## ANTI-RACISM

## A Resource Guide for teachers, counsellors and students

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A booklet produced in association with the Federal Commission against Racism

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## REFERENCE GUIDE:

- 1. A Pledge to Myself: Complimentary Learning Experiences to Enhance and Expand the Change Your Future Program, Rita Simmons, Toronto, 1995.
- 2. Federal Commission against Racism, Switzerland

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## ANTI- RACISM Preface

"All different – all equal" – this was the title of the first Youth Campaign of the Council of Europe against Racism, Anti-Semitism, Xenophobia and related intolerance in 1994. The slogan is still valid. It contains all that modern education in a multicultural world stands for: to celebrate diversity and to ensure equal treatment.

The Federal Commission against Racism (FCR) has been active against discrimination for the last ten years. This issue will be continued to be discussed amongst us for the next ten years. We hope to reach as many people as possible in launching a public campaign which gives voice to people who could, one day, be a victim of racism and discrimination but who are proud enough to reject this form of treatment. The FCR's campaign is mainly carried out by young people. Hopefully, the will build a better society with more equality and less racism. Ideally, the Federal Commission against Racism would cease to be a necessity.

This booklet is one part of our campaign. We congratulate Arlene James-Licher for her work. May the booklet give insight into the nature of racism and make students recognize and feel – through the group and pair exercises – that exclusion and racism hurt. We all have the inborn right to be respected for our individuality and diversity and to be treated equally as unique human beings.

Doris Angst

Head of the Secretariat of the Federal Commission against Racism

## RACE AND RACISM

Definition provided by the Federal Commission against Racism

"Modern genetics have shown that people are not several races but rather just one species. Yet racism still exists: it's not racists which create racism, but racism which creates racists.

Racism has both historical and social roots. It reduces people to their ethnic, national or religious affiliation based on real or fictitious characteristics which may be either physical or cultural and considers "the other" to be morally and intellectually inferior.

Racism serves to denigrate the victim, to elevate the perpetrator, to preserve privileges and justify aggression.

Racism can – but not necessarily - be violent. Subtle, everyday prejudice and discrimination is also offensive to, and disadvantageous for the victims."

## ANTI-RACISM - INTRODUCTION

## PURPOSE

Students are to be engaged in anti-racism discussion and to understand the phenomenon of racism and discrimination.

## **PROCESS**

Brain-storm anti-racism issues with the class in order to get an understanding of the students general knowledge of anti-racism issues.

What are the students' knowledge about racism and anti-racism issues?

What are their attitudes about anti-racism?

What are their experiences with anti-racism?

Why is anti-racism relevant to us in society?

Why discuss anti-racism?

## DISCUSSION

Ask the students to find a partner and interview each other about what they know about anti-racism issues.

Ask the students to discuss what they learned from the interview about each other's view on anti-racism.



## ANTI- RACISM -CONTINUED

### **PURPOSE**

This worksheet is to familiarize students with the subject matter of racial minority issues in their communities. This worksheet should also address the issue of those students who are growing up as member of the majority group in the society.

## **PROCESS**

- 1. What have you been taught to believe about (racial) minorities in your community?
- 2. Make a list of what you know about racial minorities in your culture.
- 3. Do you know of any stereotypes of racial minorities in your society?
- 4. How have you been taught to behave with people of other racial groups?
- 5. What role models do you know of in any racial minority groups?
- $\ensuremath{\text{6.}}$  List some positive values that you know of in minority groups.

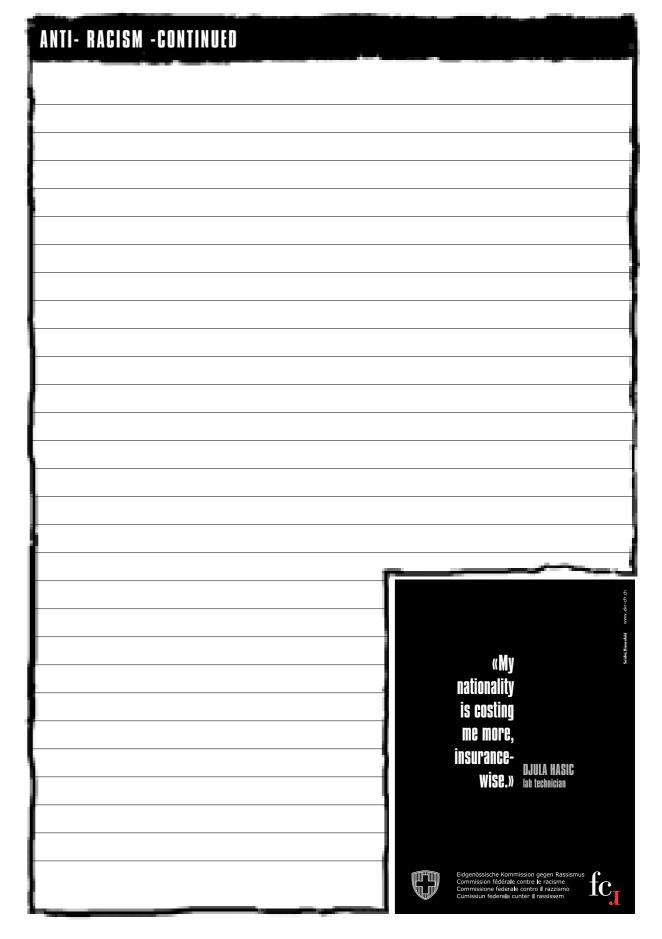
## DISCUSSION

Ask the students to discuss their answers in small groups.

Discuss how accurate the answers are about racial minority groups.

Ask the students how can they learn more about minorities in their communities.

Ask the class how do they feel as members of majority/minority group.



## FIRST IMPRESSION

## PURPOSE

This exercise is to help the students see themselves from the perspective of their classmates.

This exercise should also help to raise the students' awareness about diversity issues and multiculturalism in their cultural settings in their communities.

## **PROCESS**

Have students sit with a partner.

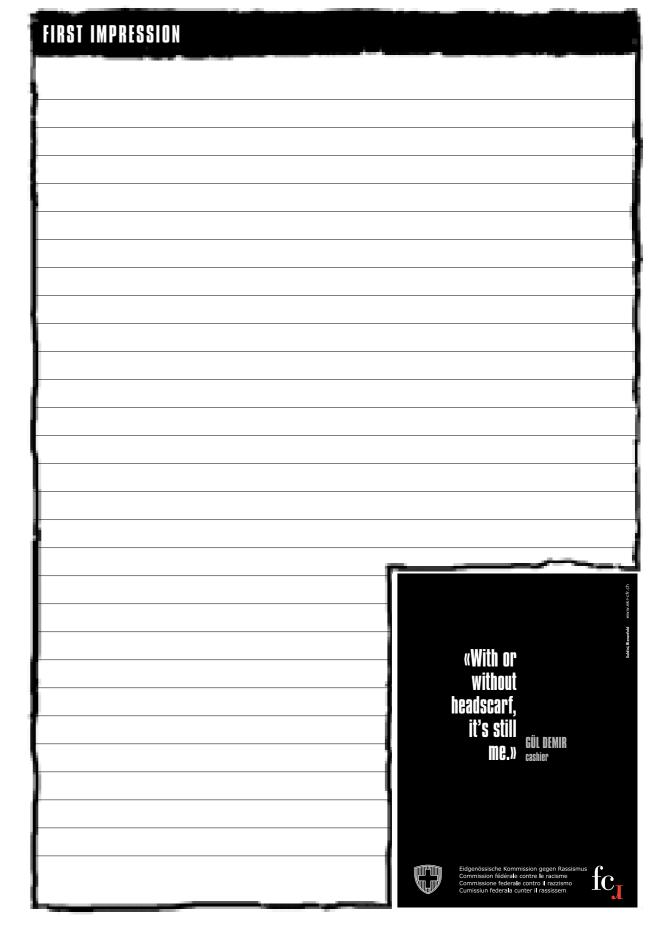
Each student should write a brief description of how they perceive their partners.

The description should be positive examples only.

## DISCUSSION

Have the students discuss the impact of first impressions and how first impressions affect their lives in a social setting. In a large group discuss what the positive descriptions were of each partner and whether the descriptions were accurate.

Ask each student to describe how they felt when they were first described by their partner. Ask the students to discuss some of the consequences of first impressions.



## STEREOTYPE AND PREJUDICE - PART 1

## PURPOSE

Students are to be able to learn definitions about stereotypes and prejudice.

## **PROCESS**

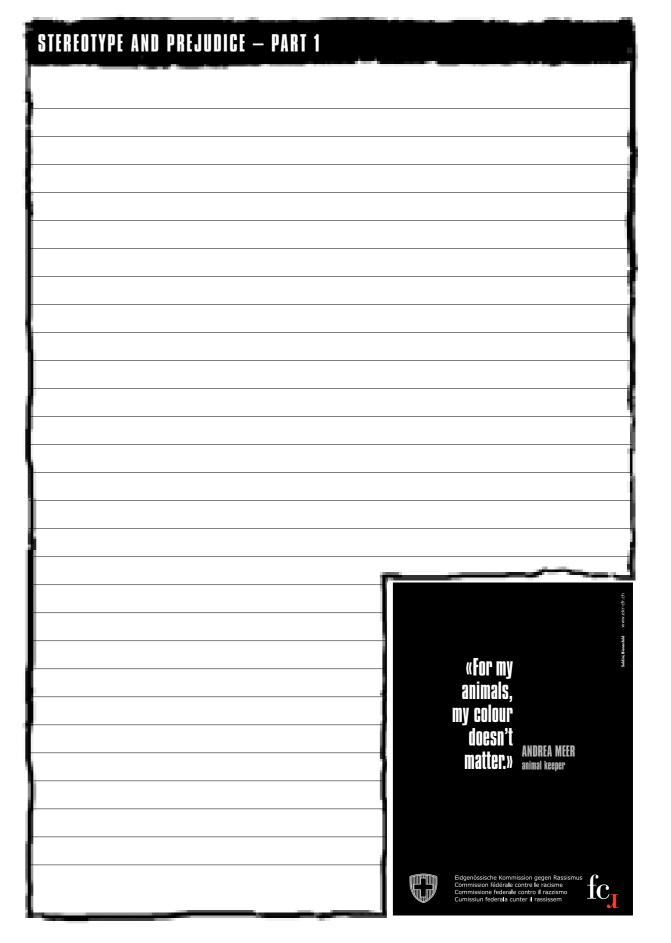
Provide the students with a definition of stereotype and prejudice. Have students define stereotype and prejudice. Have students make a list of examples of stereotypes and prejudice in society. How is stereotype evident in popular culture? Using cartoons as a theme reflect on contemporary images of stereotypes and prejudice in this media.

## DISCUSSION

Have students discuss the way that they treat others based on stereotypes and prejudice.

Have students reflect on how they have been affected by labelling, stereotypes and prejudice.

Have students discuss ways to avoid attitudes based on stereotypes and prejudice.



## STEREOTYPE AND PREJUDICE - PART 2

## PURPOSE

Students are to analyze how stereotype and prejudice affect the lives of minority groups.

## **PROCESS**

Have the students write examples of how they think that stereotype and prejudice affect the lives of these minority groups.

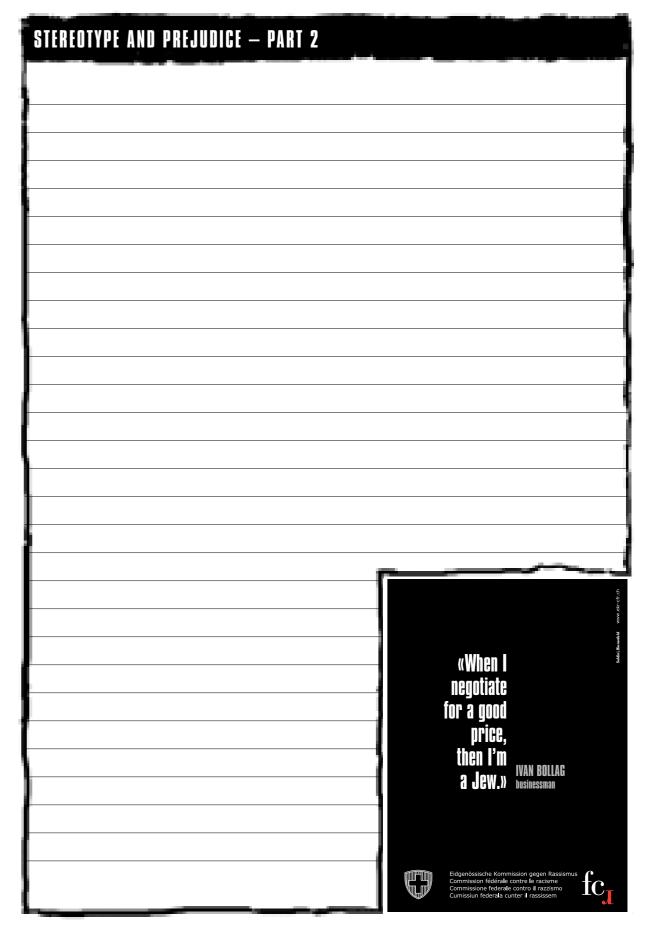
- Eastern Europeans
- Asian Women
- Muslim women and men
- Gypsies
- Jews
- African / Blacks
- Inter-racial Couples
- Others
- Second Generation Immigrants

Have the students give examples of who would belong to the following minority groups in their communities:

•Ethnic minorities •Language minorities •Cultural minorities •Religious minorities

## DISCUSSION

Have the students discuss in small groups how stereotype and prejudice can have a negative impact on these minority groups. Ask the students to give examples of ways in which people can change their behaviour towards these minority groups in our society.



## DISCRIMINATION

## **PURPOSE**

To analyze everyday situations where discrimination takes place in our communities.

## **PROCESS**

Provide the students with the list below of where discrimination can take place publicly. Have the students work independently and create examples of whom these public forms of discrimination are directed against.

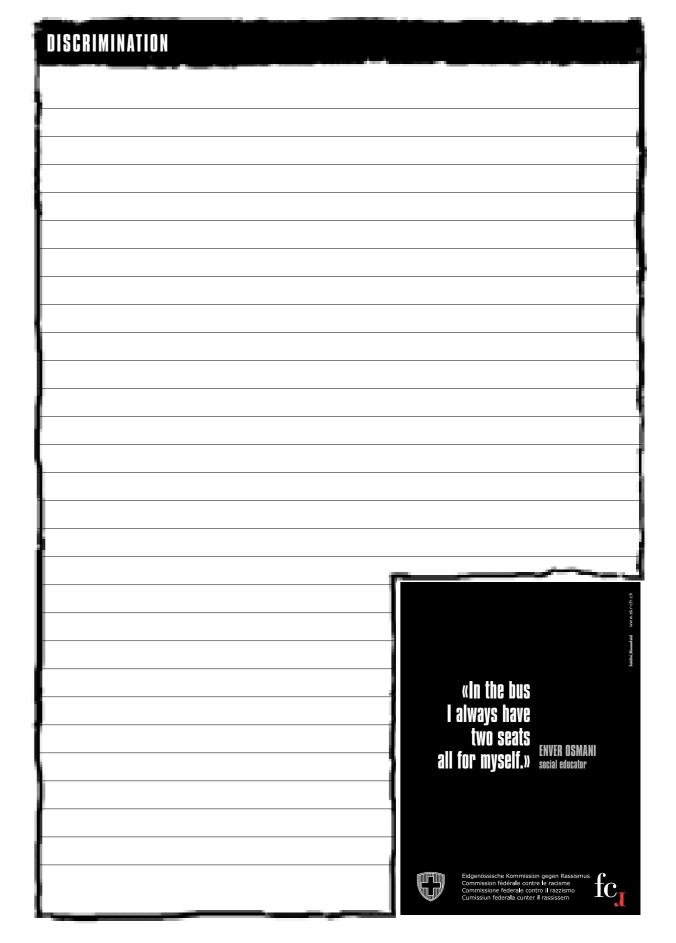
- Public Transportation
- Restaurants
- Sports
- Hospitals
- Hotels
- HotelsClubs

- Workplace
- SchoolsCountries
- Cities
- Passport Control
- Others

## DISCUSSION

Lead a discussion about each situation in small groups.

Ask the students what role the government could play in creating policies to prevent discrimination.



## INEQUALITY IN SOCIETY

## PURPOSE

The students are to experience the impact of inequality in society

## **PROCESS**

Ask the students to find a partner. Assign one of the following roles to each student. Have one student play the role of a person belonging to a racial minority and the other play the role a person belonging to a racial majority. Have the students role-play some of these scenarios listed below:

• Scenario 1.

Have some students role-play trying to find an apartment and have them experience difficulties because they are of a racial minority group. Have their partners play the role partners play the role of an employer of a of a landlord of a majority group.

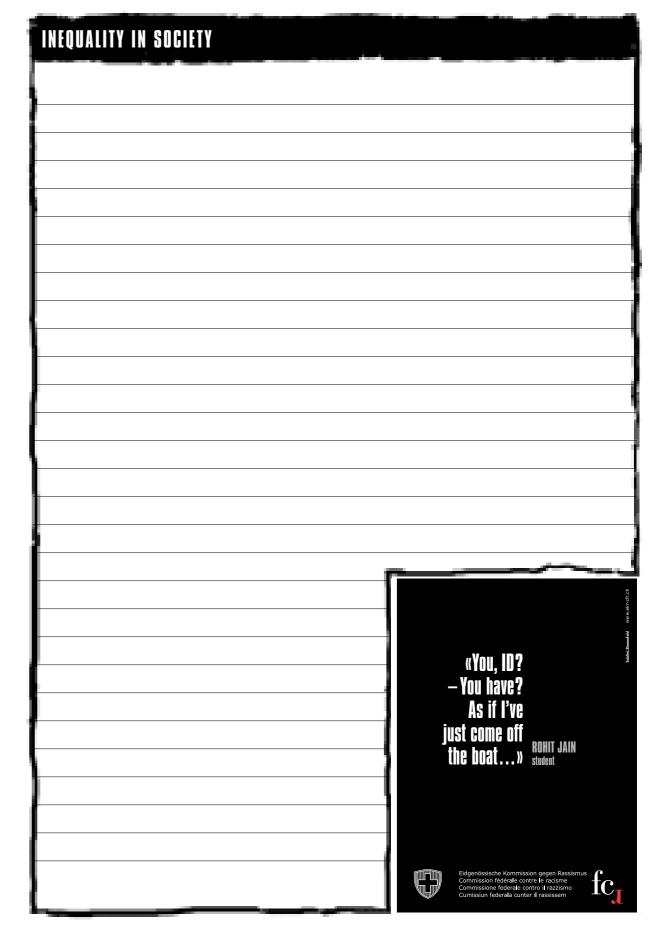
• Scenario 2.

Have some students role-play applying for a job and have them encounter difficulties because they are of a racial minority group. Have their majority group.

Have the students play the reverse role after 15 minutes.

## DISCUSSION

Ask the students how they felt while role playing. Discuss the differences in playing the reverse roles. Lead a discussion about inequality in society. Discuss some of the consequences of inequality in society.



# PROCESS Prepare a scene from a film using a classic, contemporary or documentary film. The teacher will select several scenes from a film. Both positive and negative clips will be viewed by the class. After viewing the film, have the students create a list of the positive and negative images seen in the film.

## DISCUSSION

Ask the class what makes the film positive or negative. Have the class make a list of some positive films produced about racial minorities.

Ask the class to suggest ways to voice their concerns about negative film making about minority groups.



## MEDIA IMAGES — PRINT

## PURPOSE

To look at how (racial) minority groups are represented in print media in society.

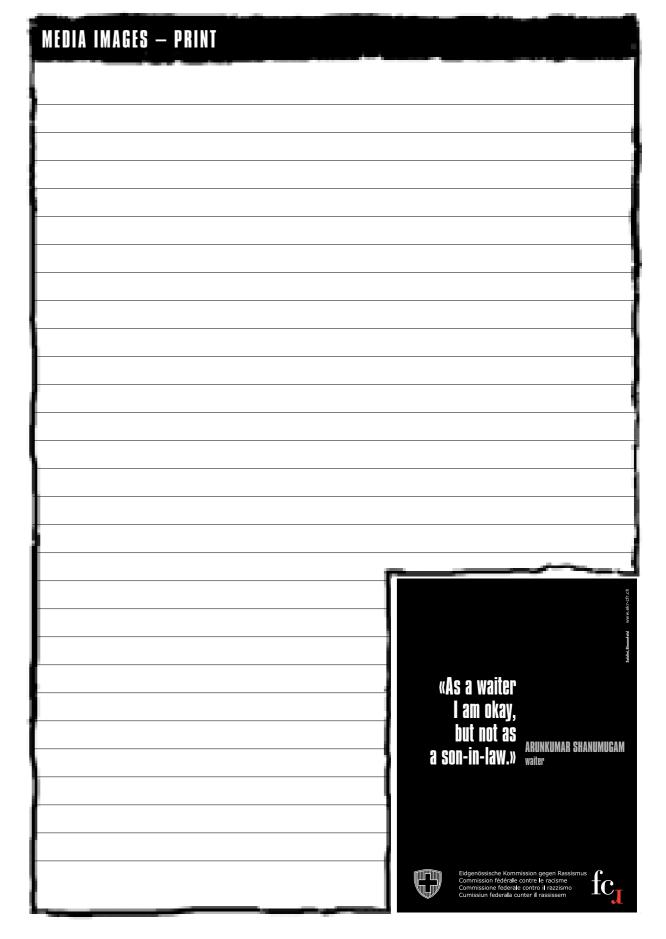
## **PROCESS**

Students are encouraged to bring in main stream magazines to class. Divide the students into small groups and have them discuss in what context they are represented in print media. Have the students cut out examples of how minority groups are represented in print media. What role does nationality play in the reporting of criminality in the press?

## DISCUSSION

Have the students report in general their observation of how racial minorities are represented in magazines and in print. Ask the class to suggest what changes could be made in some of these publications.

Discuss what kind of impact these public images have on racial minority groups.



## MEDIA IMAGES — ADVERTISEMENT

## PURPOSE

The students are given another medium to reflect on their perception of themselves in society.

## **PROCESS**

Have the class discuss some of the ways youth are represented in advertisement.

Discuss some of the possible themes that are evident in advertising which target youths.

What are the positive and negative images of you and others of different backgrounds reflected in advertisement?

Do advertisements contain positive or negative stereotypes of minority and majority groups in your society?

How would you interpret the function of popular advertisement in your society?

Divide the students into groups which are to work together to create an advertisement for presentation in class.

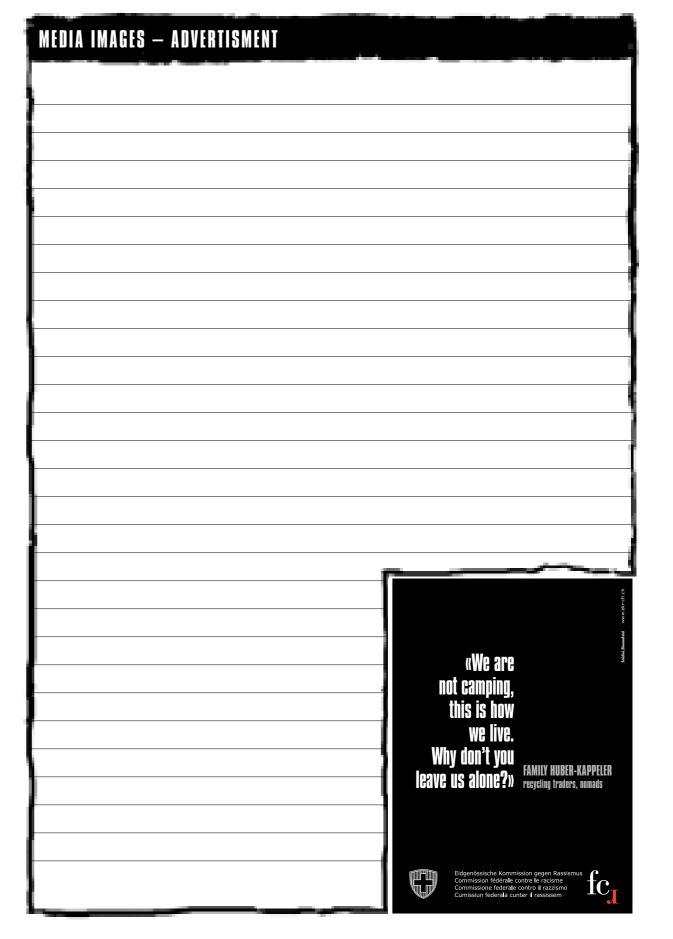
## DISCUSSION

Ask each group to present its advertisement.

Discuss class' reaction after watching the advertisement.

Ask the class whether the advertisement reflect
the culutural reality of their community

Ask the students who these products are targeting.



## OTHER DEFINITIONS

## PURPOSE

To have students look at the various concepts affecting anti-racism, keeping in mind the conceptual and historical development of this issue..

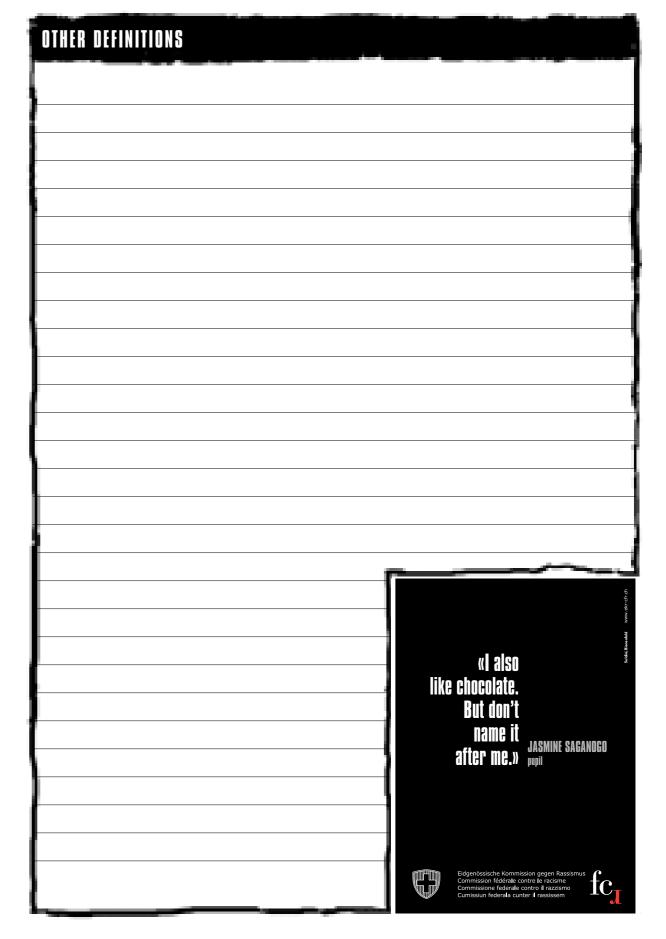
## **PROCESS**

Provide the students with a standard definition of these words listed below.

- Equal Opportunity
- Equity
- Anti-racism
- Racial Discrimination
- Racism
- Gender Issues Anti-Semitism Sexism
- Xenophobia
- Islamophobia

## DISCUSSION

Have the students discuss the definitions and ask them how gender issues, racism and anti-racism affect their lives. Ask the students whether or not there has been any changes to these issues over the last decade.



## YOUTH IN SOCIETY **PURPOSE** To help students become aware of how they are perceived by the society at large or the community in which they live. **PROCESS** Have the students work independently and identify the concerns that they have about youth in their community. Have the students select a partner and have them discuss their concerns. DISCUSSION Lead a class discussion about some of the concerns



identified by the students and the impact on youth.

Ask the students whether the community and government

should be concerned about youth in society.

## DIVERSITY IN SOCIETY

## PURPOSE

To have students recognize and value diversity in society as a member of both a minority and majority group.

## **PROCESS**

Ask students to work independently and to make a list of what makes them unique from the others in their school, families and surrounding environment.

Divide the students into small groups and have the students share what makes them unique. Identify similarities which are common between you and others of a different background. Identify differences between individuals who are of the same cultural backgrounds.

## DISCUSSION

Ask the students to discuss their uniqueness with the rest of the class. Ask the class to discuss how it feels to be different in certain group settings. Discuss the advantages and disadvantages of differences amongst classmates.



## GLOBAL REFLECTION **PURPOSE** To look at issues surrounding x minority groups in a global setting. **PROCESS** Provide the students with articles about other (racial) minorities around the world. Have the students read and discuss these articles in small groups. Ask the students to suggest other solutions for minority issues in a global setting.

# GLOBAL REFLECTION «I'd rather be a canary. At least it's allowed TO SING.» nightclub dancer

Have the students share their solutions with the rest of the class.

Discuss the students' recommendations and observations about

these global issues. Ask the students to reflect on the local issues in their communities and list some of the similarities and differences to those

DISCUSSION

of a global nature.

## COMMUNITY INVOLVEMENT

## **PURPOSE**

This activity is designed to have students become more aware of some positive aspects within their community.

## **PROCESS**

Have the students collect newspaper articles about positive things within their community. Allow students enough time to read each others newspaper articles in class.

## DISCUSSION

Discuss in large groups the need for positive news in the community.

Discuss the differences in the articles. Ask the students what is the importance of being aware of news in their community. Lead a discussion about some of the resources available in the local community. Ask two community agencies to come and visit the class.



## THE FIGHT AGAINST RACISM AND FOR HUMAN RIGHTS

## PURPOSE

Racism is negative, Human Rights are positive. The engagement against racism however is an engagement in favour of Human Rights. The International Convention on the Elimination of All Forms Racial Discrimination of 1965 was one of the first Human Rights conventions of the United Nations.

## **PROCESS**

Have the students decide on what these rights might be in society and what they include and don't include.

- Human Rights
- Social Rights
- Cultural Rights
- Economic Rights
- Civil and Political Rights
- Gender Rights

Provide the students with the list below of some of the Human Rights issues.

- The Right to Live
- The Right to Health
- The Right to have a private life
- The Right to non-discrimination and to equal treatment

## DISCUSSION

Have the students discuss in pairs how racism could negatively influence their basic human rights and have them list examples of what these possible occurrences could be in daily life.

THE FIGHT AGAINST RACISM AND FOR HUMAN R	IGHTS
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	«In your
	«In your words, create your own slogan.»
	your own
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