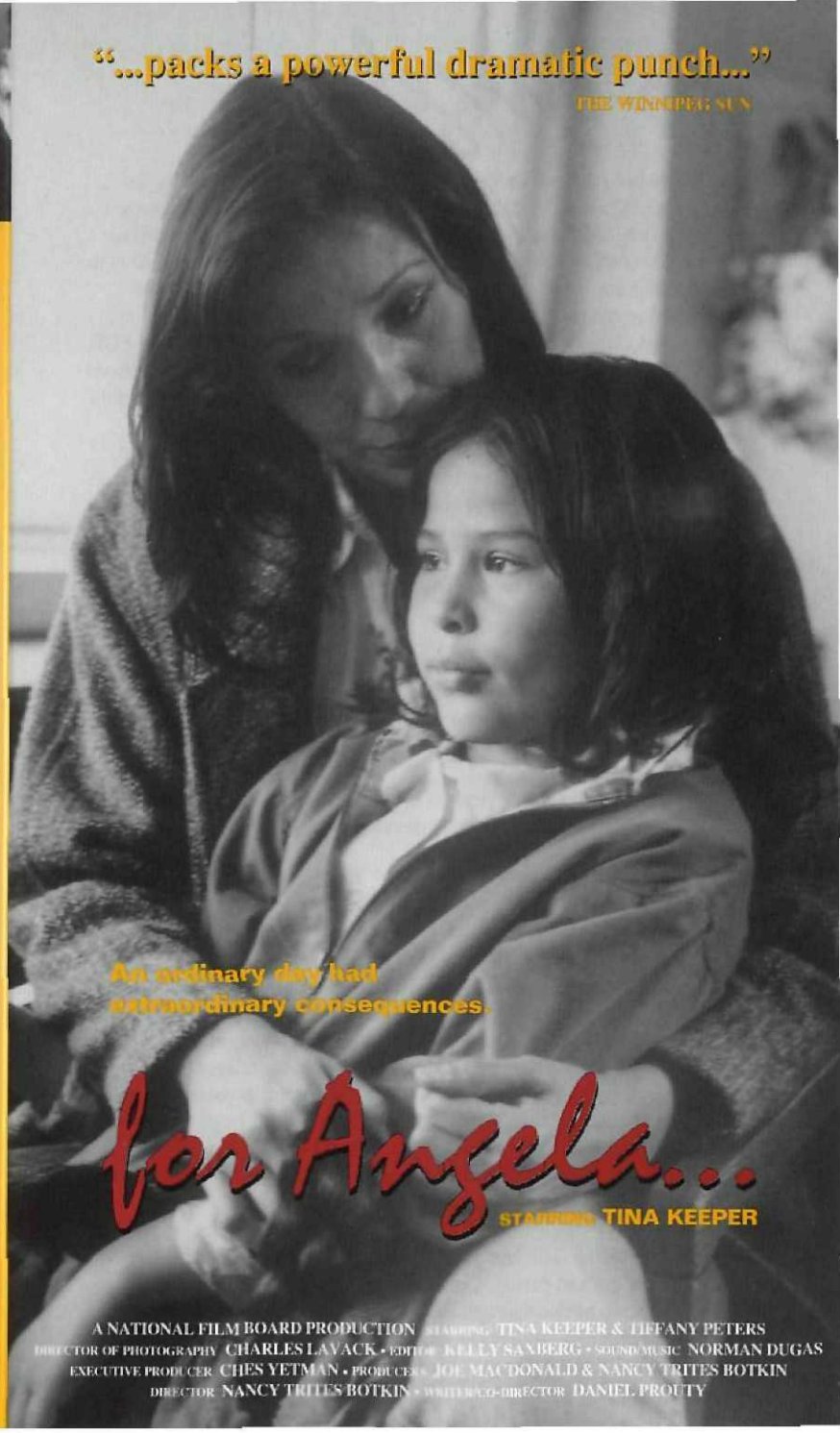


VHS
113 C
9193 044



"...packs a powerful dramatic punch..."

THE WINNIPEG SUN



An ordinary day had
extraordinary consequences.

for Angela...

STARRING TINA KEEPER

A NATIONAL FILM BOARD PRODUCTION STARRING TINA KEEPER & TIFFANY PETERS
DIRECTOR OF PHOTOGRAPHY CHARLES LAVACK • EDITOR BELLY SANBERG • SOUND/MUSIC NORMAN DUGAS
EXECUTIVE PRODUCER CHES YETMAN • PRODUCERS JOE MACDONALD & NANCY TRITES BOTKIN
DIRECTOR NANCY TRITES BOTKIN • WRITER/DIRECTOR DANIEL PROUTY

for Angela...

For Angela is a story about racism. This drama was inspired by the experience of Rhonda Gordon and her daughter, Angela, who were victims of racism. This film is aimed at encouraging change with regard to how we view racism. Isolated incidents must not be ignored; to do so is to condone inappropriate behavior. Together we must strive for a better understanding of one another.

For some Canadians even a trip to a bus stop can be an ordeal. In **FOR ANGELA** three boys racially harass Rhonda and Angela. The boys' actions are the manifestations of cultural, racial and linguistic biases which typify racism.

The educational aims of **FOR ANGELA** focus mainly on cognitive and affective development. Teachers should ensure that the appropriate classroom climate and setting is created **PRIOR** to viewing this story. Students should be encouraged to be respectful, understanding and open-minded when viewing **FOR ANGELA**.

Special care for First Nations ancestry students should be exercised due to the sensitive nature of the film.

Series Objectives Canada is a cultural mosaic where cultural, racial, ethnic, regional and linguistic differences are common. The goal of cultural literacy, being aware of who we are and developing skills to allow us to be successful in cross cultural interactions, is essential for life now and in the future.

The aim of this teacher's guide is to enable students, through discussion and structured learning activities, to develop cross cultural competency in the following areas:

- communication,
- non-judgment,
- empathy,
- respect, tolerance and acceptance of differences.

Educators are encouraged to integrate these objectives across the curriculum. It is better to prevent negative behavior than to deal with its results.

When dealing with incidents of discrimination, it is important to remember that everyone involved is a victim. The perpetrator falsely believes they are empowered by belittling others and the victim experiences a loss of self esteem and self respect.

At the end of the story Rhonda says, "When I learn to say what I am and what I know, and look without fear into the shadows, then my world and my daughter's world can be different."

Before Viewing The climate for viewing **FOR ANGELA** must be one which is sensitive and caring. Consider who your students are, and the balance of racial, ethnic and cultural groups within your classroom. Be prepared for minority students to require additional support to deal with their emotional reactions to the video.



for Angela...

Writer/Co-director
Daniel Prouty

Director
Nancy Trites Botkin

Director of
Photography
Charles Lavack

Editor
Kelly Saxberg

Sound/Music
Norman Dugas

Technical
Co-ordinator
Scott Collins

Producers
Nancy Trites Botkin
Joe MacDonald

Executive Producer
Ches Yetman



Produced and Distributed
by the National Film Board
of Canada

Before Viewing, define the following terms:

STEREOTYPING: the application of an over-simplified label to an entire cultural, ethnic, and racial group.

PREJUDICE: an adverse opinion that "pre-judges" entire cultural, ethnic and racial groups, based on incomplete and inaccurate information.

DISCRIMINATION: an act of prejudice, which includes both verbal and physical abuse.

RACISM: individual and institutionalized beliefs and practices which advocate that some races are inferior to others, and lead to unfair and biased treatment of cultural, ethnic and racial groups.

Topics and Questions for Discussion:

1. In your own words describe your personal experience with or understanding of stereotyping, prejudice, discrimination and racism.
2. Based on your own and other peoples' experiences, what do you know about stereotyping, prejudice, discrimination and racism?
3. How do you think it feels to have someone stereotype you or someone you care about?
4. Assume you are a victim, what should you do if you are the target of someone's prejudice, discrimination and racism? Is silence or ignoring the situation ever the right thing to do?
5. Assume you are a perpetrator of racism, what should you do if you find yourself stereotyping, demonstrating prejudice, and discriminating?
6. Try this activity: "Sticky Labels"
 - a) Each student gets two different colour labels. On one they are to write a positive thing about themselves, and on the other, one not-so-positive thing about themselves. These are "stuck" on each shoulder.
 - b) All students equipped with "sticky labels" are asked to trade their labels with another student. Students may wander the classroom for a timed period of two to three minutes looking for someone they are willing to trade with.
 - c) Call time and debrief activity by asking how many were able to trade both? Only one? Neither? Conclude by telling students that "sticky labels" work like stereotypes; it isn't easy to accept labels imposed by others.

After Viewing Topics for Discussion:

1. Brainstorm lists of emotions felt by the following people: Rhonda, Angela, Ian, Ian's friends, the bus driver, the others on the bus, and the principal of the school. Compare and show similarities.
2. Why do you think Ian did what he did?
3. Why do you think Angela did what she did? Identify what cutting off her braids symbolized to Angela? To Rhonda? To Ian?
4. Why do you think Rhonda decided to go to the school and look for Ian and his friends? Do you agree this was the best she could do? If not, what should she have done instead?
5. What do you think should happen to Ian? Do you think he understands the results of his actions towards Rhonda and Angela?
6. What do you believe should be done to assist Angela and Rhonda to deal with their feelings?

7. Brainstorm the stereotypes Ian perpetuated (singing pow wow, acting like “savages”, Indian counting song, smelly Indians, drunken Indians, abusing solvents, Pocahontes, ridiculing braids, Indian princess) then organize cooperative groups to “un-teach” the stereotypes or to prepare a group presentation for children who are victims like Angela.
8. Initiate a unit of study on First Nations people to focus on cultural paradigms and positive contributions. Utilize student participation rather than lecture and involve parents and community.

Follow up Activities Involve students in expanding and reporting on stereotyping, prejudice, discrimination and racism in the media. Include positive reports that reflect sentiments of tolerance, equality, and respect.

1. Ask students to write a children’s book that would teach younger children about the above concepts. Illustrate the books, and share by reading to younger children.
2. Assign tasks to students which will illuminate their understanding of the key concepts. Tasks could include essays, models, bulletin board displays and dioramas. Focus on the diversity of Canadians, and cite positive contributions from a variety of groups.
3. Introduce other “isms” such as sexism and ageism. Discuss how stereotyping, prejudice and discrimination affect those who suffer from such biases.
4. Engage students in re-writing the storyline for the video from specific points such as, when the discrimination begins, when Ian is identified, when Angela is alone in her room, and so on.
5. Ask students to write poetry, prose or lyrics that deal with stereotyping, prejudice, discrimination, and racism, by championing acceptance, tolerance, equity and respect.

Skills/Products To encourage both cognitive and affective development, students could be cooperatively grouped to produce their choice of the following:
advertisement, opinion poll, press conference, biography, handbook, history, chart, magazine, audio/video tape, letter, drama script, journal/diary, speech, collage, mural, skit, photography, lesson, newspaper, book review, media study, board game, story board, wall hanging, survey, report, puppet show, demonstration, cartoon, mime

Note to the Teacher The teaching of controversial issues in the classroom is essential to accomplishing the goals of education. Extreme care and support is necessary to ensure that young people are not placed in uncomfortable or threatening situations. The use of positive role-models from various cultures is an excellent way to introduce alternatives to stereotypes. Teaching about stereotypes, prejudice, discrimination and racism should not be a “one-shot” lesson, but rather a goal-oriented strategy for the entire school year.

Resource List

- Banks, James. *Multicultural Education: Issues and Perspectives*. Boston: Allyn and Bacon 1989.
- Banks, James. *Teaching Strategies for Ethnic Studies*. 5th Ed. Boston: Allyn and Bacon, 1991.
- Colangelo, Nicholas. *Multicultural, Non-Sexist Education*. Dubuque, Iowa: Kendall/Hunt Publishing Company.
- Four Worlds Development Project. *Walking With Grandfather*. Lethbridge, Alberta: University of Lethbridge Press, 1985.
- Four Worlds Development Project. *The Sacred Tree*. Lethbridge, Alberta: University of Lethbridge Press, 1982.
- Hirschfelder, Arlene B. *American Indian Stereotypes in the World of Children*. Scarecrow Press, 1982.
- Lowes, Warren. *Indian Giver: A Legacy of North American Native Peoples*. Saskatoon: Theytus Books, 1986.
- Pasternak, Michael. *Helping Kids Learn Multi-Cultural Concepts*. Illinois: Research Press Company. 1979.
- Simon, Roger et al. "Decoding Discrimination: A Student Based Approach to Anti-Racist Education Using Film." The Althouse Press, 1988.
- Slapin, Beverly and Seale, Doris. *Books Without Bias: Through Indian Eyes*. Oyate, 1988.
- York, Stacey. *Roots and Wings: Affirming Culture in Early Childhood Programs*. St. Paul, Minnesota: Toys and Things Press, 1991.

This guide was written by Maureen Johns Simpson

Edited by Joan Webber

Maureen is a consultant specializing in Cross Cultural and First Nations Education for the Regina Public School Board. She has been working in the field of education for nine years, and has conducted numerous workshops promoting equality, tolerance, acceptance, and respect for all. Maureen is acquainted with Rhonda Gordon and her daughter Angela, and recalls hearing the details and devastation caused by the incident of racism which inspired FOR ANGELA. Awareness and commitment to change motivate Maureen to build a better future for young people everywhere.

Colour

Running Time: 21 minutes 29 seconds

VHS Order # C 9193 044

1993 National Film
Board of Canada
P.O. Box 6100,
Station A, Centre-Ville
Montreal, Quebec
H3C 3H5



NATIONAL FILM BOARD OF CANADA
OFFICE NATIONAL DU FILM DU CANADA