

ANTI-RACISM

**A Resource Guide for teachers,
counsellors and students**

Written by Arlene James-Licher

A booklet produced in
association with the
Federal Commission against Racism

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Written by Arlene James-Licher

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

TABLE OF CONTENTS

Anti-Racism Preface	4
Race and Racism	5
Anti-Racism Introduction	6
Anti-Racism continued	8
First Impression	10
Stereotype and Prejudice Part 1	12
Stereotype and Prejudice Part 2	14
Discrimination	16
Inequality in Society	18
Media Images – Film	20
Media Images – Print	22
Media Images – Advertisement	24
Other Definitions	26
Youth in Society	28
Diversity in Society	30
Global Reflection	32
Community Involvement	34
The Fight Against Racism and for Human Rights	36

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, they 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 - INTRODUCTION

«Whether I
stand on the field
or in front
of a doorman,
you only see
(Black).»

GIL KOUAME
soccer player



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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.

FIRST IMPRESSION

«With or
without
headscarf,
it's still
me.»

GÜL DEMİR
cashier



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

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.

STEREOTYPE AND PREJUDICE – PART 2

«When I negotiate for a good price, then I'm a Jew.»

IVAN BOLLAG
businessman



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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 of 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 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 partners play the role of an employer of a 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.

INEQUALITY IN SOCIETY

«You, ID?
– You have?
As if I've
just come off
the boat...»

ROHIT JAIN
student



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MEDIA IMAGES – FILM

PURPOSE

Students will explore images portrayed in the media and discuss the impact these images have on racial minority groups.

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 – FILM

«In my
white overcoat,
they don't
take me for a
terrorist.»
HISHAM AL-ARABI
doctor



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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 – PRINT

«As a waiter
I am okay,
but not as
a son-in-law.»

ARUNKUMAR SHANUMUGAM
waiter



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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
- Racism
- Gender Issues
- Equity
- Anti-Semitism
- Sexism
- Anti-racism
- Xenophobia
- Racial Discrimination
- 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.

OTHER DEFINITIONS

«I also
like chocolate.
But don't
name it
after me.»
JASMINE SAGANO
pupil



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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.

YOUTH IN SOCIETY

«Would you like to be body-searched in the open?»
GILLES MASSAMBA
journalist



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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.

DISCUSSION

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 of a global nature.

GLOBAL REFLECTION

«I'd rather
be a canary.
At least
it's allowed
to sing.» SHEEBA
nightclub dancer



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