

“I love my human rights” series:

Georgia Pike’s story

Classroom conversation guide: Grades 10-12

Introduction

This guide has been prepared to assist classrooms from grades 10-12 to explore themes in BC’s Office of the Human Rights Commissioner’s (BCOHR) “I love my human rights” video series. The video series uses storytelling as a tool to help personalize complex human rights concepts and encourage empathy and action. In Georgia Pike’s video, she shares her experience of discrimination, the importance of access rights for people with disabilities and what it means to be an advocate and an activist.

To consider in planning the activity

Conversations about discrimination and human rights abuses can be difficult, emotional and even triggering for some participants. Please see the Community resources section of this guide for assistance with planning.

Concepts covered

Core concepts in the video include ableism, visual impairment and Blindness, guide dogs and service dogs, access rights and discrimination. If students are not familiar with these topics, allocate sufficient time to introduce these to them and/or provide opportunities for deeper learning. Resources to help introduce and/or deepen learning on these topics are listed at the end of this conversation guide.

Pre-viewing activity

Take two minutes to brainstorm a list of what participants know about guide dogs. What are they? Who uses them? What do they do? Have you seen them in your community? How are you supposed to behave around guide dogs? Are they well trained?

Viewing the video

Use the closed captioning and transcript options to assist students.

Open the conversation

Choose any of the following questions that will work with your students. Begin with questions that will ease students into the conversation in an emotionally safe manner.

- Did you find anything surprising in Georgia's story? Did you learn anything new? What feelings did you experience while watching the video?
- In the video, Georgia describes being on guard every time she leaves the house with her guide dog. Before watching the video did you know that people who use guide dogs, like Georgia, are often refused access to the services that most of us access everyday like cafés, buses and stores?
- Human rights are the basic rights that every person has from the day they are born. We all have the right to be free from discrimination. How was Georgia discriminated against? What did she do about it? What was the result? Do you think the result was satisfactory?
- Georgia talks about her human rights. She says, "Human rights, to me, is the concept that people can be who they are, without facing barriers, and they have the same access rights as the people around them." How would you describe human rights? Why do you think they are important?
- You have probably heard of racism or sexism. Ableism is a similar term that refers to treating people with disabilities differently in a harmful way because of their disability, such as leaving them out or making it hard for them to be included. What are some examples of ableism you have noticed or experienced?

Deepen the conversation

Choose a few of these questions that will work with your students.

- Did you know that guide and service dog users cannot be refused access to services like cafés, stores or doctors' offices simply because they use a guide dog or service dog? It is considered discrimination based on a disability. They also don't have to show proof of any kind before being allowed to access a service. Did you know this before watching the video? Why do you think more people don't know about this?
- In the video, we learn about Georgia's experience of being denied service at a café in Vancouver. Georgia describes it as being "devastating" and the BC Human Rights Tribunal



- ruled that her experience was discrimination. Can you explain in your own words why the Tribunal described this experience as discrimination? Have you heard or seen other people being denied access to a service like a store, café or community centre? How do you think it would affect someone if this was part of their daily experience in the world?
- Georgia talks about herself as an advocate and an activist. What do you think these words mean? Do you think these words are synonyms or are they describing different things? Have you ever been part of advocating for change at school or in your community? What was that experience like?
 - In the video, Georgia mentions making a complaint to the BC Human Rights Tribunal about the discrimination she experienced at the café. In B.C., individuals who have experienced discrimination in employment, housing or services (such as stores, restaurants, buses or a doctor's office) can make a complaint to the BC Human Rights Tribunal. In the decade from 2010 to 2021, the largest number of complaints made to the Tribunal were made by people who had experienced discrimination based on their disability. Are you surprised by this? Why or why not? Why do you think this might be?
 - Barriers for people with disabilities might include how we build things, the rules we make, the technology we use or even our attitudes. What are some barriers you can think of that make things hard for people with disabilities and how can these barriers be removed or prevented? Remember these barriers can be physical, like how buildings and buses are designed and built, or they can be about attitudes towards people with disabilities. What kind of barriers did Georgia experience?

Learning more

Choose from these questions and/or resources below to guide continued learning or discussion.

- What barriers might a student at your school experience if they needed to use a guide dog or service dog? Think about your daily activities at school and how you move around in the space (including extra curriculars and getting to and from school). Develop a list or a map of the barriers that you discover and include where they take place. Can you think of some ways that you could remove or fix the barriers that you have identified? Is there anyone in your school community you could share your findings with to help advocate for change?
- Georgia mentions that she was awarded \$12,000 by the BC Human Rights Tribunal because of the discrimination that she faced. Using the link to the Tribunal decision in the resource section, explain why the Tribunal decided to award her this compensation. What was the reasoning behind the decision? Why do think it was important for her to receive compensation? Do you think the compensation process was fair?



- BCOHRC worked with community advocates to develop [a set of resources for servers and taxi drivers](#) to learn about their legal responsibilities when serving people who use guide dogs or service dogs. What are the steps that you would take to develop an awareness campaign on this topic? How would you bring this message to people living in British Columbia? What media and wording would you use? Consider designing posters or social media posts to demonstrate your ideas.
- In the video, Georgia describes being asked to prove that her dog is a service dog. How do you think constantly being asked to prove that you have a disability might make someone feel? Is it okay to ask someone about their disability? If you have a disability and feel that you would like to share your experience, how do you feel when people ask you about your disability? Are there times when it isn't okay? Are there times when it is okay?

Bring the conversation to a close

- Invite participants to revisit the list they co-created as a pre-viewing activity. After watching the video, is there anything that they would like to add or remove from the list?
- Summarize some key ideas and values that were shared in the discussion that reflect a recognition of and commitment to a human rights-based approach to disability issues

Resources

To learn more about human rights and how they are protected in BC:

- BCOHRC video: [What are human rights?](#)
- BCOHRC video: [B.C.'s human rights system](#)

To learn more about human rights for people with disabilities:

- [United Nations Convention on the Rights of People with Disabilities \(video\)](#)

To learn more about guide dogs and service dogs:

- [Canadian Guide Dogs for the Blind](#)
- [Follow Georgia Pike's guide dog on social media: @maggie_the_seeing_eye_dog](#)

To learn more about BCOHRC awareness campaign about the rights of people who use guide dogs and service dogs:

- [Resources for taxi drivers and servers](#)



To learn more about Georgia Pike's case at the B.C. Human Rights Tribunal:

- [Pike v. Ooh La La Café](#)

To learn more about visual impairment and Blindness

- [Canadian Federation for the Blind](#)
- [Canadian National Institute for the Blind](#)

To learn more about ableism:

- [Ableism 101: What it is, what it looks like, and what we can do to fix it](#)
- [Rewrite the rules - BC's Office of the Human Rights Commissioner \(bchumanrights.ca\)](#)

To learn more about other people's stories about human rights:

- [Video series - BC's Office of the Human Rights Commissioner \(bchumanrights.ca\)](#)

