



“I love my human rights” series:

Georgia Pike’s story

Classroom conversation guide: Grades 7-9

Introduction

This guide has been prepared to assist classrooms from grades 7-9 to explore themes in BC’s Office of the Human Rights Commissioner’s (BCOHRC) “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 Resource 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 one in your community? Are you allowed to pat them? Are they well trained?

Viewing the video

Use the closed captioning and transcript options to assist students.

Open the conversation

Choose a few of these 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?
Sometimes learning about the discrimination that people have experienced can bring up strong emotions. 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. Why is Georgia on guard all the time?
- 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? Are you surprised by this?
- Human rights are the basic rights that every person has from the day they are born. Human rights help protect us from discrimination. How was Georgia discriminated against? What did she do about it?
- In the video, we learn about Georgia's experience of being denied service at a café in Vancouver. This experience was discrimination, and she describes it as "devastating." How do you think it would affect someone if this was part of their daily experience in the world?

Deepen the conversation

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

- People with disabilities use all kinds of supports like wheelchairs, hearing aids and walkers to help with their day-to-day living. Guide dogs and service dogs are another kind of support used by some people with disabilities. If people with disabilities are not allowed into those places like grocery stores, cafés or busses just because they have a guide dog, that is discrimination. Sometimes people think that when a person with a guide dog isn't allowed into a café or bus it is about refusing a dog, but as we can see from Georgia's experience it is actually about excluding a person with a disability. What do you think about this? Do you think people think of guide dogs and service dogs the same way as they do supports like wheelchairs or hearing aids? Why or why not?
- 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." What do you think she means by this? Can you explain what she means in your own words? 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, such as leaving them out or



making it hard for them to be included. What are some examples of ableism that Georgia talked about in the video? Are there other examples of ableism that you have noticed or experienced?

- Barriers for people with disabilities might include how we build things, the rules we make, the technology we use or even our attitudes. 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?
- 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 getting to and from school) and the barriers a student with a guide dog might face. Can you think of some ways that you could help remove or fix the barriers that you have identified?

Learning more

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

- In the video, Georgia describes being asked to prove that her dog is a service dog. How do you think being asked repeatedly to prove that you have a disability might make someone feel? Is it okay to ask someone about their disability? Are there times when it isn't okay? Are there times when it is okay?
- When Georgia was refused service at the café, the owner said, "No pets! Get out!" Name all the ways that guide dogs are different from the pets that you may have at home. Are there any ways that they are similar?
- What is the process for someone who is Blind or visually impaired to get a guide dog? How long does it take? Is it expensive? Can everyone who needs a guide dog get one?
- Guide dogs start their training at a very young age. What kind of training do guide dogs receive? What about people who use guide dogs? Do they get training as well?
- Design a poster that promotes equal access to services for people who use guide dogs in your community!

Bring the conversation to a close

- Invite participants to revisit the list they co-created as a pre-viewing activity. After watching the video, are there new things they would like to add to 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 B.C.

- 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](#)

Note: To learn more about BCOHRC awareness campaign about the rights of people who use guide dogs and service dogs and get resources for both taxi drivers and servers, visit bchumanrights.ca/guide-dogs

To learn more about Georgia Pike's case at the BC 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 \(bchumanrights.ca\)](#)

