

LESSON TITLE: Why Canada? Examining Push and Pull Factors

SUBJECT/Grade: CGC 1D1 Grade 9 Academic: Issues in Canadian Geography

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Activity Overview

This is the first of four lessons that examine population changes in Canada. This lesson will challenge students to think about the factors and implications of immigration. Students will build on their knowledge about push and pull factors. Using profiles from fascinating Filipinos in Canada, students will determine motivations for migration and for choosing Canada as a place to work, live, and thrive. This lesson concludes with a research task which requires students to choose an ethnic group of their interest and examine what brought them to Canada. They will demonstrate their learning through an infographic, immigrant profile, and class presentation.

Overall Expectation(s):	Specific Expectation(s):
<p>A1. Geographic Inquiry: use the geographic inquiry process and the concepts of geographic thinking when investigating issues relating to Canadian geography;</p> <p>D2. Immigration and Cultural Diversity: describe the diversity of Canada's population, and assess some social, economic, political, and environmental implications of immigration and diversity for Canada (FOCUS ON: Spatial Significance; Geographic Perspective)</p>	<p>A1.2 select and organize relevant data and information on geographic issues from a variety of primary and secondary sources (e.g., primary: raw data from field work, both quantitative and qualitative; statistics; photographs; satellite images; secondary: newspaper columns, books, atlases, geographic magazines, websites, graphs, charts, digital and print maps), ensuring that their sources represent a diverse range of perspectives</p> <p>A1.6 evaluate and synthesize their findings to formulate conclusions and/or make judgements or predictions about the issues they are investigating</p> <p>A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose</p> <p>D2.1 identify factors that influence where immigrants settle in Canada, and assess the opportunities and challenges presented by immigration and cultural diversity in Canada</p>

Catholic Graduate Expectation(s):

An effective communicator who:

CGE2b: reads, understands and uses written materials effectively

CGE2c: presents information and ideas clearly and honestly and with sensitivity to others

CGE2d: writes and speaks fluently one or both of Canada's official languages

A reflective, creative and holistic thinker who:

CGE3c: thinks reflectively and creatively to evaluate situations and solve problems

CGE3e: a holistic approach to life by integrating learning from various subject areas and experience;

CGE3f: examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A collaborative contributor who:

CGE5a: works effectively as an interdependent team member

Evidence of Learning (Assessment and Evaluation Plan):

- **Prior Knowledge:** definition of the terms emigrant and immigrant
- Discussion
- Exit ticket
- Immigrant profile
- Infographic
- Observation

Teaching/Learning Strategies

Minds On [10 minutes]

Have students close their eyes and picture lives at 20, 25, and 35 years old. Ask them the following questions:

- What do they see?
- Where are they living?

Give them 2 minutes to think and 2 minutes to jot down their ideas in the first column of the worksheet "Where will you be?" (BLM.CGC9.1.1). Have students share their responses with a partner, then ask if there is anyone willing to share their responses with the entire class. After sharing, ask them to answer the following questions in the second column for each age provided in the "Where will you be?" (BLM.CGC9.1.1):

1. What would cause them to move to another country?
2. Would it change if they were single, married or if they had children?

Action [60 minutes]

Gauge the prior knowledge of the class by asking your students what the terms **immigration**, **migration**, and **emigration** mean. Write the words on the board and distribute 3 post-it notes to each student to solicit answers from the entire class. Have students place the corresponding definitions with each term on the board. Review the responses. Organize the post-it notes into similar concepts. Fill-in any missed concepts or ideas.

Definitions

Immigration	The action of coming to live permanently in a foreign country
Migration	The movement of humans from one place to another
Emigration	The act of leaving a resident country with the intent to settle elsewhere

Push/Pull Factors [15 minutes]

Introduce the idea of push/pull factors. Just as people are “pushed” out of their place of origin for various undesirable reasons, they are also “pulled” to other countries by the promise of opportunity or a “better life”.

Ask the class: Why would people want to come to Canada? Why would people want to leave Canada? Organized as a Pros/Cons chart, record students' responses on the board. Invite students to think about their own families' migration journeys. You may probe students to elicit a greater variety of answers. Here are possible responses:

PROS	CONS
<ul style="list-style-type: none"><input type="checkbox"/> Large country<input type="checkbox"/> Good education<input type="checkbox"/> Free healthcare<input type="checkbox"/> Safety<input type="checkbox"/> Stable government<input type="checkbox"/> Social services available<input type="checkbox"/> Job opportunities<input type="checkbox"/> Climate<input type="checkbox"/> Environment<input type="checkbox"/> Multicultural country<input type="checkbox"/> Seen as accepting and tolerant of immigrants	<ul style="list-style-type: none"><input type="checkbox"/> Too cold<input type="checkbox"/> Near the USA<input type="checkbox"/> Dense population near the US border<input type="checkbox"/> Overcrowding in major cities<input type="checkbox"/> Transportation limited outside of major cities<input type="checkbox"/> Traffic within cities<input type="checkbox"/> High cost of living in urban centers<input type="checkbox"/> Hard to get a job in field<input type="checkbox"/> Difficult process to get credentials recognized

Group work: Push/Pull Case Studies [30 mins]

Divide the class into five equal groups. Each group will examine one of the five “Push/Pull Interviews” of fascinating Filipinos in Canada. See the following resources:

BLM.CGC9.1.4a	Caroline Mangosing	Fashion Designer
BLM.CGC9.1.4b	Gelaine Santiago	Entrepreneur
BLM.CGC9.1.4c	Mae J. Nam	Lawyer, Politician
BLM.CGC9.1.4d	Alex Chiu	Politician

You may photocopy the BLM and distributed the hardcopies to your students, or have them use devices and access the profiles here: <https://passocproject.com/why-canada-examining-push-and-pull-factors/>

Within their groups the students will read the profiles provided and determine why this person (or their families) left the Philippines and why they chose to come to Canada. Ensure that each member of the group is responsible for a task, such as a recorder and presenter, and that all members are contributing to answering the following questions:

- Who is your person and what do they do?
- What were the push factors that they or their families encountered?
- What were the pull factors of Canada?
- How has their person contributed to Canada?

Class Presentations [20 minutes]

Have each group present their case study to the rest of the class. While students are presenting, you may project images of the interviewees onto a screen from the PASSOC Project site, found here:

<https://passocproject.com/why-canada-examining-push-and-pull-factors/>

Extension [20 minutes]

Expanding on the in-class activity, you will have students select a specific ethnic group of their interest and determine what are the common push factors that may cause them to leave their home country. Hand out “Who in the World is Immigrating to Canada?” (BLM.CGC9.1.5). You may have your students work on this individually, in pairs, or in small groups.

This inquiry-based assignment will require students to self-direct their research. They will examine why Canada would be an attractive destination for immigration for someone from that ethnicity or cultural group. Based on the information they gathered through interviews and secondary research, they will create a profile of the person who is most likely to leave their chosen country. In addition to the immigrant profile, students will create a small infographic detailing the top 5 reasons people leave the country and the cohort of people leaving the country (students, professionals, etc..)

Students will orally present their information to the class in the role/perspective of the main group of immigrants leaving that country. They will explain why they left and why they came to Canada above all other countries. Audience members can ask questions and the presenting group is expected to answer in role. While students are expected to embody from that ethnicity, they are should not adopt accents and should refrain from stereotypical portrayals. See “Who in the World is Immigrating to Canada? Evaluation Rubric” (BLM.CGC9.1.6) for evaluation criteria.

Consolidation [10 minutes]

Distribute “Push/Pull Factors: Reflection and Exit” (BLM.CGC9.1.7).

They will answer the following prompt: What is one thing you learned/found interesting about why people choose to leave their country of origin? Have students reflect on their learning. Prompt students with the following questions:

1. We have looked at the various push and pull factors that bring immigrants to Canada. What are three things that you learned or found interesting?
2. How did what you learned compare to your own immigration experience or the experience of your family? (if applicable)
3. What remaining question(s) do you still have about push and pull factors?

Collect the reflections and exit tickets to assess student learning.

Differentiated Instruction and Accommodations/Special Needs:

- Write answers on the board or provide a handout for students who struggle with literacy
- Mix up the groups to allow students to help each other develop skills and perspectives
- Try pairing at least one person who speaks the same language as the ELL student in your class, if none exists, encourage the student to use google translate or another translation app or dictionary
- Rephrase, repeat instructions
- All for choice when choosing their communities
- Provision of visual, audio, prompts
- Additional time
- Collaborative work

<h3>Learning Materials</h3> <ul style="list-style-type: none"> • BLM.CGC9.1.1 “Where will you be?” • BLM.CGC9.1.2 “Look fors migration/emigration” • BLM.CGC9.1.3 “Why Canada look-fors” • BLM.CGC9.1.4a to BLM.CGC9.1.4d “Push/Pull Interviews” • BLM.CGC9.1.5 “Who in the world is immigrating to Canada?” • BLM.CGC9.1.5 “Who in the world is immigrating to Canada? Evaluation Rubric” 	<h3>Elements of 21st Century Learning</h3> <p>Critical Thinking and Problem Solving: Engages in an inquiry process to solve problems</p> <p>Innovation, Creativity, and Entrepreneurship: Makes discoveries through inquiry research</p> <p>Collaboration: Students work together, sharing responsibility, making substantive decisions, interdependently</p> <p>Communication: Asks effective questions to acquire knowledge</p>
<h3>Resources</h3>	
<ul style="list-style-type: none"> • Nguyen, Sara. [screen name]. Canva Tutorial: How to use Canva Tips and Tricks (2019 update). Retrieved July 29, 2019 from: https://youtu.be/7Zm-3r_qwps 	
<h3>Teaching Notes</h3>	
<ul style="list-style-type: none"> • Some of your students will have direct experience with immigration and the push and pull factors. Many of their parents may have come to Canada ahead of them to find work and save to provide a better life. This discussion may bring up feelings of resentment, abandonment, or isolation for your students. Seek out assistance from councilors, settlement workers, administration, or other support staff if required. 	

Where will you be?

AGE	WHAT DOES YOUR LIFE LOOK LIKE?	<ol style="list-style-type: none"> 1. What would cause them to move to another country? 2. Would it change if they were single, married or if they had children?
20 Years Old		
25 Years Old		
30 Years Old		

LOOK-FORS MIGRATION/EMIGRATION

Key Terms:

Immigration: the action of coming to live permanently in a foreign country

Migration: the movement of humans from one place to another

Emigration: the act of leaving a resident country with the intent to settle elsewhere

Pull Factors:

- Employment opportunities (more jobs, better jobs, better wages)
- Education
- Family
- Climate
- Adventure
- Love
- Peace and security
- Promise of a “better life”
- Attractive environments (climate, scenery)

Push Factors:

- War
- Lack of employment or opportunities
- Low wages
- Overpopulation
- Gang violence
- Poverty
- Persecution
- Religious beliefs
- Natural disasters



Caroline Mangosing and her family

Name: Caroline Mangosing

Place of Birth: Quezon City Metro Manila

Elementary School: St. Scholastica's Academy Marikina, Columbus Elementary (Glendale, California), Tracy Elementary (Baldwin Park, California)

High School: Mc Nair Senior Secondary (Richmond, BC)

After High School: Kwantlen Polytechnic University for Fashion Design and Technology (Richmond, BC), Emily Carr University of Art and Design for Bachelor of Fine Arts major in Photography (Vancouver, BC), York University to complete my academic credits for my degree from Emily Carr (Toronto, ON)

1. When did you come to Canada (year and age)?

15 years old

2. What are some of the reasons why you (left the Philippines) and immigrated to Canada? Why did you choose Canada above other countries?

My father decided he wanted us to leave the Philippines after Ninoy Aquino was assassinated. He was very much pro-Marcos, and he knew that once Ninoy was killed that there was going to be political unrest.

3. Describe your experience (what was involved) in the process of immigrating to Canada?

We moved to Los Angeles California, because my dad got a 5 year work visa. He was a software developer. He was getting sponsored for a green card by Xerox, but then he was laid off. So he applied for Australia and

Canada. His application for Australia was rejected. So the summer of 1989 we drove up the west coast and crossed the border into British Columbia with Permanent Residency status. It was still easy to get back then. And with my dad being in technology, we really had it easy.

4. Describe your experience of growing up, living, and/or working in Canada?

When I arrived in school there were already rumours floating that there was a “California girl” coming to the school. But when they saw me (a brown girl that dressed like a goth) the rumours changed into a “gang member from L.A.” — so no one talked to me for 2 months. Not a single person. I never warmed up to Vancouver. The culture there was unfriendly and flat out racist. At that time, there was no diversity. When I moved to downtown Vancouver to go to Emily Carr, the neighbourhood people thought I was a nanny. At 27, I sold everything I owned, packed 3 boxes and bought a one-way ticket to Toronto (even though I had never been there. I just thought it ought to be better than Vancouver). From Manila to LA, Vancouver felt like such a small town to me, so I looked to the biggest city in Canada to make a new life.

5. What are some of your major accomplishments? What were/are some of your major struggles?

My move to Toronto changed my life for the better. I found my life partner, who also was my work partner for a while. We made films together. I ended up founding and running Kapisanan Philippine Centre for Arts and Culture in downtown Toronto for close to 10 years. I feel like I helped bring in the change of how Filipinos in Canada were perceived by the broader community by carving out an innovative space for Filipinos to express their authentic voice. Although organizing in the Filipino community has its share of struggles: the divisiveness, the lack of support for our youth, the struggle of trying to keep a non-profit sustainable. But I learned a lot. About myself, about how to run a sustainable business, what not to do again, etc. I had started Vinta Gallery within Kapisanan because many people asked us about where to find Filipino cultural clothing. With my background in fashion, I was able to start up something as a social enterprise. Eventually, with a major loss in private funding at Kapisanan, I felt like it was time for me to move on. I took the Vinta Gallery project with permission of the board of directors and turned it into an ethical for-profit business, now owned by me. I have since gotten private investors to build it into the business it is today. As I write this, I am in Manila working in my atelier with 5 women employees. I now go to Manila twice a year from Toronto. I get to see my parents often (since they moved back here in the 90s), and I get to bring my child (who is Canadian born) to see his homeland. And I get to skip at least one month of Toronto winters to be in Manila. And I make beautiful Filipiniana clothing for Filipinos all over the world through my e-commerce business.

Visit Vinta Gallery: <https://www.vintato.com/>



Gelaine Santiago, co-founder of Cambio & Co. and Sinta & Co

Name: Gelaine Santiago

Place of Birth: Malolos, Bulacan

Elementary School: St. Aidan Catholic Elementary School (Scarborough)

High School: Brother Andre Catholic Secondary School (Markham)

After High School:

University of Guelph (2008-2012) for Biological Sciences and Political Science

George Brown College (2012-2013) for Human Resources Post Graduate Program

1. When did you come to Canada (year and age)?

Three years old, March 1993

2. What are some of the reasons why you (left the Philippines) and immigrated to Canada?

My parents chose to immigrate to Canada with me and my two older sisters in search of better opportunities.

3. Why did you choose Canada above other countries?

We had family members already from my mom's side who sponsored us and encouraged us to immigrate to Toronto.

4. Describe your experience (what was involved) in the process of immigrating to Canada?

I was very young when we immigrated so I don't recall the specifics. We were first living with my mother's aunt for the first three months we arrived in Canada. I would take the bus with my mom everywhere visiting apartments to find one we could afford.

5. Describe your experience of growing up, living, and/or working in Canada?

Being a first generation immigrant who came to Canada when I was very young, my immigration journey can be categorized into two main struggles: first was the struggle to conform, and second is the struggle to assert.

From my youth up until my twenties, my life was consumed with the struggle of fitting in with the mainstream (aka. The largely white and wealthy narrative). I had little to no interest in learning about the Philippines where I was born. The white kids at school would talk about summers at the cottage and swimming in backyard pools, all of which was a sharp contrast to my own humble upbringing.

The harder my parents worked to move us higher on the socioeconomic ladder, the further I distanced myself from others like me. By the time I was in my first year at the University of Guelph, I was ingrained with the mentality that to be worthy was to be white. I avoided other Asians for fear of being associated with them. All the while, I struggled with feelings of loneliness and insecurity, feeling like I never really belonged anywhere.

Today, being older and a little wiser, the last few years have been filled with the struggle for assertion. How do I reclaim my identity as a proud woman of colour and an immigrant? How do I reconcile my conflicting identities as a Filipina, Chinese, and a Canadian? And how do I reconnect with the community I've shied away from for so much of my life?

6. What are some of your major accomplishments? What were/are some of your major struggles?

I was recently named one of the [RBC Top 25 Canadian Immigrants of 2019](#). I'm thankful for the opportunity to make my parents proud.

I'm proud to be an entrepreneur working within the space of cultural heritage, ethical fashion, and sustainability. I'm the co-founder of [Cambio & Co.](#) and [Sinta & Co](#) - two e-commerce businesses focused on connecting Filipinos in the diaspora with their cultural heritage while creating sustainable livelihood for Filipino artisans.

You can learn more at:

www.gelainesantiago.com

www.instagram.com/gelainesantiago

www.shopcambio.co

www.shopsinta.co

Other Awards/Accomplishments:

I am also the winner of the Millennium Excellence Award Laureate from the Canada Millennium Scholarship Foundation, the Kenneth O. Hammill-Blount Canada Scholarship for Student Leadership from the University of Guelph, and the Chubb Insurance Post-Graduate Training and Development Award from George Brown College.



Mae J. Nam with Leader of the New Democratic Party, Jagmeet Singh (2019).

Name: Mae J. Nam

Place of Birth: Toronto, Canada

Elementary School: Prince Philip (Hamilton, ON)

High School: Westdale Secondary (Hamilton, ON)

After High School: (BA Honours English Literature – McGill University, Bachelor of Civil Law BCL – McGill University, Bachelor of Laws - LLB – McGill University)

1. When did you come to Canada (year and age)?*

My mother was born in Ilocos Sur, Philippines and grew up on a farm. My father was born in Seoul, Korea. I was born in Canada. My name is Mae Jane because my dad first came to Canada in May and because our first family home was in a low-income apartment on Jane and Wilson Street in Toronto.

2. What are some of the reasons why you (left the Philippines) and immigrated to Canada? Why did you choose Canada above other countries?*

My Lolo (grandfather) was the leader in my mother's family and had been a soldier during World War II. When my Lolo passed away, my mother decided to drop out of school to try to make money for her family by leaving the Philippines to work in Europe as a live-in domestic worker.

My father was a Korean soldier in the Vietnam War. After the war, my father wanted to make a better life for himself. Korea did not have as many opportunities so he got a job as a migrant worker on a cruise ship based in America. He eventually moved to Canada after meeting my mother.

3. Describe your experience (what was involved) in the process of immigrating to Canada?*

My mother worked as a nanny for a Canadian couple who helped her to immigrate to Canada.

My mother met through common friends who were also migrant workers. After my parents got married, my mother sponsored my father to come to Canada.

4. Describe your experience of growing up, living, and/or working in Canada?

Growing up was tough in Canada. As immigrants, my parents experienced a lot of racism. People would call them ugly names and tell them to go back home. Our family was also struggled with money and there was a lot of stress because of that. When we were young, we lived in low-income apartments and at one point there were 11 of us in a two bedroom apartment. We had to pay for medications, food, rent and all of the other bills. We also had to pay to visit the dentist and so I only went to the dentist a few times as a kid.

When I was really young, my parents first owned a small variety store. Some of my earliest memories was being a little kid behind the counter, grabbing packs of cigarettes, and running along the aisles. We had to grow up fast to help our parents out. My parents sold the store and bought a bar, where my brother, sisters and I would wash dishes and help out in the kitchen. They later had a Korean restaurant where we would pitch in with cooking, washing dishes, and serving customers. After a full day of school, we would often go and work until really early in the morning to help my parents.

Even though we were always working, it was hard for us to make money and to save. When I decided to go to McGill University, my parents were not in the position to put me through school and so I worked throughout my studies and received student loans. Although I knew our family was poor, my parents sheltered me from the stress of not being able to pay bills. I didn't know how much rent, groceries, and transit really cost until I got to university and was responsible for paying for these things myself. With the added cost of tuition and student fees, I would often cry when I got my bills because I was not sure how I could finish my studies.

To make ends meet, I worked as a server, cashier, tutor, and office worker. At some points during my studies, I would work full-time to make money and go to school part-time or not all so that I could save up. I would also go to the food bank to get cans of tomatoes and soup.

Going through this experience also showed me how unequal our system was. Many of my classmates did not have any problems with money. They had all of the resources they needed to just focus on their studies and to do well. Students like myself did not have these advantages and had a hard time just getting by. It is understandable why a lot of working class students don't continue studying after highschool because they are just trying to make ends meet.

5. What are some of your major accomplishments? What were/are some of your major struggles?

- **Getting my Bachelors of Arts in Honours English Literature from McGill University**

Finishing my first degree was a major accomplishment. It was really difficult to balance living on my own, working and going to school so I am very proud of this accomplishment.

- **Co-Founding the Philippine Women's Centre of Quebec**

Another achievement was co-finding the Philippine Women's Centre of Quebec (PWCQ), which was a

community centre for Live-In Caregivers and their families. I started this organization with a group of other Philippine women because we wanted to make a difference for our community. Live-In Caregivers are migrant workers who live in the homes of their employers to provide childcare, eldercare and care for people with disabilities. These workers often receive less than minimum wage and are abused by their employers behind closed doors. We provided support for these workers, helping them with workplace and immigration issues and leading educational workshops.

- **Getting my Bachelor of Civil Laws and Bachelor of Laws from McGill University**

Going to law school at McGill University was a wonderful experience where I had the chance to study the Canadian legal system and human rights. Law school also gave me the opportunity to work on international human rights projects for the United Nations' International Labour Organization and for the Ateneo Human Rights Centre in the Philippines.

- **Working as a Lawyer at Ryder Wright Blair & Holmes LLP**

I am currently working in a law firm called Ryder Wright Blair and Holmes LLP where I work in the area of workplace justice and human rights. I am so fortunate to have the opportunity to help workers everyday who are facing discrimination and abuse at work.

- **Running as a Member of Parliament for the NDP at Beaches-East York**

I am running to be the Member of Parliament at Beaches-East York because I want to make a positive change in Canada. I believe that the climate crisis is the biggest issue of our generation and that we need bold action to save our world. I also think that our country is unequal and that our government needs to do more so that everyone has the ability to live with dignity.

Please go to my website if you would like to learn more about my campaign: beymae.ca.



Retired Markham Ward 8 Councillor Alex Chiu with Frank Scarpitti, Mayor of Markham in Luneta Gardens commemorating Philippine national hero, Dr. Jose P. Rizal (2019).

Name: Alex Chiu

Place of Birth: Candaba, Pampanga, Philippines

Elementary School: Manila Chinese Patriotic School

High School: Manila Chinese Patriotic School

After High School: Mapua Institute of Technology

1. When did you come to Canada (year and age)?

We moved to Canada in 1973. I was 35 years old.

2. What are some of the reasons why you (left the Philippines) and immigrate to Canada? Why did you choose Canada above other countries?

I left the Philippines on my own in 1966. I was 28 years old. Canada was not my first choice. I applied for a Student Visa, studying Computer Programming in Iowa, USA. I was then sponsored by the Gillette Company.

3. Describe your experience (what was involved) in the process of immigrating to Canada?

After I got married, we decided to move to Canada. Canada is a very beautiful country and very open to immigrants. We also thought that it would be easier to bring the rest of our families to Canada. There were plenty of jobs in Toronto during that time. And we were used to the “big city”. Both my wife and I found our jobs in Toronto very easy. Also, there's a lot of good food in the GTA.

4. Describe your experience of growing up, living, and/or working in Canada?

The hardest part was taking care of our family. We did not have any family or relatives in Canada to help us, so both of our kids grew up with babysitters and in daycares. Our time had to be planned every day. In the

morning we dropped the kids at the sitter and daycare. I would have to pick them up in the afternoon, rush home to cook and eat dinner, give the kids baths, play with them a bit then bedtime at 8:30 pm. Everyday we were rushing.

When we moved to Markham in 1981, it was a very new community. There was nothing for our kids to do during the summer or after-school programs. I got involved with our kids' school, which just opened that September. We started the Parent Teacher Association and did fundraising for school computers and library books. I also helped start the Milliken Mills Softball Association so that our kids could play in the summer. I also became involved in building our church, St. Thomas the Apostle. With all of my community involvement, most of the community leaders urged me to run for Ward 8 Councillor, so I did. I thought I would only serve 2 to 3 terms, but I ended up serving 10 terms (33 years).

5. What are some of your major accomplishments? What were/are some of your major struggles?

I did not originally consider becoming a politician as my career. I only planned to serve for 2 terms, but seeing the difference I was able to make, I continued to help our community and the City of Markham. And 33 years later (10 terms), I'm still here helping the community. Recently, I was able to fulfill my vision to have a Dr. Jose Rizal life-sized statue in Markham to pay tribute to our national hero as well as to my kababayans (fellow Filipinos). This was a long and painstaking process. I had to look for a developer that would allow me to have the monument erected in their park. I also had to obtain the support of the Mayor and my colleagues. And my biggest hurdle was to fundraise over \$150,000.00 to pay for the bronzing, pedestal, and maintenance fee to the City of Markham. My wife named the surrounding area of the statue Luneta Gardens. Finally, my dream came to fruition on Sunday, June 9, 2019. Right across the Rizal statue and monument is Rizal Avenue, which I had named for Dr. Rizal. I'm so proud of all my accomplishments and our community.

In addition, I helped Dr. Ken Ng start the "Taste of Asia" after the SARS outbreak, to encourage people to eat Chinese food and to support different restaurants. "Taste of Asia" is one of the biggest Asian festivals in the GTA to date.

I'm also one of the founding members of the Markham Federation of Filipino Canadians and the Federation of Chinese Canadians in Markham. I also started the flag raising of the Philippine Flag at the City of Markham since 1989. I've also had the week of Philippine Independence Day proclaimed by the City of Markham Council as "Philippine Week in Markham".

Through my annual charity golf tournament, I was able to raise funds to build 51 homes and a community centre in Las Piñas, Philippines through the assistance of ANCOP International Canada. The community is called "Markham Village". After Typhoon Yolanda hit the Visayan Islands, I helped fundraise for another 40 homes. Just recently, through my golf tournament, we were able to send 6 students to college. I've also helped the youth fundraisers/initiatives at "Night it Up". Through my golf tournament, I have been able to help Markham Stouffville Hospital, Mackenzie Health, Southlake Hospital, and different Chinese charitable organizations such as CICS, SEAS, CHerish Integrated Services.

I was the first visible minority that was elected to council in Markham. Everyone on council at that time was caucasian. While I can't say that anyone was racist or would anyone admit that they were, there was a clear difference in their treatment with me. There was no one to help me. You either sink or swim! Luckily, Regional Councillor, Mr. Ron Moran, took me under his wing and showed me how to do a lot of things on council. I was able to help a lot of my constituents by listening to their complaints and suggestions. I also learned how to influence my fellow councillors to support my ideas for implementation and improvement of my community.

Who in the World is Immigrating to Canada?

Expectation: By the end of this activity, students will be able to research a variety of sources to explain the push and pull factors that draw people to Canada. Canada is a mosaic of different cultures and ethnicities. This task requires you to select an ethnic/cultural group of their interest and determine the push factors that may cause them to leave their home country.

Task:

- In your group, choose one ethnic group from the list below or another that may have been missed
- Research the reasons for people leaving the country
- Create an infographic depicting the cohort of people who leave the country and the factors that cause them to leave (work, environmental, political, family). You may use an apps like [Canva.com](https://www.canva.com) to help with your infographic, there are many to choose from so do not feel limited.

English	Polish	Hungarian (Magyar)
Scottish	Filipino	Jamaican
French	British Isles, not included elsewhere	Greek
Irish	Russian	Vietnamese
German	Métis	Romanian
Chinese	Portuguese	Lebanese
Italian	Welsh	Pakistani
First Nations	Norwegian	African, not included elsewhere
Indian (from India)	Spanish	Iranian
Ukrainian	American	Danish
Dutch	Swedish	Austrian

Create a profile of an individual from this ethnicity using the template below of the main type of person who leaves the country (ex. age, education, profession, push/pull factors)

Immigrant Profile Template

Name:

Age:

Nationality:

Education:

Trade/Profession:

PUSH FACTORS: What caused you to decide to leave your country of origin?

PULL FACTORS: Why did you choose Canada?

Who in the World is Immigrating to Canada?

Evaluation Rubric

	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding A1.2 select and organize relevant data and information on geographic issues from a variety of primary and secondary sources, ensuring that their sources represent a diverse range of perspectives	<ul style="list-style-type: none"> - student does not use a variety of sources to conduct research on the causes of immigration for their immigrant group -only used one source -source is unreliable or outdated 	<ul style="list-style-type: none"> -student attempts to use a variety of sources to conduct research on the causes of immigration for their immigrant group -uses at least two sources -sources are unreliable or outdated 	<ul style="list-style-type: none"> student uses a variety of primary and secondary sources to conduct research on the causes of immigration for their immigrant group -uses at least 3 sources -sources are reliable and current 	<ul style="list-style-type: none"> student uses a variety of primary and secondary sources to conduct research on the causes of immigration for their immigrant group -uses 4 or more sources -sources are reliable and current -sources demonstrate a range of experiences and perspectives
Communication D2.1 identify factors that influence where immigrants settle in Canada, and assess the opportunities and challenges presented by immigration and cultural diversity in Canada	<ul style="list-style-type: none"> infographic and immigrant profile do not effectively communicate information gathered from research -information is missing or unclear 	<ul style="list-style-type: none"> infographic and immigrant profile somewhat effectively communicates information gathered from research -information is vague or limited in detail 	<ul style="list-style-type: none"> infographic and immigrant profile effectively communicates information gathered from research -information is clear and neatly represented Infographic and profile are detailed 	<ul style="list-style-type: none"> infographic and immigrant profile effectively communicates information gathered from research in a creative manner -information is clear and neatly represented -Infographic and profile are detailed and creative -information goes beyond what was asked in the template

Push/Pull Factors: Reflection and Exit Ticket

1. We have looked at the various push and pull factors that bring immigrants to Canada. What are three things that you learned or found interesting?

2. How did what you learned compare to your own immigration experience or the experience of your family? (if applicable)

3. What remaining question(s) do you still have about push and pull factors?

4. What is one thing you learned/found interesting about why people choose to leave their country of origin?