

The Human Cost of Food: Educator's Toolkit

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Introduction

Welcome! This toolkit is intended as an educational resource for teachers to use this exhibit in the classroom. The activities and brief lesson plans contained within are guiding points intended to help teachers best adapt this content for their classroom. There are some worksheets enclosed, as well as suggested activities that correlate with different parts of the exhibit. This guide is intended to be flexible and adaptable. Not every activity is suitable for all student levels. In general, the information in this exhibit is best geared for advanced grade 11 and 12 high school students, as well as undergraduate university students. That being said, these activities can be easily modified for most grade levels, they will just need to be scaled back.

The tool kit also includes suggestions for integrating the exhibit with broader curricula and for extension projects. There is a broad project based on the entire exhibit, and then lessons that can be done with individual sections from the exhibit. Finally, there is a resource list which includes all resources referenced in the lesson plans as well as others that teachers may find useful. Take what is helpful from this toolkit and leave the rest!

Exhibit-Based Research Project

Based On: Entire Exhibit

Relevant Themes:

- Migration
- Human Rights issues
- Community
- Workplace and Labour Conditions
- Activism and Resistance
- Covid-19 Pandemic

This entire exhibit can form the basis for a research project in which students investigate what the unique risks facing migrant farm workers are compared to non-migrant farm workers throughout their journey from their home to Canada and back again. Using the exhibit, students will start to understand the risks facing migrants and then develop a research question of their own. They can then use the information presented in the exhibit, as well as external research, to craft an answer to that question.

Process:

1. Have students start by looking through the exhibit as a whole and taking some notes. What stands out? Which sections appear to have the most information? What topics are mentioned but not fully covered in the exhibit?

Modification

Depending on the level of the learners, this can be assigned as individual task work or can be guided by the teacher in either a group or one-on-one setting. The teacher can also choose to give students the freedom to explore the whole exhibit, or choose one section of the exhibit that is most salient for the students and base the project off of that section.

2. Have students –either with the teacher or individually– work through each section, going section by section paying careful attention to the information as its presented. What questions does each section answer? What questions still remain from each section that they may want to explore further or supplement with more research? What sparks their interest?

Modification

A chart or other graphic organizer may be helpful for students to organize their thinking in completing this step.

3. Students will submit a question they want to answer for which the exhibit can serve as a basis for their research. There are resources available within that students can use to further supplement their research. Depending on level, students can also complete independent external research using databases and other resources available to them.
4. Students will compile their research and answer the question they set out to answer. This may take the form of a research paper, a presentation of some type, or another format the teacher determines appropriate.

Modification

If a research paper is too advanced, this project could be used to help students begin to develop their research skills. Asking them to propose a research question they could use the exhibit to answer and then develop an annotated bibliography or an outline of how to go about answering that question could help students develop their research skills and critical thinking skills.

Investigating Migration Activity

Based on: Leaving Home section of the exhibit

Relevant Topics:

- Push/Pull Factors
- Migration
- Migration Labour
- Migrant Legal Status

This activity is designed to have students engage with different motivations people have for coming to another country to work and the different barriers they face in doing so. In the context of temporary migrant farm workers, there are many dangers inherent in simply leaving their home country. As such, it is important to not only understand what motivates them, but what they are risking when they leave. This section highlights the specific risks migrants faced during the Covid-19 pandemic, but also touches on the mental toll that leaving home can have.

Introduction:

1. Start by having students explore and brainstorm reasons why people migrate and what kinds of things they might have to overcome in order to do so.
2. List these out in a space that is visible to all students.

Activity:

3. Read through the Leaving Home section with students. In groups or individually, have students create a list of all the risks presented to migrants' health when leaving, including both the Covid-19 risks during the pandemic and the other, briefly touched upon reasons.
4. Guide students through a discussion. What factors might lead to these risks? Are there ways to mitigate them?
5. For a better understanding of the emotional and mental toll leaving can have on migrants, the ending of the documentary *El Contrato* shows how leaving family can be a big factor in migrants making the choice whether to return to the program the next year. A quote from former migrant worker, now migrant activist, Gabriel Allahdua also illustrates this. Teachers can show a clip from the end of the documentary and/or guide students through a close analysis of the Allahdua quote. What specifically makes it so challenging? Can students imagine themselves spending 8 months away from their family? I

Closure:

6. Have students reflect either on health and safety measures that might make leaving home more safe for migrants or on "push and pull" factors and whether or not they would personally choose to migrate given these circumstances the migrant farm workers are facing.

Interacting with Labour Laws

Based on: On The Farm section of the exhibit

Relevant Topics:

- Workplace Conditions
- Safety Concerns
- Health Risks
- Labour laws
- Health and Safety Training

The On The Farm section of the exhibit discusses the extremely dangerous workplace conditions facing farm workers. While health and safety and other labour laws exist across all sectors of the Canadian workforce, these protections and rights are not always extended to farm workers. This activity is designed for students to engage with labour conditions and understand the importance of labour laws, and also to gain a deeper understanding of the precarious situation faced by migrant farm workers. It would likely take multiple class periods to complete.

Introduction:

1. Ask students what they know already about labour laws. Do protections exist in their workplaces? What common hazards do workers have the right to be protected against?
 - a. The teacher can pull in the UN International Convention on the protection of the Rights of All Migrant Workers and Members of Their Families

Activity:

2. Have students read through the On the Farm section. As they read, ask them to flag dangerous conditions that workers face and how these impact them. The following questions can also help them pull out salient information from the section:
 - a. What are some dangerous conditions farm workers face at work? What is the nature of these threats?
 - b. What industry has the highest rate of injuries in Canada?
 - c. While this section speaks about pesticides and accidents as possible causes of injury, it also discusses other factors. What are these other factors?
 - d. Why do farm workers not report incidents of violence on the farm and injuries they may have endured? How does this increase their vulnerability to injury, illness, and death?
3. Once students have gone through the section and appear to have a strong grasp of how workplace conditions migrant workers are placed in and how the structure of their working programs have on their health, split students into groups and assign them one of

the four identified categories from this section of: Pesticides, Dangerous Equipment, Workplace violence, and Gendered and sexualized violence.

4. In these groups, students will research provincial laws that relate to that specific section. (See resources for possible laws they could look at for each section). They will pick one incident and explain if there's a workplace/labour law that should have applied to prevent this incident from happening. If appropriate, they will also provide reasoning for why the law did not protect the person in their example.

Closure:

5. Debrief the class. Possible discussion questions: Why do we have labour laws? What can prevent labour laws from being implemented sufficiently? They will also find that for farm workers, some labour laws that apply to some industries do not apply to them. Discuss how this may or may not cause problems for temporary migrant farm workers.

Extension

“Farmworker Exceptionalism” is a term that has been coined to describe the ways in which agricultural workers have historically been left excluded from different protections like minimum wage, holiday pay, and mandatory breaks. There are several books and articles about this in the resource section which teachers can check out if they want to introduce this topic to students in the classroom.

Bunkhouse Living Image Analysis

Based on: In the Bunkhouse section of the exhibit

Relevant Topics:

- Living and working conditions

The In the Bunkhouse section speaks to how living conditions put temporary migrant farm workers at a unique risk for injury, illness, and death. There are several primary sources in this section of the exhibit, making it ideal for students to practise their document analysis skills. Below is one way this can be accomplished by using images from this section.

Image Analysis Activity

1. In the exhibit, there is an image of the bunkhouses migrants live in. Have students look at the image and describe what they see.
2. What stands out to them? How much space does it have? Does it look like enough space to live? Compared to the space they have at home, is it more or less? Does it look comfortable? What conclusions can they derive from the image
3. Now, have them look at the older picture of the bunkhouse from the 1980s. What do they observe in this picture? What details stand out?
4. Now, have them compare the two photos. What has changed and what has stayed the same? What conclusions or inferences can they make from these photos?

Extension

Teachers can look up and add other photos of living conditions for workers in different sectors or historical eras, such as the industrial revolution, and turn it into a broader activity about workers' living conditions throughout history.

Inspection Time: Migrants and Road Safety

Based on: Moving Around section of the exhibit

Relevant Topics:

- Road safety
- Mapping
- Urbanization
- Car Culture
- Geography
- Road Infrastructure

The Moving Around section demonstrates how infrastructure such as roads, lighting, and bike paths can impact the health and safety of migrant farm workers. The information in this section can be used in lessons about road safety, urbanization, the importance of road infrastructure, and other lessons related to working conditions. The activity suggested here engages students in questions of safety by having them compare the road infrastructure in the town they live in with the infrastructure of the closest city to them to that of Leamington, Ontario, as shown in our infographic.

Introduction:

1. Determine students' knowledge about road safety and dangers. Have them brainstorm what they think the biggest dangers on the road are. Ask them what they think the purpose of things like bike paths are? What makes traveling on the road safer? Why do some people prefer cycling over other forms of transportation?

Activity:

2. Show and go through the Moving Around section of the exhibit. As you go through, flag what features make transportation and moving around for migrant farm workers so deadly.
3. Have students survey the area they live in for road safety features like night lighting and bike paths. If they live in a particularly big place like a city, have them focus solely on their neighborhood or a small radius around the area they live.
4. Compare these facts to the Leamington, Ontario case study given. What are some similarities and differences? Are there many bike paths in their neighborhood/town? Do many people bike where they are from?

Optional: If students don't live in a city, teachers can also bring in data about road features from the closest city to where the students live.

Closure:

5. Have students compare which town appears to have safer road features. Are there components of public infrastructure that could be added to their neighbourhood that would make it safer? Also have them consider why certain features may be absent from their town? Do a lot of people in the town bike? Is there much travel at night? Are there monetary reasons that might explain why infrastructure hasn't been built? What would it take to build that road infrastructure?

Extension

After completing this activity, students can critically debate a proposed infrastructure bill, perhaps about adding more bike paths. The bill could be made up or it could be from the previous or current municipal legislature. Either divide the class in half and assign sides or divide another way and have students prepare arguments for why this bill should be passed or why the bill shouldn't be passed. After all sides haven't presented their argument, students can then vote for whether or not the bill should be passed. Students can also engage with some community-led projects such as those highlighted in the exhibit and consider the proposed amendments.

What Makes a Community?

Based on: Fighting Back and In the Community sections of the exhibit

Relevant Topics:

- Community
- Local vs Regional vs National Communities
- Communal Action

These two sections of the exhibit bring up salient questions about what makes a community, how do we conceptualize community, and who is included in that? This activity seeks to have students come up with a broader definition of community. It also allows them to interrogate questions of local, regional vs national community and how people interact with different communities in different ways.

Introduction:

1. Have students brainstorm what community is to them. List out positions, categories of people who form their community. Synthesize the ideas generated by the students into one definition based on their initial thoughts. Return to this later.
2. Have students then brainstorm ways they demonstrate community. For example, community through church congregation, community-building activities, and other things of this nature. How do we know who is in our community, what defines these things? What actions do communities take for one another?

Activity:

3. Have students read the Fighting Back and In the Community sections and fill out the attached worksheet, paying close attention to the way community is defined and the ways migrant workers exercise community.

Closure:

4. Revisit the definition of community from the beginning of the exercise. Can anything learned from the exhibit be used to expand the definition? What actions/landmarks help create community?
5. Teachers can also challenge students to consider how they can support those on the margins of their broader community who they may not always see. This exhibit seeks to demonstrate the way migrant farm workers are a part of our national community even if the students do not live in a farming town. How can we challenge students to consider how we can show up for those who are a part of our community but we don't see? Consult our resources for different movements they could support if students want them, but there may be other ideas that they come up with that are more tangible than that.

Extension

This activity is intended to work for a broader unit about community and identity. To take it further, teachers could design a project in which students have to develop or design their ideal community using what they have learned from this activity and other lessons about how community is formed, how it's exercised, and who is included in that definition.

Human Cost of Food Exhibit Fighting Back/In the Community Worksheet

Name: _____

Date: _____

Instructions: Read the following questions and answer them in complete sentences as you work through the Fighting Back and In the Community section of the exhibit.

1. What dangers do migrant workers face in coming to Canada, according to the Fighting Back section?
2. Is resistance a new activity migrant workers partake in? What is the earliest known example of resistance we have?
3. What happens to workers who protest openly?
4. What demands do protesting migrant farm workers ask for? Are they always the same, or do they change?
5. What successes have migrants been able to gain from protesting and resisting?
6. How do workers resist/ask for changes? Is there only one shape this takes, or are there multiple? Name them.
7. How has the Canadian court system played a role in helping migrant farm workers fight back? What does this suggest about their place and role in Canada?
8. How did Covid-19 impact migrant farm workers in fighting back against a system that places them and their families at great risk?
9. How do workers form and find community in the places they work?
10. What reactions do migrant farm workers get from people living in the areas they are working in? Is it hostile or welcoming, or a mixture of both? How does this impact them?
11. What forms of support have local communities given to migrant farm workers?
12. How do migrant farm workers join together to support one another? Compare this to the actions taken in the fighting back section. Is community support a form of resistance as well?
13. What role do religion and other civic activities have in the formation of a community?
14. How did the Covid-19 pandemic impact migrant farm workers in forming and participating in a community?

Conceptualizing Resistance

Based on: Fighting Back and In the Community sections of the exhibit

Relevant Topics:

- Community
- Protest
- Human Rights
- Resistance
- Collective Action

A major aspect of the Fighting Back and In the Community sections is the agency of migrant farm workers. This activity teaches students about some of the ways community can stand up and support people facing hardship, and also how resistance can take different forms. It could easily be incorporated into a broader unit about resistance historically, or in a present-day context. The goal is to teach students about different forms resistance can take and the motivations for pursuing resistance through those means.

Introduction:

1. Have students brainstorm different ways people can protest things they disagree with. Challenge them to come up with recent or relevant examples. Brainstorm reasons why people engage in resistance/protest.

Activity:

2. Have students read through the Fighting Back and In the Community section. As they read, ask them to keep track of different forms of protest. They should be able to identify from the document the following examples: court cases, defying workplace instructions, rallies in front of legislatures, open letters/events with non-profit organizations, and others.
3. In groups or individually, assign students one specific form of resistance found in the text and ask them to come up with reasons why that form might be effective. When might it be engaged with? Why would people opt for that specific form as opposed to another?
4. Together as a class, have students fill out on a chart the reasons for engaging in each specific form of protest and their suggestions for what circumstances that form would be engaged in. Correct together.

Closure:

5. Guide students in some open-ended discussion about forms of resistance, their efficacy, and what forms seem most feasible for migrant farm workers to engage in. Encourage, if appropriate, connections between the kinds of resistance migrant farm workers engage in and other movements engage in.

Extension

One possible question could be: Do you think community support such as those found in churches or grassroots fundraising could be considered a form of resistance? This could be done in a four corners exercise, where each group of students discusses their reasons for thinking the way they do and then present their best arguments for why they think that way.

Grappling with Returning Home

Based On: Returning Home section of the exhibit

Relevant Topics:

- Repatriation
- Labour Laws
- Home Ties

The Home Again section can provide students with the opportunity to reflect on what they have learned throughout the exhibit. This activity aims to have students reflect in a productive manner so that they leave the exhibit with a better understanding of migrant farm workers and the risks they face in working the jobs that they do. This is best done in conjunction with the rest of the exhibit and should not be the only section students engage with. The following list of questions can be given to students to guide their engagement with this section:

1. How do migrants end up going back home? Is it always when their contract/season ends? Name all the means by which they return home, according to the exhibit.
2. How do injury and illness relate to migrants returning home? What is the technical term for this?
3. Do all migrants who get sent home want to go home? Provide reasoning for why or why not.
4. Are migrants able to take advantage of medical insurance and other benefits? Why or why not?
5. What factors make it more difficult for migrant workers to access benefits than permanent domestic workers?
6. Artemio Rodriguez's death provides a glimpse into what it can be like for migrant workers when they are sent home. Why did he die? What might his story tell us about some of the experiences migrant farm workers have in the program?

Covid-19 and Migrant Farm Workers

Based on: Covid-19 feature sections of the Leaving Home, In the Bunkhouse, and In the Community sections

Relevant Topics:

- Covid-19 Pandemic
- Health and Safety Risks
- Labour Conditions Past and Present
- Health and Safety Precautions

Our exhibit highlights both the ways the Covid-19 pandemic changed circumstances for migrant farm workers, but also the ways protocols and the treatment of migrant farm workers' continued to remain the same. In this activity, students can hone their change and continuity skills by comparing the conditions and hazards raised by the Covid-19 pandemic to hazards migrant farm workers face, historically and on a day-to-day basis. Students will be able to reflect on what has changed since the 1960s and what has stayed the same, and what that means for the workers and their safety on farms.

Introduction:

1. Have students reflect on how the Covid-19 pandemic shaped their lives. What happened to them? What did they live through? What challenges did their families face? What challenges did their community face?

Activity:

2. There are three sections of the exhibit that feature a Covid-19 section: Leaving Home, In the Bunkhouse, and In the Community. Split students into groups or individually have them read through one of these sections and come up with a compare/contrast chart of what changed during the pandemic vs what stayed the same for workers during the pandemic.
3. Have students come back together and share what they found from each section.

Adaptation

A more engaging way to do this could be to have some students create a timeline of what the migrant journey looks like and then have other students add red flags to that timeline for the changes Covid-19 brought. Doing this can help students better visualize and understand both the migrant journey and see more clearly the impacts Covid-19 pandemic had.

Closure:

4. Guide them in a discussion about what this means. Some questions for reflection include: What happened to workers who tried to speak out about their conditions? Why do you think that was? Was the way migrant farm workers were treated during the pandemic

radically different from how they were treated before it, or was it more that the pandemic made the public more aware of it? What impact could more exposure about these issues have on the working and living conditions of migrant farm workers?

Mapping Death, Injury, and Illness: Evaluating the Silences

Based on: Incident map in the exhibit

Relevant Topics:

- Primary and Secondary sources
- Historiography
- Research

On top of narrative details found within our exhibit, we also have some maps which students can also interact with to learn more about the incidence of death, illness, and injury among the temporary migrant farm worker population in Canada. While our maps are not representative of all incidences of death, injury, and illness amongst this population in Canada, the information found within them is still relevant to consider questions such as from what sources do we get our knowledge and how can that impact our ability to faithfully give an accurate portrayal of life for temporary migrant farm workers and the challenges they face? What can the silences in the historical record tell us about this population as much as the stories we do have? The activities here ask students to engage with the information we present, but also to acknowledge the impacts the limits of our sources can have.

Introduction:

1. Ask students what they know about how historians collect information to tell history. What kinds of sources do they consult? What are the pros and cons of these sources?

Activity:

2. Have students navigate to the maps in the exhibit. Have them look through the different data entries. Have them write down the types of information that are included for entries.
3. Then, have them look through a section of entries for a specific time period at the discretion of the teacher. As they look through these sections, they should note what types of entries have a lot of information entered for them vs what sections are lacking in detail.
4. Have students come together and compare the results. What information was most widely available for all of the entries? What information was lacking? Students should be able to notice that many of our entries do identify basic information such as if a death, injury, or illness occurred, oftentimes information about the victim is lacking such as their nationality, the job they did, and even their names.
5. Inform students that the source material for the exhibit's maps was mostly from newspaper reports and some secondary research. Ask them what that information suggests about the map's ability to fully capture all incidences of death, injury, and illness in the temporary migrant farm worker population?

Closure:

6. Have students reflect on and discuss how the sources available to us influence our ability to conduct research into a topic. What limits are facing the map as a result of the sources we used? Additionally, why might these silences exist? What factors influence what information gets reported on in these circumstances? Are there patterns to the types of deaths, injuries, and illnesses found in our map, such as deaths or accidents involving permanent Canadian residents or information directly related to global phenomenon, such as Covid-19 deaths? What must historians be wary of in these circumstances and how can we work around these gaps?

Resources

The following is a list of resources that educators are encouraged to consult to help them in conducting these lessons.

Labour Law Resources

Ontario Employee Standards Act Exemptions: <https://www.ontario.ca/document/industries-and-jobs-exemptions-or-special-rules>

Alberta Employment Standards Information:

<https://www.alberta.ca/alberta-employment-standards-rules.aspx>

British Columbia Employment Standards Act Information:

<https://www2.gov.bc.ca/gov/content/employment-business/employment-standards-advice/employment-standards>

Manitoba Employment Rights Information: <https://www.gov.mb.ca/labour/standards/index.html>

New Brunswick Employment Standards Information:

https://www2.gnb.ca/content/gnb/en/departments/post-secondary_education_training_and_labour/People/content/EmploymentStandards.html

Newfoundland and Labrador Employment Standards Information:

<https://workersactionnl.ca/know-your-rights>

Northwest Territories Employment Standards Information:

<https://www.ece.gov.nt.ca/en/services/employment-standards>

Nova Scotia Employment Rights Information:

<https://novascotia.ca/lae/employmentrights/>

Nunavut Employment Standards Information: <https://nu-lsco.ca/faq-s>

Quebec Labour Standards Information:

<https://www.cnesst.gouv.qc.ca/en/forms-and-publications/labour-standards-quebec>

Saskatchewan Employment Standards Information:

<https://www.saskatchewan.ca/business/employment-standards>

Federal Document for Temporary Foreign Workers and their rights:

chrome-

extension://efaidnbmnnnibpcajpcgclefindmkaj/https://www.tfwhub.ca/images/pdf/Your_Rights_Are_Protected_-_English.pdf

Farm Worker Exceptionalism in the Law: *Constitutional Labour Rights in Canada: Farm Workers and the Fraser Case* by Fay Faraday, Judy Fudge, and Eric Tucker

Useful Organizations and Other Information

Justicia for Migrant Workers Harvesting Freedom: <https://harvestingfreedom.org/>

Migrant Workers Alliance for Change: <https://migrantworkersalliance.org/>

Migrant Worker Support Network: <https://migrantworkerhub.ca/about/migrant-support-network/>

United Nation's International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families: <https://www.ohchr.org/en/instruments-mechanisms/instruments/international-convention-protection-rights-all-migrant-workers#:~:text=Migrant%20workers%20and%20members%20of%20their%20families%20shall%20have%20the,the%20present%20Convention%20are%20impaired.>

WorkSafeBC: <https://www.worksafebc.com/en>