Show Racism the Red Card

Anti-Racism Educational Pack

www.theredcard.org
Compiled by: Kate Hollinshead

Written by: Kate Hollinshead, Sarah Soyei, Lizz Bennett, Laura Pidcock, Simon Richards, Jo Wallis.

Special thanks go to: Amnesty International, Christopher Bloore, Catch22, ChildLine, Patti DeRosa, Chris Derrington (University of Northampton), Echo Research Company, GLSEN, Paul Kearns, Dee Kinning, Berenice Miles, NASUWT, Luke Scanlon (guardian.co.uk), Chris Stokes, TNS Media, Tony Waddle, Michael Wood (BBC).

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Key:

This icon illustrates the relevant parts of the DVD which support and enhance delivery of the activities within each section.

Look out for the speech bubble to find relevant discussion points.

This pack is filled with a range of engaging activities, indicated by this icon.
This 22 minute film is an excellent introduction to the subject of racism. With recognisable sporting personalities, such as Thierry Henry, Ryan Giggs, Florent Malouda and Leon Best, as well as personal accounts of racism from young people, this film is a fantastic and engaging way to begin talking about the topic with your learners.

These sections can be viewed in any order, all together or separately. The sections are structured around some key themes that are extremely relevant to young people and each lasts between four and 10 minutes.

Although the film is suitable for use with all age ranges from year 4 (Primary 4) upwards, we advise that you watch this film in its entirety before you begin any work to ensure that it is appropriate for your young people.

In addition to the main Show Racism the Red Card film you will find the documentary ‘Racism and the Beautiful Game’ accessible from the DVD menu. This is supplementary to the content of this pack and the main educational film, and is focussed predominantly around racism within football. It can be an informative resource, particularly for older pupils, in helping them to understand the context and background to some of the personal stories contained within the main film.

Also included is an extended version of the main educational film for use with older pupils, an interactive anti-racism quiz, extended interviews with professional footballers and winning entries from the SRtRC national schools competition.

The following sporting and non-sporting role models are featured in the film:

- Alan Pardew, Ali Al-Habsi, Ashley Young, DJ Campbell,

Subtitles are available on the DVD.

About this education pack…

This resource has been designed to help educators effectively challenge racism and promote equality amongst young people, across formal and informal educational settings. It can be used in conjunction with the Show Racism the Red Card DVD. At the beginning of each section in the education pack the timings of the corresponding segment on the DVD are given and key quotes and facts from the DVD are referenced throughout.

The pack contains a wide variety of visual, auditory and kinaesthetic activities, which unless specified are suitable for learners from 8 years of age through to adult.

Each activity has estimated timings and a list of resources needed, and learning outcomes are clearly highlighted at the beginning of each section. There are also potential extension activities, discussion points and links to other relevant resources given at the end, in order to equip you with as much information as possible. Each activity is ‘stand alone’, meaning that you can pick and choose which activities you would like to deliver from each section. Each section includes answers to a selection of ‘burning questions’ that teachers might be faced with from learners.

All activities can be tailored to meet the individual needs of the participants. Teachers are encouraged to use their knowledge of the learners and their discretion to make informed choices about the appropriateness of the exercises and suggested discussions.

Some of the activities contained within this education pack require additional resources. These are all available to download from: http://www.theredcard.org/education-pack

Aims of the Pack:

- To educate learners about the causes and consequences of racism.
- To increase understanding of issues of equality and diversity.
- To familiarise learners and educators with a range of information and skills that will enable them to challenge negative stereotypes, prejudicial attitudes and racism.
- To encourage respect for the differences between people regardless of skin colour, nationality, religion and culture.
- To promote involvement as active responsible citizens in an increasingly diverse society.
BEFORE YOU BEGIN...

CREATING A SAFE SPACE FOR DISCUSSION

Talking about themes relating to racism requires maturity and compassion for others. While the activities in this resource are intended to increase empathy and broaden young people's perspectives, certain discussions may cause prejudices and stereotypes to surface. In addition to this, some participants may express anger, frustration, discomfort, sadness or have difficulty accepting alternative views.

It is extremely important to dedicate some time to creating the right environment to keep all participants and facilitators safe. A useful and necessary way to encourage openness, positive behaviour and also to provide a safe space for the learners is to introduce a working contract or ground rules. Work collaboratively with the students to develop a working agreement that communicates expected standards of behaviour and interaction and ensures safety and respect.

Try to include the following:

Example Ground Rules:

• **Respect others**: you will hear ideas and opinions that may be different or new to you or with which you disagree. As you participate and interact, try to take in new information without judgement and to keep an open mind. Make sure that your words and body language reflect a respectful attitude towards others. Learn by listening to others.

• **Own your own values**: speak from the ‘I’ ‘I feel, or in my experience’ avoid, ‘you should’ or ‘you all think that’. If you are going to disagree with something, challenge the opinion or the behaviour not the person.

• **Be open and honest**: Ask questions without fear of judgement, there is no such thing as a ‘silly’ question.

It is important to try and understand as much as possible; if you are not confident to ask questions publicly then speak to the facilitator privately.

• **Respect confidentiality**: Everything said in the room stays in the room. When sharing personal anecdotes, make sure to avoid using real names – don’t disclose any personal information about anyone else. Carefully consider what personal information you chose to share.

• **Share ‘Air time’**: You are encouraged to express your ideas and opinions. Take it in turns to contribute, help create a safe space where everyone is encouraged and feels comfortable to speak and don’t monopolise the discussions. You are not obligated to speak. It is fine to ‘pass’.

As you engage in discussions about racism, be aware that it may provoke strong feelings for some young people due to internalised prejudices, past experiences or because they have friends and/or family members with racist beliefs or they themselves have been the perpetrator or target of racism in the past. Carefully monitor student’s responses, allow adequate time to debrief and process their feelings, and provide further support and resources to young people when needed.

(Thank you to GLSEN for input into these guidelines)

**Curriculum links**

**Citizenship - Key Stage 3**

Democracy and Justice a, b, c
Rights and Responsibilities a, b
Identities and diversity: living together in the UK a, b, c, d

2.1 Critical thinking and enquiry a, b, c
2.2 Advocacy and representation a, b, c, d

2.3 Taking informed and responsible action a, b, c
Range and Content a, b, d, e, l, j
Curriculum Opportunities a, c, d, e, i

**PSHEE – Personal, Social, Health and Economic Education - Key Stage 3**

Personal Identities a, b,
Healthy Lifestyles a
Risk b, c

**Relationships b**

Diversity a, b
2.1 Critical reflection a, e, f
2.2 Decision making and managing risk a, b, c, d, e, f
2.3 Developing relationships and working with others b, c, d, e
Range and Content a, g, m
Curriculum Opportunities a, c, d, e, g
The Legal Framework

OFSTED (January 2012)

Ofsted states that inspection is primarily about evaluating how individual pupils benefit from their school and that it is important to test the school's response to individual needs by observing how well it helps all pupils to make progress and fulfill their potential, especially those whose needs, dispositions, aptitudes or circumstances require particularly perceptive and expert teaching and, in some cases, additional support.

Equality must be reflected in all aspects of school life and it must be ensured that the principles of equality permeate all elements of school.

According to the new OFSTED inspection framework (January 2012), in order to achieve Outstanding (Grade 1), the school needs to meet the following criteria:

- **Behaviour and safety: Outstanding**
  Pupils are acutely aware of different forms of bullying and harassment (that may include cyber-bullying and prejudice based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability) and instrumental in preventing its occurrence.

- **Overall effectiveness: Outstanding**
  - The school's relentless and wide-ranging promotion of the pupils' spiritual, moral, social and cultural development enables pupils and groups of pupils to thrive in a supportive, highly cohesive learning community.
  - The school will develop awareness of, and respect towards, diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation and disability.

Curriculum for Excellence Information

The Experiences and Outcomes met by the activities in this education pack include, but are not limited to:

- **Citizenship - Key Stage 4**
  - Democracy and Justice a, b, c
  - Rights and responsibilities a, b
  - 1.3 Identities and diversity: Living together in the UK a, b, c, d

- **Key Processes**
  - Critical thinking and enquiry a, b, c, d
  - Advocacy and representation a, b, c
  - Taking informed and responsible action a, b, c, d

- **Range and content**
  - a, f, h, l, n

- **Curriculum opportunities**
  - a, b, c, d, e, h, i

- **PSHEE – Personal, Social, Health and Economic Education - Key Stage 4**
  - Personal Identities a, b
  - Healthy lifestyle a
  - Risk b, c
  - Relationships b

- **Diversity a, b**
  - 2.1 Critical reflection a, d, e
  - 2.2 Decision making and managing risk a, b, c, d, e
  - 2.3 Developing relationships and working with others b, c, d

- **Range and content a, g, j**

- **Curriculum opportunities**
  - a, b, d, e, f, h

The Anti-Racism Education Pack

Citizenship - Key Stage 4

Democracy and Justice a, b, c

Rights and responsibilities a, b

1.3 Identities and diversity: Living together in the UK a, b, c, d

Key Processes

Critical thinking and enquiry a, b, c, d

Advocacy and representation a, b, c

Taking informed and responsible action a, b, c, d

Range and content a, f, h, l, n

Curriculum opportunities a, b, c, d, e, h, i

PSHEE – Personal, Social, Health and Economic Education - Key Stage 4

Personal Identities a, b

Healthy lifestyle a

Risk b, c

Relationships b

Diversity a, b

2.1 Critical reflection a, d, e

2.2 Decision making and managing risk a, b, c, d, e

2.3 Developing relationships and working with others b, c, d

Range and content a, g, j

Curriculum opportunities a, b, d, e, f, h


A public authority must, in the exercise of its functions, have due regard to the need to:

- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.

- (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.

- (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

There are 9 protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation
SECTION ONE: AN INTRODUCTION TO RACISM

Learning Outcomes:

By the end of this section young people will have:

- Understood the injustice and the senselessness of racism
- Gained a full understanding of what racism is and considered the damaging nature of racism
- Begun to consider their existing prejudices towards groups of people in society
- Begun to critically evaluate language and the power words can have

Segment 00-00 – 01.12 of the DVD will help you to deliver the activities in this section.

The following activities are very useful as baseline assessments for you, as they will identify the young people’s existing prejudices and pre-conceived ideas about different groups in society. Allowing young people the opportunity to freely and anonymously express their ideas is extremely important as they will often be resistant to voicing their true feelings about an issue for fear of punishment and judgement. Provoking them to be honest and protecting them with anonymity will inform you and illustrate a clear picture of what work needs to be done.

**ACTIVITY: BURNING QUESTIONS**

Age: Secondary

Time required: 10 minutes

Resources: post-it notes or scrap pieces of paper and a whiteboard or flip chart

Delivery: Hand out post-it notes to each young person in your group. Ask them to write down any questions, concerns or frustrations they have about racism or issues surrounding racism. Explain that they are permitted to write down racist language if that’s what their question or concern is regarding. Ask the young people to be as open and honest as they can and instruct them not to put their name on the paper as you would like this to be done anonymously in the hope that they will feel comfortable writing down their genuine questions and feelings without fear of judgement or punishment. Give the young people a couple of minutes to do this, before asking them to bring their questions to the front of the classroom and stick them onto the whiteboard, thanking them for their contributions.

If you are teaching about anti-racism for just one lesson, be sure to answer these ‘burning questions’ at the end of the lesson. To increase the young people’s participation in this, it is a good idea to throw some of the questions back at them, to see if anyone in the group already knows the answer and would like to share it with the group. You do not need to be an expert in anti-racism to deliver this activity effectively – if you are in doubt as to the correct answer for a question, use it as a learning tool for both you and your students and find out the answer together using the internet or any other resources you have to hand.

If you are teaching about anti-racism for an extended period of time, you could collect in their questions and use them to inform your whole body of work with the young people.

**Tip!** This education pack is littered with some of the most common burning questions and sample answers, as well as lots of knowledge and links to other relevant sources of information, to help you as much as possible in answering any questions your young people may have.

**Note!** Remember your safe space! Refer to page 5 for guidelines.

Only 35% of those teachers who had graduated from university in the last ten years had received training on tackling racism.

ACTIVITY: EXISTING IDEAS

Age: Secondary
Time required: 10 minutes
Resources: slips of paper and a whiteboard or flipchart

Delivery:
Hand out a slip of paper to each young person. Explain that you are going to write a word on the board and that they must simply write the first word or phrase that comes into their head and then fold their piece of paper in half.

Assure the group that, whilst it is important to respect other people in the room, they can be totally honest and open and that nobody will get into trouble for what they write. Explain that the activity is anonymous and that they must work individually.

Write the word you would like the young people to think about on the board. If you are concentrating on specific racisms such as Islamophobia, the word ‘Muslim’ would be a good term to use for this activity. Similarly if you are looking at prejudice towards Gypsy, Roma and Travellers, use the word ‘Gypsy’ to explore your young people’s existing ideas.

If they need prompting, ask: What does the word make you think of? What does the word mean? What do you associate or connect with the word?

Collect in the slips of paper. Read the words out one at a time, creating a spider diagram or list on the whiteboard. Don’t censor the words; it is important that everyone’s contributions are included. Ask the young people not to volunteer information about which words were theirs or to react or comment on anybody else’s ideas. If possible, keep the words visible throughout your session(s).

At the end of your work with the young people and, as a very effective way of evaluating participants’ learning, you should return to the words and facilitate a discussion that aims to challenge and disregard any untruths and misconceptions.

Invite the young people to use what they have learnt and suggest words that need to be reconsidered; question whether they are based on fact and if they apply to every single person in the group you have chosen to discuss. Only if they do, can they remain on the board. If a word is based on stereotypes, misinformed ideas, generalisations or falsehoods it must be crossed out or erased.

This visual demonstration is powerful and really emphasises the message that not all of our ideas and opinions are accurate and correct all of the time and that we need to think critically about the information we receive.

ACTIVITY: BLUE EYES/BROWN EYES

Age: Primary
Time required: 15 Minutes
Resources: space for young people to stand

Delivery:
As you read the following characteristics out one by one, instruct the young people to stand up if the trait describes them or remained seated if it does not:
- blond hair
- freckles
- wearing glasses
- left handed
- brown eyes

Once the brown eyed children are standing, explain to the young people that blue eyed people are not as intelligent or creative as brown eyed people so you have decided that the blue eyed young people will have to do extra work whilst the brown eyed people standing will get to take part in a fun activity. Allow the young people to respond to this.

Discussion Points:
- Was this activity fair? If not, why not?
- How are the blue eyed people feeling?

Explain that it was just an experiment and you were not being serious. Ask the young people why they think you did the experiment. Ensure that the young people realise you were hoping that they would see how it might feel to be a victim of racism and how senseless and baseless racism is.

- Does our eye colour have anything to do with how intelligent or creative we are? Does our eye colour tell us anything about what a person is like? Can we really say that ‘all blue eyed people are the same’?
- What are the connections between this experiment with eye colour and racism? It is important to point out that
picking on people because of their eye colour is NOT racism but the young people might have had similar feelings to targets of racism during the experiment. Draw out similarities between picking on people because of eye colour and treating people differently because of skin colour, nationality, culture or religion.

- It's worthwhile discussing how the brown eyed classmates responded to the experiment. Were they supportive of what you were doing or outraged on behalf of their blue eyed classmates? Introduce the idea that racism is about power and superiority and that people can very quickly turn on each other and change alliances if it means they will benefit or become more powerful. If more people supported each other and stood up for what is right, how would this affect racism?

**Note!**

Occasionally young people may get upset by this activity – it is important to ensure that all pupils are kept safe. Remember your safe space! See page 5

**ACTIVITY: RACISM OR RESPECT?**

**Age:** Primary

**Time required:** 15 minutes

**Resources:** flipchart paper and post-it notes

**Delivery:**

Write the word ‘racism’ on one piece of flipchart paper and the word ‘respect’ on another. Stick them to the wall on opposite sides of the classroom. Give the young people post-it notes and ask them to write down as many words as possible that they associate with each term. Get the young people to stick them around the appropriate term on the flipchart paper.

Read through the words with the class and bring out the idea that all of the words associated with the term ‘racism’ are negative, whilst those words associated with ‘respect’ are positive. Explain that this is one of the reasons why we need to prevent racism and encourage respect amongst each other. Ask the young people how they think they could do this in their school and in society in general.

**ACTIVITY: WHAT IS RACISM?**

**Age:** Primary and Secondary

**Time required:** 20 minutes

**Resources:** whiteboards and pens or pieces of paper for the young people, and whiteboard or flipchart for you

**Delivery:**

Explain to the group that we need to consider what racism looks like. Organise the young people into small groups and ask them to consider the following two questions:

1. How could somebody treat you if they were going to be racist to you?
2. What characteristics or traits would they pick on if they were going to be racist to you?

You might want to hand out whiteboards and pens to allow the young people the opportunity to write their suggestions down, before they feed them back into a whole class discussion.

On your whiteboard, write the following:

```
Racism is...

...because of differences in...
1. 
2. 
3. 
4. 
```

During the whole class discussion, fill in the gaps you have left on the whiteboard with their correct answers. Under ‘Racism is...’ the types of treatment involved in racism should be listed (name calling, ignoring people, picking on people, fighting, violence, murder, war) and under ‘because of differences in...’ the reasons why people are racist should be written (skin colour, religion, nationality and culture).

**Tip!** Young people sometimes struggle with understanding the terms nationality and culture so these might need explaining in more depth.

**Tip!** The term ‘race’ is often mentioned when trying to understand what racism is. ‘Race’ is an arbitrary, meaningless term and this needs explaining to the young people. In the past people believed that there were different races of people, who shared common physical features such as skin colour, hair type, facial features, character and skills. Racists have used this idea to label certain ‘races’ as fundamentally different and inferior. However we now know through genetics that there is just one species to which we all belong and that people of all colours and appearances have a similar potential. There is only one race – the human race!
Can white people get racism?

Yes! Absolutely anybody can suffer from racism. We all have a skin colour, nationality, and culture and many of us have a religion. This leaves every single one of us vulnerable to receiving racism.

It is important to mention that racism usually happens to people in a minority group from those part of the majority group so whilst racism can happen to anybody, it is more likely to happen to people from minority ethnic groups in Britain, for example a gypsy or traveller, a Muslim, a black person or a Polish person.

**ACTIVITY: FREEDOM OF SPEECH**

Age: Secondary

Time required: 15 minutes

Resources: space for young people to stand, printed list of statements below

Delivery:
This activity is a nice way of allowing your young people the opportunity to start opening up about their thoughts and opinions, without feeling like they need to justify or explain them to you. It is also a really useful gauge for you to see how your young people are feeling and what anti-racism activities you may need to deliver next.

Explain to the group that across the front of the room there is a continuum where one side represents ‘Strongly Agree’ and the opposite side represents ‘Strongly Disagree’. You are going to read out some of the statements below and the young people need to position themselves somewhere along the continuum, in order to illustrate how they feel about the statement.

- People are entitled to their own opinions.
- It is equally damaging if a woman tells a sexist joke or a black person tells a racist joke or a gay person tells a homophobic joke.
- Calling someone a name is ok if it is meant as a joke and is between friends, for example calling my Pakistani friend a ‘Paki’ because he is fine about it.

Encourage debate amongst the young people and allow discussion around any of the statements that were particularly controversial or provoked a variety of different responses from them.

**Discussion Points:**

- What is freedom of speech? Where do we draw the line between allowing freedom of speech and preventing hate speech?
- Should we consider other people when we are expressing our opinions?
- Are we entitled to have our own opinions, even if having them could harm others?
- What could we do to ensure that our choice of language and the way we voice our opinions reduces potential for conflict or harm?
- How can we be sure that our opinions and beliefs are based on truth rather than misinformation?

83% of respondents to our research questionnaire said that they had witnessed racist attitudes or behaviours amongst their students.


Is it racism if someone makes fun of your hair colour?

No. This is a really common myth that a lot of young people believe. Lots of people get picked on for their hair colour, especially people who have ginger or red hair, but this isn’t classed as racism. Racism only covers treating people badly because of differences in skin colour, religion, nationality and culture. It is still wrong for a young person to be picked on because of their hair colour and they should be encouraged to report this to a person who they know and trust.

83% of respondents to our research questionnaire said that they had witnessed racist attitudes or behaviours amongst their students.
The word ‘coloured’ is very old-fashioned and reminds people of a time when things were extremely unequal in Britain between black and white people, for example when black people tried to rent accommodation in the 1950s and 60s, there were often signs up in windows stating ‘No Dogs, No Irish, No Coloureds’.

In addition, the word ‘coloured’ is not very descriptive and implies that white people are not of colour or that white is ‘normal’ and everyone else can be grouped into one category ‘coloured’.

If I was describing someone should I say black or coloured?

Sometimes people seem frightened to use the word black and think it might be rude or even racist so it is important to allay their fears and encourage the use of ‘black’ instead of coloured or dark or tanned.

A lot of young people question why we use the word black when people are not actually black, which is a really good point. It is important to point out that we call people white when they’re not actually white, but we keep things simple and use the ‘umbrella’ terms black and white.

Is it racist to say ‘Chinky’?

YES DEFINITELY! ‘Chinky’ is not even a real word and is very racist.

It was invented by some people to make Chinese people, or anyone thought to be Chinese, feel unwelcome. It was also used to mock their appearance and language.

Throughout history in Britain this word has been used during attacks on take-aways, restaurants and on people. Because of this, the word is extremely hurtful and offensive as it can make people feel frightened and threatened.

The word is commonly used in the UK as a nickname for take-aways; however there are many other ways to describe a take-away which will not be hurtful to anybody. For example we could say the Chinese take-away or use the actual name of the restaurant.

Sometimes people say ‘Paki’ as a nickname and have no intention of hurting or upsetting anybody. However, if they had experienced this word being used at them whilst someone attacked them or shouted at them, would they want to hear it spit in their face, would they want to hear it used? For many people this word stands for being used? For many people this word stands for racism, hatred and conflict, so for these reasons it should never be used.

A common argument is that the word ‘Paki’ is just a short version of Pakistani and is therefore acceptable, however many people who are called ‘Paki’ are not even from Pakistan! Even if the word originally did refer to a nationality, because of the way the word has and is used, the meaning has changed and it has become a damaging, hurtful and racist word.

NO DEFINITELY NOT! ‘Paki’ is a racist word no matter how, when and why people say it, even if they are using it to describe a local shop or newsagent. The word ‘Paki’ has been used as a weapon to hurt people and to make them feel different, unwelcome and not valued; it is very painful to those who it is targeted towards.

Paki is a racist word no matter how, when and why people say it, even if they are using it to describe a local shop or newsagent. The word ‘Paki’ has been used as a weapon to hurt people and to make them feel different, unwelcome and not valued; it is very painful to those who it is targeted towards.

Is it okay to call someone a ‘Paki’?

Sometimes people use ‘Paki’ as a nickname and have no intention of hurting or upsetting anybody. However, if they had experienced this word being used at them whilst someone attacked them or shouted at them, would they want to hear it spit in their face, would they want to hear it used? For many people this word stands for racism, hatred and conflict, so for these reasons it should never be used.

A common argument is that the word ‘Paki’ is just a short version of Pakistani and is therefore acceptable, however many people who are called ‘Paki’ are not even from Pakistan! Even if the word originally did refer to a nationality, because of the way the word has and is used, the meaning has changed and it has become a damaging, hurtful and racist word.

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SECTION TWO: WHERE DOES RACISM COME FROM?

EXPLORING STEREOTYPES AND THE INFLUENCE OF THE MEDIA

Learning Outcomes

By the end of this section young people will have:
- Considered their existing prejudices towards different groups of people in society
- Understood the concept of stereotyping and recognised the dangers of carrying misinformation
- Thought critically about the information that they receive and have carefully considered the sources of their information
- Explored the role of the media, considered the influence it has on their perceptions of the world around us and discussed ways in which the impact of the media can be effectively challenged

Segments 12.09 – 15.04 and 15.05 – 16.00 of the DVD will help you to deliver the activities in this section.

KEY QUOTES

‘Everybody should give Travellers a second opinion…get to know them before you judge them.’

An Irish Traveller

‘I think the stereotype of Muslims is absolutely ridiculous…certainly people suck certain things in from the media and they believe parts of things or they are selective in what they want to believe but to brand all Muslims as terrorists is just an absolute disgrace.’

Karl Henry, professional footballer

ACTIVITY: NEW NEIGHBOURS

Adapted from an activity by Chris Derrington, University of Northampton

Age: Secondary

Time required: 25 minutes

Resources: printed sets of ‘New Neighbours’ available to download from: http://www.theredcard.org/education-pack

This activity introduces the concept of stereotyping to young people in Key Stage 3 and 4 and highlights the connection this has to racism and other discriminatory treatment. It also allows the participants to recognise that we all hold stereotypical ideas about different groups of people and that these are often based on one individual person or experience, or on misinformation and falsehoods.

Get students into small groups and distribute sets of potential neighbours (see page 13 for a list of neighbours for you to choose from). Ask them who they would most like to live next door to and who they would least like to live next door to. Encourage them to consider the reasons behind their decisions. Tell young people to go with their instincts and be completely honest, even if they have negative reactions towards some of the options.

Invite each group to feedback with their choices and their reasons; it is sometimes helpful to list some of their arguments on the board for reference, for example, hoodie wearers cause trouble.
Discussion points:

- Was it easy or hard for the young people to choose, and why? How did they feel about making the choice?
- How did they choose? What were the young people using to help them make a decision? Where did you get their ideas from?
- Are their opinions about these groups based on fact?
- What is a stereotype?

It is a good idea to try and get a loose definition of a stereotype up on the board.

The following key points will guide you to do this:

A stereotype is:
- Labelling
- Making assumptions
- Grouping people together
- Blaming a whole group for the actions of a few
- ‘All…are the same’
- Doesn’t allow for individuality
- Not usually based on fact
- Massive generalisation about a whole group of people
- Usually negative or have negative consequences
- Stereotyping leads to people being pre-judged

- What are the dangers of judging people based on one or two pieces of information about them, or before we have even met them? How are stereotypes connected to racism?
- Emphasise that we must never judge, because stereotypes do not allow for any individual characteristics. Can we really generalise about an entire group of people just because they have one thing in common? Do we really know which of the options would be a good or bad neighbour?

New Neighbours:

A BALD MAN COVERED IN TATTOOS
AN IMMIGRANT FAMILY
A FAMILY WITH SEVERAL HOODIE-WEARING SONS
AN ASYLUM-SEEKING FAMILY FROM EASTERN EUROPE
A ROMANY GYPSY FAMILY
A GROUP OF STUDENTS
A BORN-AGAIN CHRISTIAN COUPLE
A GROUP OF FIVE ADULTS WITH LEARNING DIFFICULTIES
A NEWSPAPER JOURNALIST
A YOUNG MUSLIM MAN
AN ELDERLY GAY COUPLE

Tip! This activity often throws up lots of racist and stereotypical attitudes and ideas which need to be challenged and this can take time. A good way of challenging these attitudes is introducing the young people to the question ‘How do I know this?’ By asking themselves this question whenever they have an opinion or idea about a group of people, the young people will protect themselves from getting involved in stereotypical thinking and unfair treatment, and will be encouraged to think critically about the information they receive.

Tip! If you have a limited amount of time to deliver this activity, it is recommended that you only choose between 8 to 10 of the new neighbours from the list above, otherwise you might not have enough time to discuss and effectively challenge all of the views that arise. It is also important to tailor the activity to the needs of the young people in your group. For example, if you know that there is a lot of confusion and prejudice around immigration amongst the young people, be sure to choose ‘An Asylum-Seeking Family from Eastern Europe’ and ‘An Immigrant Family’ as some of your new neighbours as this gives you the opportunity to educate about these issues. In addition to this it’s a good idea to include something particularly relevant to the young people in your group in order to help engage the participants and build empathy, for example, if you work in a pupil referral unit you could include, ‘A pupil who has been excluded from school.’

To Sum It Up!

Every human is a unique individual with many varied and complex elements to their identity. Labelling someone and applying stereotypes to them is extremely unfair as it doesn’t allow that person to be truly who they are, but confines them and often misjudges their potential and abilities. It isn’t fair for society to choose which label or aspect of someone’s identity matters the most and to judge their whole being based on which groups they belong to. It’s impossible to define a person by their skin colour/religion/sexual orientation/profession etc because within a group of people who share a characteristic, there is a massive amount of diversity and each person deserves to be treated as an individual and not subject to the prejudice of others.
WHERE DOES RACISM COME FROM?

Activity: Who is the Most Dangerous?

Age: Primary

Time required: 25 minutes

Resources: printed sets of picture cards (see page 15)

Delivery:
Similarly to ‘New Neighbours’, this activity aims to introduce the concept of stereotyping to young people and to raise awareness that we all have prejudices that are often based on misinformation and generalisations. Please use this activity as an alternative to ‘New Neighbours’ when working with younger groups of people (Key Stage 2) or groups of pupils with limited literacy.

Get the young people into small groups. Tell them that they are going to receive a number of images of people, some of whom they will recognise and some of whom they won’t. Distribute the sets of images and ask the young people to decide as a group which person/people they think will be the most dangerous or threatening to meet and which will be the least dangerous or threatening. Ask them to be honest with their answers and the reasons behind all of their choices. Once all groups have completed this, facilitate a discussion around each group’s choices, noting down some of the more interesting or controversial answers on the whiteboard.

Discussion points:

- Did the young people find it easy or hard to decide who would be most and/or least dangerous?
- How did they choose? Where did they get their ideas about each person from? Are their opinions about these people based on fact?
- Can we make a judgement on somebody just based on their appearance? Do the young people think that they are ever judged on your appearance? Is this fair?

After some initial discussion on their choices, draw parallels between some of the pictures. Discuss differences and similarities between the picture of the nun, the woman in the niqab and the Queen. All three are wearing a head covering.

- Did the young people judge any of these people differently? Why do some types of clothing make people seem more frightening than others?

Encourage the young people to realise that it is important to familiarise ourselves with different religious and cultural practices and understand why people wear different items of clothing if they are to overcome this fear.

Draw comparisons between the image of David Beckham and Rick Genest, the tattooed model who appeared in Lady Gaga’s music video ‘Born this Way’. Highlight to the young people that once we know more about a person, they become less intimidating and frightening and we then begin to see beyond appearance. Draw similar conclusions by revealing that the woman in the niqab and the Indian woman in the green dress are actually the same person – Bollywood actress Shilpa Shetty!

- Did they judge her differently because of what she is wearing in each picture? Is this fair?
- How are these judgements linked to racism?

The same messages can be imparted by revealing that the man smiling with his thumbs up and the man with his head down wearing a hoodie are also the same person!

Finally, facilitate more discussion around the young people’s thoughts on the Romany Gypsy family and the singer Cher Lloyd. Note any differences in perceptions of how dangerous or threatening these people are before revealing that Cher Lloyd is from a Romany Gypsy background and has been subjected to prejudice and cyber bullying since this was made public during X Factor 2010.

- Are the young people surprised by this?
- Do they think that we can generalise about an entire group of people just because they have one thing in common?
- Why is it important to view people as individuals rather than part of a group? Can we really judge people by looking at one image of them?

This activity can often draw out participants’ Islamophobic views and prejudice towards Gypsy, Roma and Traveller groups, which will need to be challenged effectively. For more advice and guidance on tackling racism towards these groups, please download our ‘Islamophobia’ and ‘Out of Site’ education packs from the Show Racism the Red Card website: www.theredcard.org/educational/teachers-area/home

Note!

What is an Asylum Seeker?

An Asylum Seeker is someone who has been forced to leave their country of residence because their life is in danger, perhaps because of political or religious reasons or because of war. If they come to the UK, they will have lodged an asylum claim with the home office and they are considered an asylum seeker whilst they are awaiting a decision on that claim. Once the claim is accepted they become a refugee.

There is no such thing as an illegal asylum seeker. The UK has signed up to the Universal Declaration of Human Rights (1948), article 14 of the act states that ‘everyone has the right to seek and to enjoy in other countries asylum from persecution’. For more information see the Show Racism the Red Card A Safe Place Education Pack available here: www.theredcard.org/educational/teachers-area/home

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Where does racism come from?

Gypsies and Travellers are some of Britain’s oldest and longest established ethnic and cultural groups. Gypsies first arrived here more than 500 years ago. That means that they have been a part of British life long before even William Shakespeare or Queen Elizabeth I was born.

There are several different groups of Travellers in Britain, these include:

- Gypsies of England and Wales
- Scottish Gypsies/Travellers
- Irish Travellers
- Occupational Travellers - Showmen/Fairground, Circus
- New Travellers
- Boat People
- Roma

For more information about the different groups of Travellers, please see pages 8-13 of our Out of Site pack: www.theredcard.org/educational/teachers-area/home

What is an immigrant?

An immigrant is a person who is entering a country from another to take up new residence. Young people often think that all immigrants are illegal so it is vital to highlight that there is a difference between an immigrant and an illegal immigrant. An illegal immigrant is a person who either enters a country illegally, or who enters legally but subsequently violates the terms of their visa, permanent resident permit or refugee permit.
Is Islam a threat to Britain?

There have been a couple of very high profile terrorist attacks that have been carried out by the Muslim Extremist group Al-Qaeda: 9/11 in New York and 7/7 in London. These attacks, and the negative way that Islam and Muslims are now written about in the media, have led a lot of people to think that ALL Muslims are terrorists or a threat to safety.

It is important to tell young people that the attacks were carried out by a few extremists in the Islamic faith, that there are approximately 1.7 billion Muslims in the world and it is wrong to blame every Muslim for the actions of a few. The vast majority of Muslims preach a very peaceful religion and there are extremists in every faith.

ACTIVITY: I HEARD A RUMOUR....

Age: Primary & Secondary

Time required: 10 minutes

Resources: none!

Delivery:
Play ‘Whisper down the line’ (sometimes referred to as ‘Chinese Whispers’) with the young people. Explain to the group that the aim of the game is to repeat what they think they heard. Encourage the person starting the game to use a story or a statement rather than just a word and ensure that everyone in the group has the opportunity to pass it on. Prevent the young people from repeating the whisper more than once. Ask the person at the start to say aloud what they said before asking the last person to say what they heard. Compare the differences between the actual story or statement and the end result.

Discussion Points:
• Has the story changed? Why does a story change?

Allow the young people to realise that people often exaggerate; adding to, changing or leaving out parts to a story, to make a story funnier or more interesting. People also fill in gaps in a story to make it more believable or they may only remember some of the details.

• What influences how we interpret information?
• How do we know if a story is true or accurate? What if we hear different versions of the same story?
• What is the danger of not knowing the truth?
• What is a rumour? What harm can come from believing or repeating a rumour?

ACTIVITY: THE MEDIA

Age: Primary & Secondary

Time required: 30 minutes

Resources: headlines and headline factsheets downloadable from: http://www.theredcard.org/education-pack

Delivery:
This activity is divided into two parts; firstly it allows young people to explore the way in which they are portrayed in the media and secondly it highlights how public perceptions of different minority groups have been affected by media representations.

PART ONE: THE MEDIA AND YOUNG PEOPLE

As an opener, ask the young people to guess what percentage of British teenagers are involved in crime. Write down all of the guesses on the whiteboard so that they are visible throughout the session.

Introduce the concept of a Media Myth.

Media Myth: A ‘Media Myth’ is created when groups are misrepresented because of the extreme action of a few in that group. This extreme action dominates the media.

Ask the young people the following question:
• What type of stories do you see and/or hear about people your age? Are they positive or negative stories?

Create a spider diagram with the young people using the words ‘teenager’ or ‘young people’. Encourage them to think about what the newspapers would say.

Share the following headlines with the young people and ask them to consider the questions below:

Which headlines:
• Can they think of any rumours or misinformation that may have been spread about groups of people in society?
• What fuels this misinformation? Where do we get our opinions about groups of people from?
• What can we do to check the accuracy of the information we receive? Why is it so important for us to check our facts before believing any information we receive?
Discussion points:

- Are there many positive stories about young people in the press?
- What positive contributions to society have the young people in the room made? Have any of them been represented in the press?
- Does everybody who is a similar age behave in the same way?
- How many of the young people in the group do not conform to the stereotype of a young person/teenager?
- How does the media’s portrayal affect people’s attitudes towards teenagers?

Reveal that only 5.7% of British teenagers are involved in crime.

- How accurate were the guesses made by the group?
- Most people overestimate the figure by a large amount, what is the problem with the guesses being so much higher than the actual figure?
- What role has the media had to play in the young people’s perceptions of teenagers?

Ask the young people what they would like to see written about themselves and their peers in the media. Make a record of their ideas for positive action.

**Tip!** The following information from two recent media surveys might be useful to share with the young people during the discussion:

- 9 out of 10 stories on young people do not report what young people themselves say.
- Only 22.7% of coverage in the national media is positive or favourable towards young people.
- 3 out of 4 stories about young people in the media are negative.

Source: TNS Media Intelligence Survey 2007

- In 2009 the word most commonly used to describe teenage boys in the press was ‘yobs’ (591 times), followed by ‘thugs’ (254 times), ‘sick’ (119 times) and ‘feral’ (96 times).
- 80 % of teenage boys in the survey feel that adults had become more wary of them now than they had been a year ago.

Source: Echo Research Company 2009
WHERE DOES RACISM COME FROM?

IS ALL OF THIS NEGATIVE COVERAGE HAVING AN EFFECT?

YES! Research commissioned by the national charity Catch22 on behalf of the Philip Lawrence Awards shows:

- Two thirds (64%) of adults in Britain overestimated the number of young people involved in crime.
- One in ten adults questioned overestimated youth crime by a staggering eight times, effectively labelling two in every five teenagers a criminal.

THE REALITY: just 5.7% of young people are involved in crime!

PART TWO:
THE MEDIA AND MINORITY GROUPS

Resources: copies of The Media worksheet, the newspaper headlines and the ‘Facts Behind the Headlines’ downloadable from http://www.theredcard.org/education-pack

Before you start the activity, choose two or three of the newspaper headlines to work with. Try and choose the most suitable for the young peoples’ age and ability.

Delivery:
Start by asking the young people to consider which groups in society they think are misrepresented in the newspapers. After this, get the young people into groups and hand out the worksheet and one of the newspaper headlines. Ask them to spend a couple of minutes looking at the headline and answering the questions on side one of the worksheet. After completing this, handout the facts behind the headline and ask the young people to complete the questions on side two of the worksheet.

Invite some of the groups to the front of the classroom to talk about their headline, asking them to explain what they initially thought of the headline and how this compares to the facts.

Further discussion points:

- How does the media’s portrayal affect people’s attitudes towards different groups of people?
- Do the headlines apply to every single person in that group?
- How would people from this group feel when they read these headlines?
- Does this group of people make positive contributions to society? Are these represented in the media?
- How powerful is the media? In what ways does it impact on racism?

To Sum It Up!

The media is an extremely powerful tool – television, radio, newspapers, the internet, magazines and advertising have the capacity to educate, inform, include and challenge millions of individuals. As viewers, we all need to remain critical and aware of how the media is shaping our perceptions and constantly question our assumptions and prejudices. With the profit motive in mind, let’s remember that the media will always opt for characters and coverage that is going to attract the most viewers or sell the most papers, so consider that we may only be seeing part of the picture. Also, with unregulated social networking playing such a huge role in people’s lives, it’s important to acknowledge that our opinions about groups of people could be easily manipulated and based on very little fact.

WHAT CAN WE DO TO CHALLENGE THE INFLUENCE OF THE MEDIA?

- Remember that you can’t generalise about groups of people - people are individuals and can’t be defined just by one label.
- Know your facts – don’t believe everything you read, see or hear. Search for evidence to prove that the information you have is true.
- Be prepared to challenge the stories you read, see or hear and educate others about the truth behind the media myths.
- Challenge the media – write to your paper.
- Find a different news source.

Why are people racist?

There are many different reasons why people are racist. Many attitudes and opinions are formed during the early years of a person’s life. If someone is taught to have racist views in childhood by their parents or relatives, for example, this person is likely to carry these views on into their adult life. The media, including newspapers, TV programmes, the internet and social networking sites such as Facebook and Twitter, often portray groups of people in society in a very negative light and people can pick up misinformation and prejudicial attitudes from here.

Young people might also be angry or upset about their own life circumstances or that of their family. For example, a lack of job opportunities for young people might make them unfairly blame others, usually minority groups, for creating these conditions and for ‘taking their jobs’. This is called ‘scapegoating’.

Only 34% of teachers have received training on supporting the needs of gypsy, Roma and Traveller pupils in schools and only 25% have received training to support Asylum Seekers and Refugees.

SECTION THREE: THE HISTORY OF RACISM

Learning Outcomes

By the end of this section young people will have:

- Developed an understanding of the long and complex history of racism.
- Considered the nature of persecution under Nazi Germany in World War Two and developed ways to ensure similar treatment does not reoccur in the future.

Segment 12.09 – 13.10 of the DVD will help you to deliver the activities in this section.

TEACHING ABOUT THE ABOLITION OF THE TRANSATLANTIC SLAVE TRADE

It is estimated that more than 12 million African people were displaced from their homes and forced into slavery in the 300 years during which the transatlantic slave trade took place. The transatlantic slave trade inspired much of the foundation of the British Empire, enabled the creation of the United States of America, despoiled Africa and its people and gave us our modern ideas of racism. It is therefore a crucial subject for young people to understand.

In 2007 young people aged 11-14 began to learn about Britain’s role in the slave trade and its abolition as a compulsory part of the UK history curriculum. Similarly the transatlantic slave trade and the British Empire became a compulsory part of the Key Stage 3 curriculum. However, teaching about the transatlantic slave trade is very difficult and is a complex subject to engage with, especially if teachers and educators have had very little training or knowledge in the subject. The list below, detailing the top ten principles of teaching about the abolition of the transatlantic slave trade, will help you make those first steps towards teaching the subject effectively. The source of this article and web links to more information can be found at the bottom of the list to further help you on this journey.

Adapted from www.realhistories.org.uk

Ten principles for teaching about the abolition of the transatlantic slave trade:

1. Make sure that every child in the class can maintain their dignity and self-esteem during the teaching of this topic.
2. Do not approach the topic from a deficit model of ‘poor, helpless black people in Africa and the Caribbean.’
3. Make sure that the resources you use do not compound a deficit model.
4. Make sure that the pupils understand about great African civilisations. Never start with African people as slaves.
5. Teach pupils the complex nature of cruelty in the transatlantic slave trade and plantation life.
6. Include the stories of African heritage leaders of rebellion and opposition in the Caribbean.
7. Include the stories of freed African heritage slaves and servants in Europe who took part in the fight for abolition.
8. Include the stories of white abolitionists as role models in the fight against injustice and racism but do not imply that only white people were responsible for the abolition.
9. Place the topic in a context of human rights.
10. Take care of your own professional development beforehand. This is a sensitive issue.

Source: ‘Teaching about the abolition of the Atlantic slave trade: principles to adopt, pitfalls to avoid’ by Berenice Miles, Race Equality Teaching, Autumn 2006.

The full article can be downloaded via our website: www.theredcard.org/educational/teachers-area

For more information please visit the following websites:
www.understandingslavery.com
www.blackhistory4schools.com
www.realhistories.org.uk
Before you start this activity make sure your young people have had the opportunity to define racism and fully understand what racism is. The activities on page 9 of this education pack will help you with this.

Download the timeline from the Show Racism the Red Card website and display it in your classroom (it can either be displayed on the whiteboard or pinned up on the wall). Divide the young people into groups of five or six and hand out a different set of fact cards to each group (fact cards have been divided into groups of three and are coloured coded to help you distinguish between the groups). Ask the young people to read the cards as a group before deciding where to place each one on the timeline. Once the groups have discussed this, ask each group to come to the front of the classroom, summarise the information on each fact card and place it on the timeline.

Discussion Points:

• How did the young people feel about hearing the information on the cards?
• Were they surprised by how serious racism can be/has been in the past? Or how long racism has been continuing for?
• Looking back at the definition of racism, we know that racism can happen because of differences in skin colour, religion, nationality or culture. On the timeline ask the young people to find examples of where racism has happened because of each of these reasons. Get them to highlight at least one example per reason.
• Racism can take many different forms from name-calling and making fun of people through to physical attacks and murder. Ask the young people to identify examples of the different forms of racism on the timeline.

• What new information have they learned about the history of racism?
• Which events in history had they not heard of before? Why do they think they have not heard of them before now?
• Which events in history would the young people like to learn more about? Why?

USEFUL LINKS FOR EXTENSION ACTIVITIES:

The Holocaust Memorial Day Trust: www.hmd.org.uk

The Anne Frank Trust: www.annefrank.org.uk


Guidelines and resources for teaching about the transatlantic slave trade:

www.understandingslavery.com

www.blackhistory4schools.com

www.realhistories.org.uk

For more information about the transatlantic slave trade, American civil rights and Nazi Germany:

www.spartacus.schoolnet.co.uk

For information on the history of black people in the UK:

http://www.theredcard.org/education-pack

An A-Z of World History can be found here:

www.historyworld.net

Guidelines and resources for teaching about Islamophobia:

www.insted.co.uk

Guidelines for teaching about 9/11: www.tolerance.org

Guidelines for Educators on Countering Intolerance and Discrimination against Muslims published by OSCE/ODIHR: http://www.osce.org/odihr/84495

For more information on Richard Peppiatt and the Daily Star please follow the link to his letter of resignation:

http://www.theredcard.org/education-pack

Show Racism the Red Card’s Islamophobia DVD and Education Pack: www.theredcard.org/shop
### The History of Racism

#### Fact Cards

**Islamophobia of the Past:** 1095-1900
- Between 1610 and 1614 Spain’s King took away the freedom of Muslims. Spanish Muslims were often deported to North Africa, forced to be Christian and their freedoms were taken away. This happened to nearly 300,000 Muslims.
- The Islamophobia that exists today has stemmed from conflicts between Christianity and Islam during the crusades. Europeans colonised land belonging to Muslims, during which tens of thousands of Muslims were killed.

**South Africa Boer War:** 1899-1902
- It is estimated that 800,000 people were killed in the Rwandan genocide, as many as three quarters of the Tutsi population.
- In 1994, after the Hutu President of Rwanda was killed, the Hutu extremists launched their plans to destroy the entire Tutsi population.

**Beginnings of Apartheid:** 1500-1900
- Before 1610, the Dutch established the new colonies of the Orange Free State and Transvaal. The English invaded these lands after they discovered diamonds there – this sparked the second Boer War.
- After the Boer War, South Africa gained independence from England. The new government, the Afrikaner National Party, invented apartheid to gain full control over the country.

**South Africa Nelson Mandela:** 1945-2000
- Nelson Mandela, along with his business partner Oliver Tambo, was one of the main activists against Apartheid in South Africa.
- He was jailed for 27 years for his part in the opposition, during which time many people, including Mandela’s wife and Mr Tambo, campaigned for his release.
- He was later released and started talks to hold multi-racial democratic elections for the first time in South Africa. Mandela won the vast majority of the votes and became the President of South Africa in 1994.

**Current Islamophobia:** 2011-present
- In March 2009 the English Defence League (EDL) was formed in Luton. This is a group which opposes the spread of Islam in the UK and organises street protests in cities around the country.
- In September 2010 the burqa, an outer garment worn by some Muslim women, was banned in France. This means that anyone choosing to wear a burqa will be fined up to €150 and/or have to take part in citizenship education in France.
- In 2011, Anders Behring Breivik killed 77 people in Norway in order to promote his manifesto. In his manifesto he claims that Islam is the enemy, expresses support for the English Defence League and seeks to create a ‘European Al-Qaeda’.

**South Africa Apartheid:** 1948-2000
- Apartheid as an official policy was introduced after the South African General Election of 1948. New legislation categorised the population into four groups – ‘native’, ‘white’, ‘ coloured’ and ‘Asian’.
- The government segregated (separate) education, medical care, beaches and other public services. Services for black people were much worse than those for white people.
- Opposition to Apartheid started in the 1950s but many of the people who opposed it were put in prison.

**Hitler and the Nazi Party:** 1934-1945
- In September 2010 the burqa, an outer garment worn by some Muslim women, was banned in France. This means that anyone choosing to wear a burqa will be fined up to €150 and/or have to take part in citizenship education in France.
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**War broke out between the Muslim Bosniak, Serb and Croat groups in Bosnia-Hercegovina after they disagree about whether to be an independent country or remain part of the Yugoslav Socialist Federation.**
- The terrorist attacks in New York on 11th September 2001 and in London on 7th July 2005 were carried out by a Muslim-extremist group called Al-Qaeda, who opposes the West’s ideals.
- These events led to a sharp rise in Islamophobia across the West, with many blaming the whole of the Muslim population for the actions of a few extremists.
- Anti-Muslim sentiments were increased by reports from the media. A journalist for the Daily Star, Richard Peppiatt, resigned from the newspaper in 2011 after admitting to making up anti-Muslim stories for the newspaper.

**Nelson Mandela, along with his business partner Oliver Tambo, was one of the main activists against Apartheid in South Africa.**
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#### Genocide:

- **Bosnian War:** 1992-1995
- **Rwanda:** 1993-1994
- **South Africa:** 1948-2000

**Current events include:**
- The Islamophobia that exists today has stemmed from conflicts between Christianity and Islam during the crusades. Europeans colonised land belonging to Muslims, during which tens of thousands of Muslims were killed.
- Between 1610 and 1614 Spain’s King began efforts to try and rid the country of Muslims. Spanish Muslims were often deported to North Africa, forced to be Christian and their freedoms were taken away. This happened to nearly 300,000 Muslims.
- Throughout the 17th, 18th and 19th centuries many people in Europe started to develop a deep-rooted negative opinion of Islam and Muslims and thought of themselves as superior.
When did racism start?

Forms of racism have been around since the start of history. Prejudice and bad treatment of particular groups of people are widespread in British history and unfortunately, this is probably found in every society of the world today.

Ever since people started to travel to different places and meet other people, there has been conflict as people fought over power, land and money. People often believe that their culture, country and group is better than others and use this as an excuse to justify treating other people badly.

However, racism in the form that we know it today, where people are divided by the colour of their skin has not always been around. This can be traced back to the transatlantic slave trade where millions of Africans were enslaved by Western countries. At this time there were already some people who believed you could categorise human beings and that some groups were inferior to others. This idea, which of course has no scientific proof, was used by slave owners in an attempt to justify the horrific and inhumane treatment of the enslaved people.
ACTIVITY: ANNA’S STORY

Age: Secondary
Time required: 40 minutes
Resources: Anna’s story: see page 24 or download it from http://www.theredcard.org/education-pack

Delivery:

Note!

Anna’s Story is very powerful and could potentially be upsetting for some of the young people, especially if they know of anyone who was persecuted during the Holocaust or have a GRT background themselves. Make sure all young people are aware of how hard-hitting the story is and give yourself enough time to carefully set up your safe space at the beginning of delivery. Similarly, Anna’s Story requires maturity and respect from the young people; your expectations of them should also be made clear at the beginning of the activity.

Explain to the young people that they are going to hear a personal account of someone who was persecuted during the Holocaust. Arrange the young people into small groups of five or six and hand out a set of Anna’s Story cards to each group. Explain that they need to read through them and place them in what they believe is the correct order. Once each group has arranged the story, work through it as a whole class and facilitate a discussion around some of the themes.

Discussion Points:

• How do the young people feel about Anna’s experiences? What was the saddest or most shocking part of the story?
• How might they feel in Anna’s situation? Is it easy for them to imagine themselves in Anna’s situation? Why/why not?
• Did they know that Gypsies and Travellers were persecuted and killed during the Holocaust before they read Anna’s story? If not, why do they think they hadn’t heard about this before?
• Why is it important for us to know about the experiences of Gypsies and Travellers in the Holocaust?

During World War Two an estimated 500,000 Gypsies were killed in Europe by the Nazi regime. Gypsies were labelled as ‘asocial’ and ‘racially impure’ and were deported to concentration camps. Many were subjected to medical research and horrific treatment before being murdered, solely on the basis of their ethnicity, heritage and culture.

A Gypsy was defined by the Nazis as a person with at least two Gypsy great-great grandparents.

Bernard Stembach, a survivor of Auschwitz, a Nazi concentration camp, said:

‘What we put up with, you know, it’s impossible to describe. It is too awful…what we experienced and suffered at Auschwitz, that can’t be put into words.’

Discussion Points:

• How are some Gypsies and Travellers treated today? Do some Gypsies and Travellers still suffer from mistreatment and prejudice?
• Why is prejudice towards Gypsies and Travellers still so common? What more could we have learnt from events during World War Two?

Print out copies of the following newspaper excerpt or show it on a PowerPoint slide and ask the young people to try and answer these questions:

• Who/which group of people do you think the newspaper excerpt is written about?
• When do you think the newspaper excerpt was written?

Reveal to the young people that the excerpt was written by the Daily Mail newspaper in 1938 about Jewish people and Gypsies fleeing from the persecution of the Nazi regime in Germany.

• Are the young people shocked by this? Why?
• Why did the Daily Mail write about Jews and Gypsies in this way? Is it fair?
• How different is this from their guesses? Why do they think this is?
• Can they think of examples of times when words and phrases similar to these are written in newspapers these days?
• Why are some groups of people in society still written about in newspapers in this way? What are the dangers of newspapers writing like this?
• What lessons do they think we have learnt from how people were treated in the Holocaust? Could we have learnt more lessons from this?
The media is an extremely powerful tool – many young people will read this newspaper excerpt and will assume that it is about marginalised groups of people in society today; a lot of the words, phrases and sentiments will be familiar to them as ways in which certain groups of people today are spoken about. They are often shocked to learn that it was written about those fleeing persecution in 1938. This is therefore a useful reminder of that those in the most horrendous of situations are often treated with the most disdain and that, if we are not careful, situations of the past can become situations in the present. We must learn from past events to ensure that people never have to experience similar events in the future.

Facilitate a discussion around how we can ensure situations in which people are persecuted because of their skin colour, nationality, religion or culture are not able to happen in the future. Ensure that the young people finish the activity with ideas for positive action against racism.

Tip! For more information about, and activities to challenge, the persecution of Gypsies and Travellers please see Show Racism the Red Card’s Out of Site Education Pack: www.theredcard.org/educational/teachers-area/home

Tip! For an activity exploring how hate can escalate and what we can do to stop the escalation, please see the ‘Escalation of Hate’ activity on page 32 of this education pack.

‘I swore never to be silent whenever human beings endure suffering and humiliation. We must always take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented.’

Elie Wiesel, Holocaust survivor

ANNA’S STORY

Anna was born in Frankfurt, Germany. She spent her early childhood travelling with her parents and five siblings as part of a Gypsy theatre group.

In 1938 Anna and her family were forced to settle in Leipzig, Germany. They were stopped from travelling and attending school.

Four years later they were told that they would be resettled in Poland and were taken to a concentration camp called Auschwitz. They had never heard of Auschwitz before – Anna was excited about the train journey.

At Auschwitz there was space for 500 people. 1000 people were taken there. Anna and her family had their clothes taken away from them and they were showered and shaved. The conditions at Auschwitz were horrendous.

At Auschwitz Anna was sterilised when she turned sixteen. This means that Anna can never have children.

After two years at Auschwitz Anna was taken to work at an ammunition factory. She was alone. All of her relatives, including her mother, father and five siblings, had died at Auschwitz.

At the factory there were very harsh punishments for not doing enough work – people were often sent back to Auschwitz and straight into the gas chamber.

Anna was told that she hadn’t worked hard enough at the factory and would be sent back to Auschwitz. At the last minute she swapped places with another girl, who wanted to be with her relatives at Auschwitz. Anna was sent to another concentration camp, Bergen Belsen, instead.

Bergen Belsen was worse than Auschwitz. Anna got sick with pleurisy and pneumonia. She was not taken to hospital.

At the end of the war, when the British came and liberated the camp, she was taken to hospital where she stayed for eight months.

After this Anna returned to Bergen Belsen and lived in the liberated camp for two more years because she didn’t have anywhere else to go or any family members left.
SECTION FOUR: EXPERIENCES OF RACISM

Learning Outcomes

By the end of this section young people will have:

- Considered the consequences of online abuse and ways to make a stand against it
- Considered the long-lasting and damaging effects of racism and developed empathy with the targets of racism
- Understood the relationship between racism and human rights and how important the Universal Declaration of Human Rights is in creating a fair and just world
- Understood what institutional racism is and considered how organisations and individuals can prevent it from happening

Segment 01.13 – 10.58 of the DVD will help you to deliver the activities in this section.

EXPERIENCES OF RACISM IN FOOTBALL

Footballers share their experiences of racism on and off the football pitch...

'It was warming up at the sidelines; that was daunting...to hear all of this racial abuse, I turned round, expecting it to be the away supporters and found out it was my own supporters. It was really hurtful.'

Paul Canoville, ex-professional footballer

'We were all astonished to be honest with you. It was unbelievable, especially in a game as high profile as that. I think that no one expected it...it was quite embarrassing and I was offended by it.'

Shaun Wright-Phillips speaking about the racist abuse he received whilst playing for England in Spain in 2004

'Once I nearly walked off the pitch but...with the help of the referee and my colleagues...we finished the match. But it was quite hard to put up with it. People often don't realise what you might be feeling; it's tough.'

Samuel Eto'o, Cameroonian footballer

'There were a number of times where I would be chased through the streets of Fenham. They never caught me but I wouldn't like to think what they would have done if they had.'

Shola Ameobi, footballer

'It was always playing football...on the park and you'd win, someone would call you something. Obviously when you're young you react in a different way...I've had a few fights when I was younger. I think I was a bit young and naive. I think the kids these days are a lot more mature and I think they'd try and avoid a fight and go and speak to someone.'

Leon Best, Irish footballer

Discussion Points:

- What surprised the young people about some of the experiences the footballers have had?
- How did some of the players react to the racist abuse they received? Did they regret their actions?
- How would hearing such abuse affect a player during the game?
- How do they think they would react in that situation? How would they feel if they heard racist abuse either on the pitch or in the stands?
- Why do they think some fans abuse football players?
- Do they think fans who shout racist abuse would say those things directly to players? Consider cyber bullying; is it easier to abuse someone who you can’t see? Do cyber bullies feel protected by this sense of anonymity? What can be done to challenge this?
- How do we educate people on the terraces to make them think of the people on the field as human beings that have feelings?
- What responsibilities do football managers and authorities like the FA and PFA have towards their players?
To Sum It Up!

As with society at large, racism exists within the world of sport. Often what we see happening in high profile sports is a reflection of attitudes and behaviours in society. It is extremely important that every effort is made to make all sports and activities fully inclusive and safe for all people regardless of skin colour, religion, nationality and culture, and to consistently challenge racism wherever and however it occurs. Role models and people in the public eye should take their responsibility seriously and take opportunities to send out positive messages of inclusion and equality. Authorities, governing bodies, teachers and coaches should also capacitate themselves to be able to effectively tackle any racism they see or hear.

ACTIVITY: CRUMPLED PAPER

Age: Primary
Time required: 10 minutes
Resources: pieces of paper
Delivery:

Hand out a blank sheet of A4 paper to each young person. Advise them that the activity is confidential and that if anybody doesn’t feel comfortable then they do not have to take part. Ask them to make a list of all of the nasty names they have ever been called and then ask them to try and make a list of the emotions that best describe how they felt at the time of the name calling. Ask the young people to screw the paper up into a tight ball and then place it on the desk in front of them until later in the session.

Close to the end of the session, ask the young people to try and unscrew their paper ball and smooth out the creases as much as they can.

Discussion points:

• Does the paper look different now? Can we ever get the creases out? Can the piece of paper ever be returned to its original state?
• Did anybody forget about the paper ball being there? Was anybody pre-occupied thinking about the purpose of it?

Discuss that this piece of paper is symbolic of the effects that racism and name calling can have on a person; the memories can stay with us for a long time and in some cases never go away.

Can we ever get rid of those words on the page once they have been written? Can we ever get back to a point where it was as if it never happened?

Ask if they have heard of the phrase ‘sticks and stones may break my bones but names will never hurt me’ Ask for a show of hands of who thinks this is true.

Discuss how racism can take many different forms and explain to the young people that we can all be hurt physically and emotionally. Calling someone a name today may still be affecting that person in years to come so it is essential that we treat people the way we would like to be treated.

To Sum It Up!

As with society at large, racism exists within the world of sport. Often what we see happening in high profile sports is a reflection of attitudes and behaviours in society. It is extremely important that every effort is made to make all sports and activities fully inclusive and safe for all people regardless of skin colour, religion, nationality and culture, and to consistently challenge racism wherever and however it occurs. Role models and people in the public eye should take their responsibility seriously and take opportunities to send out positive messages of inclusion and equality. Authorities, governing bodies, teachers and coaches should also capacitate themselves to be able to effectively tackle any racism they see or hear.

What should you do if you hear someone being racist at a football match?

If someone hears racism at a football match, they should take the number of the person’s seat and inform a steward or police officer of their behaviour. Racist chanting, or shouting racist abuse, at football grounds is illegal and holds very serious consequences for the perpetrators, such as being banned from future games or having their season tickets taken away from them. Depending on the severity of the offence and the amount of evidence, there could also be criminal action taken – arrests, fines or even imprisonment.

Tip! Make sure that you end this activity by discussing the positive action the young people can take to overcome bullying and name calling. It is very important not to leave the impression that you can never recover from name calling or racism or that you should have lots of guilt about times in the past when you have called someone names. The focus of the discussion should be about raising awareness that words can be very hurtful and that we should always be mindful of the language we choose. Even if we are really angry and frustrated it is never ok to call names or abuse people.

Note!

Remember your safe space!

What should you do if you hear someone being racist at a football match?

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**ACTIVITY: WHAT’S IN A TWEET?**

**Age:** Primary & Secondary  
**Time required:** 40 - 50 minutes  
**Resources:** Copies of the profiles downloadable from http://www.theredcard.org/education-pack, writing paper  
**Delivery:**  
Before delivering this activity, it is important for you to familiarise yourself with the following information about cyber bullying and the use of Twitter. If necessary, please share this information with the young people as an introduction to the activity.

**Note!**

Bullying can be a very sensitive issue for many young people to discuss – it is vital that young people feel able to share their opinions and experiences of bullying openly and honestly without fear of being judged or laughed at. It is also important to remind the young people that they should only share real life examples of racism if the names of people involved are not disclosed, especially if the people are in the class or school, as this could be upsetting or embarrassing for them. Please see page 5 of this education pack for advice on how to create a safe space in your classroom.

**WHAT IS CYBER BULLYING?**

Childline defines Cyber bullying as:  
‘when a person or a group of people uses the internet, mobile phones, online games or any other kind of digital technology to threaten, tease, upset or humiliate someone else.’

**Note!**  
Cyber bullying only refers to online behaviour between children and young people. Online abuse from adults is called cyber-harassment or cyber stalking and is a criminal offence.

While there is not a specific criminal offence called cyber bullying, activities defined as cyber bullying can be criminal offences under a range of different laws including:

- The Defamation Act
- The Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Section 127 of the Communications Act 2003
- Public Order Act 1986

Adapted from: www.nasuwt.org.uk

Cyber bullying is an extremely important issue for young people and there are many specialist anti-bullying organisations that deal effectively with cyber bullying in greater depth than this education pack. www.bullying.co.uk is a very useful website for advice and guidance in dealing with cyber bullying.

**WHAT IS TWITTER?**

Twitter is a service for people to communicate and stay connected through the exchange of quick, frequent messages. People write short updates (tweets) of up to 140 characters. They are very similar to text messages but can also include pictures, videos and web links. The tweets you write are posted to your profile, sent to your followers and are searchable on Twitter search.

You can choose to follow other Twitter users – friends, celebrities or anyone who you find interesting. This means you subscribe to their Twitter updates. When you follow someone, every time they post a new message it will appear on your Twitter homepage.

Likewise when people choose to follow you, they can read your tweets. If your tweets are public, anyone who runs a search for a keyword in your tweet may be able to see that message. Your tweets are public by default although you can choose to ‘protect your tweets’, meaning only followers who you have approved can see them.

You can communicate directly with other users by adding the ‘@’ symbol before their user name, for example, @SRtRC_England.

Text adapted from https://support.twitter.com. Please visit this site for more information.

Newcastle United footballer Sammy Ameobi, Sunderland winger James McClean and comedian Ava Vidal have all suffered from racist abuse on Twitter. Download fact files about these people from the Show Racism the Red Card website: http://www.theredcard.org/education-pack
Divide the young people into groups of five or six and hand out one of the fact files to each of the groups. Ask them to read through the fact file and consider the following points for discussion.

**Discussion Points:**

- How did the young people feel about their person’s experience? Were they surprised or shocked about the abuse the targets received?
- How did the targets feel receiving the abuse? What was their reaction?
- Do the young people think that people should speak out against the abuse they receive?
- Did the targets report the abuse? If not, why not? If so, what happened after they had reported it?
- Why do they think people send abuse like this via social networking sites? What are the dangers of sending abuse over Twitter?
- What is freedom of speech? Where do we draw the line between allowing freedom of speech and preventing hate speech?
- Are we entitled to have our own opinions, even if having them could harm others? Should we consider other people when we are expressing our opinions?
- Do the young people think that people should speak out against the abuse they receive?

Ask the young people to feed back their thoughts and opinions on their person’s experiences to the rest of the class.

Currently there are just two ‘Twitter Rules’ that may help keep users safe:

**Privacy:** You may not publish or post other people’s private and confidential information such as credit card numbers, street address or social security/national identity numbers without their express authorisation and permission.

**Violence and Threats:** You may not publish or post direct, specific threats of violence against others.

Share this information with the young people and ask them to consider the following points:

- Are these rules adequate to deal with the abuse being received over Twitter?
- Do we need more Twitter rules and/or new laws to protect people from online abuse?
- What can we all do to protect ourselves from receiving or sending online abuse?

Ask the young people to write a letter to the creator of Twitter, Jack Dorsey, as a way of campaigning for more rules to protect people from online abuse. In the letter, they could include the following:

- Why it is important that people are protected from abuse.
- The impact sending abuse can have on its targets as well as its perpetrator.
- Suggestions for new Twitter rules.
- Why these should be implemented and how they would improve Twitter.

Tip! Twitter raises important issues about privacy, free speech, censorship and individual rights and responsibilities. For information about the legal risks of using Twitter please read the article ‘Twitter and the Law’ by Luke Scanlon available here: [http://www.theredcard.org/education-pack](http://www.theredcard.org/education-pack)

Tip! One of the fact files talks about how James McClean suffered from sectarian abuse on Twitter. For more information on sectarianism please see our anti-sectarianism DVD ‘Rivals not Enemies’ available to purchase from our online shop: [www.theredcard.org/shop](http://www.theredcard.org/shop)

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**HUMAN RIGHTS AND RACISM**

**What are Human Rights?**

Human Rights are essential to living life as a human being; they are basic standards without which people cannot survive and develop in dignity. They are considered to be the foundation for freedom, justice and peace.

The Universal Declaration of Human Rights (UDHR), which contains 30 articles, was drawn up in 1948 to ensure that we can all have dignity and that all human beings are able to fully develop and have a sense of worth and value.

Leaders of the United Nations got together to devise the UDHR and, to date, 144 countries have signed up. The UDHR is NOT legally binding but a large number of laws and legal documents are based on it. Many countries have cited it in their basic laws and constitutions.

As human beings we are entitled to request these rights, but we also need to respect other people’s rights to them and be responsible for them.

**Tip!** Posters of the Universal Declaration of Human Rights for both primary and secondary school young people are free to download from the Amnesty International website: [www.amnesty.org.uk](http://www.amnesty.org.uk)

**HUMAN RIGHTS ARE:**

- **Inalienable:** you can’t lose these rights any more than you can stop being human.
- **Indivisible:** you can’t lose one of these rights in favour of another ‘more important’ right.
- **Interdependent:** each of these human rights is complementary to the next, for example the right to participate in government is directly affected by the right to get an education, the right to free speech and the right to the necessities of a decent life.

Discrimination against minority groups of grounds of age, sex or ethnicity for example, is recognised and forbidden under international human rights treaties. The following activity allows the groups to consider the relationship between racism and human rights, and will illustrate the pivotal role that the Universal Declaration of Human Rights plays in the creation and sustainability of a fair and just world.
ACTIVITY: THESE RIGHTS ARE YOUR RIGHTS

Activities adapted from resources developed by Amnesty International

Age: Secondary

Time required: 25 minutes

Resources: copies of the UDHR available here http://www.theredcard.org/education-pack

Delivery:
Ask the young people to look through newspapers, magazines and articles on the internet to find stories that deal with issues of skin colour, nationality, religion or culture, and Human Rights, either in the UK or abroad.

Hand out or display a copy of the UNDR.

Ask them to decide if the story that they have found illustrates:

a) a right being denied
b) a right being demanded
c) a right being enjoyed or exercised

Or… is the way the story is reported an abuse of human rights in itself?

Can the young people relate their stories to relevant articles in the UDHR? Which articles in the UDHR protect human beings from prejudice and unfair treatment based on skin colour, nationality, religion and culture?

Discuss the following examples of bad treatment and ask the young people to think about which ones demonstrate a right being denied, demanded, or enjoyed or exercised.

Police stop and search just the black men coming out of a night club

A 16 year old commits suicide because she has been taunted and bullied at school for being a Romany Gypsy

A Muslim girl from Kosovo seeks asylum in the UK after it becomes too dangerous for her to live in her home country because of war

A school organises a week-long programme of activities to raise awareness of, and celebrate, Black History Month

In 1985 the Immorality Act of 1950, which banned sexual relationships between white people and non-white people in South Africa, was repealed

A Pakistani man is overlooked for a promotion at his workplace because of his nationality

Legislation is passed in 1976 (the Race Relations Act) to recognise and protect Irish Travellers as an ethnic minority group

Refugee Week was first held in 1998 in response to the increasingly negative headlines and stories about Refugees and Asylum Seekers in the UK press

Two women from Poland are paid lower than the minimum wage, and their colleagues, to work as waitresses at a local restaurant

In 2000 the President of Zimbabwe, Robert Mugabe, was accused of racism when he began to seize the land of white farmers to redistribute it to black people

To Sum It Up!

Perpetuating racism or racist hate crime is directly in opposition to numerous articles of the UDHR. Subjecting someone to abuse, discrimination, scapegoating, prejudice or violence is fundamentally taking away their safety, freedom and equality of opportunity. It is dehumanising and impacts on the targets in a number of damaging ways.

The principles set out in the UDHR should be embedded throughout all of our thinking and behaviour towards ourselves and others. We should all remind ourselves that if we are to expect certain conditions and opportunities then we must all be responsible for ensuring we are allowing all other human beings to enjoy the same.

Tip! For lots of lesson plan ideas and activities on the importance of human rights and how these relate to minority groups such as Asylum Seekers, Refugees and Gypsy, Roma and Travellers, please visit the Amnesty International website: www.amnesty.org.uk
On the Show Racism the Red Card Anti-Racism DVD John Barnes speaks about the possibility of an applicant being turned down for a job despite being a better candidate, merely because of the applicant’s skin colour or ethnicity. This type of racism is subtle and hard to prove and sometimes the person perpetrating the racism may not even be aware that they are doing it. John Barnes is describing institutional racism.

According to the MacPherson Report (1999) Institutional Racism is:

‘…the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people. It persists because of the failure of the organisation openly and adequately to recognise and address its existence and causes by policy, example and leadership.’

Example:

In 2004 Radio 5 Live conducted a study, sending the CVs of six applicants to 50 organisations advertising vacancies; one male and one female from each of three groups: White European, Asian Muslim and Black African. All of the fictitious applicants were the same standard in terms of qualifications and experience but were written and presented differently to increase their authenticity to recruiters. While 23 per cent of the white candidates’ applications were invited for interview, 13 per cent of the Black African applicants were successful and only 9 per cent of the Asian Muslim applicants.

Discussion Points:

- What do the young people think the reasons are for the difference in success of the applicants?
- Do they think that the organisations were always aware that they were discriminating against the Black African and Asian Muslim candidates?
- How would it feel to consistently be turned down for interviews and feel that it was something to do with your skin colour or religion but not be able to prove it?
- Does it matter if they were doing it consciously or unconsciously?
- What can organisations or individuals do to try to prevent institutional racism?

THE STORY OF ANTHONY WALKER

On 29th July 2005 Anthony Walker and his cousin Marcus Binns, were at a bus stop with Anthony’s girlfriend, Louise Thompson, when they were subjected to racist abuse.

The trio left the bus stop in Huyton, Merseyside and started to walk to another bus stop away from the man racially abusing them. They started to go through nearby McGoldrick Park when they were attacked by the person who had been abusing them and another man. Marcus and Louise escaped and ran to get help but Anthony did not. The attackers killed Anthony with an ice axe.

The men who did this were caught and charged with his murder. Michael Barton and Paul Taylor were sentenced to a minimum of 17 years and 8 months and 23 years and 8 months respectively. On sentencing the pair Mr Justice Leveson said...
that the men had perpetrated ‘a racist attack of a type poisonous to any civilised society’.

Anthony Walker’s family have since established The Anthony Walker Foundation which aims to raise funds for projects promoting racial harmony, integration and improve understanding. The Foundation organises a number of annual events including a gala dinner and an Anthony Walker Foundation Festival, which aims to bring together people from different backgrounds and take part in sport, art or education activities that encourage appreciation for people’s differences. The Crown Prosecution Service have established an ‘Anthony Walker Law Scholarship Scheme’ which annually offers a place to a trainee solicitor of black or other ethnic minority background with the Merseyside CPS. Anthony hoped to study law and work in the legal profession. He was 18 years old when he was killed.

- In an interview in 2005, Gee Walker said this about her son Anthony:

‘Anthony was going places, I’m sure. He was serious and he knew exactly what he wanted to be. He was his own person. He knew he wanted to be a lawyer and I don’t think anything was going to stop him from doing that. He would watch a television programme and say ‘If I have to leave England and go to America, I will do that and become a lawyer.’

He wanted to be a judge, as well, because he had seen the black judges in America and he said ‘I’ll be one’. He loved basketball. If you come into my house, you’ll see that most of the pictures are in frames but with no glass in them, because he would bounce the ball in the house. He knew he shouldn’t, but he would bounce that ball!

He loved coming to church. He was a Godly person; he was very serious about that. He had a passion for basketball and seriousness about the things of God.

He had trials for Liverpool basketball and also for England, but because it was on a Sunday, there was a conflict between church and basketball. I remember one day, he was really hyped because he had the England trial, but then he realised it was on a Sunday and he didn’t want to go. He said ‘I can’t because I have to go to church, they really need me there.’

- Gee and Dominique were asked if they hated Anthony’s killers after they were sentenced:

Gee: ‘Why live a life sentence? Hate killed my son, so why should I be a victim too? Unforgiveness makes you a victim and why should I be a victim? Anthony spent his life forgiving. His life stood for peace, love and forgiveness and I brought them up that way. I have to practice what I preach. I don’t feel any bitterness towards them really, truly, all I feel is… I feel sad for the family.’

Dominique: ‘I did say I forgive and I do still stand by that because you have to. That’s one of the things I was raised on and what my mum taught me. I feel sorry for them because they didn’t know what they were doing; they don’t understand the magnitude of what they’ve done.’

- Gee Walker said the family was still struggling to cope with Anthony’s death:

‘Everyday we wonder; where is our lad? Everyday we still wait. We call his name; we hear a ball bounce and we are all looking and waiting.’

- Mrs Walker said her other son Daniel had been particularly affected by Anthony’s death

‘I just feel sad for him, every night climbing into the top bunk and his brother’s not there. He is just a shadow of himself. When you say, ‘how do you feel son?’ He just says, ‘lost’. I don’t know what hell feels like but I’m sure I’m sitting in hell right now. Everyday you have to relive the pain and I just hope to God no other mother has to sit where I am sitting’.

If you are concentrating on combating racism towards GRT groups, the story of Johnny Delaney, a 15 year old boy who was murdered because he was an Irish Traveller, is very powerful and will strongly convey how destructive racism is for many groups in society. An activity based on Johnny’s story is available online in our Out of Site Education Pack (pages 17-20):

www.theredcard.org/educational/teachers-area/home
Learning Outcomes

By the end of this section young people will have:

• Gained a clear understanding of how hate and prejudice escalates and the skills to be able to recognise their role in its prevention.
• Explored practical solutions for dealing with racism.
• Considered their role in the fight against racism and been encouraged to think of positive actions that they can implement in their schools and wider communities.

DEALING WITH RACISM

Segments 15.05 – 16.00 and 16.00 – 18.47 of the DVD will help you to deliver the activities in this section.

KEY QUOTES

‘You don’t want to do something that you’ll regret even though you’re going to want to but…you’ve just got to talk to the right people and they’ll help you to try and get through it.’

Nathan Delfouneso, professional footballer

‘If you can try and talk to someone, get a full understanding of what it [racism] means and what it does to people and how it hurts people. I think if you know that, racism is not something you want to be part of.’

Sebastian Larsson

ACTIVITY: ESCALATION OF HATE

Age: Secondary

Time required: 30 minutes

Resources: blank paper, the pyramid of hate image

Delivery:

This activity examines how hate and prejudice escalates. It visually demonstrates the relationship between the different forms of racism and clearly illustrates that our behaviour does have consequences, no matter how ‘harmless’ it may seem.

Hand out one sheet of blank paper to each young person and tell them to tear it in half. On one piece ask them to write down a racist incident that they have experienced or heard about first hand, perhaps at school or online (it could be something like incorrect use of terminology or a joke). On the other piece ask them to write down another racist incident that they have heard about but not necessarily been involved in, perhaps something they have heard on the news or learnt about from watching our Show Racism the Red Card Anti-Racism DVD (for example, Jewish people being persecuted and murdered during the Holocaust).

Illustrate that there is a scale across the classroom, one side represents the least serious and the other side represents the most severe. Encourage all young people to come up and place their two examples where they think they fit on the scale. Young people can move examples up or down the scale if they disagree with their current position.

Share with the group the different examples of racism, then physically move away all of the less serious incidents (jokes, stereotypes, rumours, name calling) and pose the question:

• If there was no stereotyping, prejudice, scapegoating, name calling, acceptance of jokes etc. would the extremely serious incidents (physical assaults, deaths etc) ever be possible?

The answer is of course no. The racist behaviour that may be considered ‘low level’ paves the way for more serious acts. By not challenging this type of behaviour we are creating a society where the violent attacks or discrimination is possible. The only way we can prevent further deaths, hate crime and persecution is by stopping the prejudice, name calling, stereotyping, isolation, racist jokes and apathy.

SECTION FIVE:
DEALING WITH AND CAMPAIGNING AGAINST RACISM

Nathan Delfouneso

Sebastian Larsson
Pyramid of Hate

Genocide

Physical Attacks

 Discrimination

Acts of Prejudice

Name calling, Social exclusion, Telling belittling jokes

Prejudicial Attitudes

Accepting stereotypes, Not challenging belittling jokes, Scapegoating

Show the Pyramid of Hate and discuss this idea.

Discussion Points:

• What factors cause hate to escalate?
• Is the escalation clear?
• Can anyone recognise their own behaviour anywhere on the pyramid?
• Could any of the sections of the pyramid happen in isolation?
• How can an individual stop the escalation? How can communities stop the escalation?
• Looking at the pyramid, where are the points that the young people could effectively challenge some of the behaviours, what action would they take?

It is extremely important to recognise that holding racist views is a burden on the perpetrator; there are no positives about behaving in a racist way or having racist attitudes. In fact hatred, anger, misinformation and prejudice hold a person back and prevent them from fulfilling their true potential.

Further Discussion Points:

• Are there any positives about the existence of racism?
• What is the cost to the individual who doesn’t act to challenge hate? What is the cost to the targets of hate? What is the result for society?
• Are there lessons we can learn from history? The Holocaust and other past genocides were only possible after all of the other stages had been established.
• What can be done to help people realise that their actions can have serious consequences?

The Escalation of Hate Activity can be run in a number of different ways depending on the age and ability of your young people:
Escalation of Hate 2: If you have older students or would like to explore a greater understanding of the different processes of prejudice, discrimination, hate crimes, scapegoating and stereotyping, and you feel it would be helpful to have a concrete example of how racism can develop then you can try this activity in a slightly different way. Download supporting materials and facilitator notes for Escalation of Hate 2 here: http://www.theredcard.org/education-pack

Escalation of Hate 3: The Ladder of Racism: If you have younger pupils of a primary school age, you might like to run the activity using a ‘ladder of racism’ rather than the Pyramid of Hate, explaining the escalation of hate using simpler terms such as speech, avoidance, discrimination, physical attack and extermination. For full delivery notes and resources for Escalation of Hate 3 please visit: http://www.theredcard.org/education-pack

To Sum It Up!

Even if there is no obvious or immediate victim, none of our words, actions or behaviours are without consequence. We each have an individual or collective responsibility to ensure that we are not contributing to an environment where racism and other forms of prejudice are allowed to flourish and to try and effectively challenge it when we see, hear or feel it. We will all feel disgusted and outraged by the act of genocide – the ultimate expression of prejudice, and we may feel like we would never consider physically hurting someone or attacking them for their skin colour, religion, nationality or culture, but by accepting stereotypes and telling racist jokes, we are actually providing support for those few who do.

ACTIVITY: EXPERIENCES OF RACISM – EXPLORING RACISM THROUGH DRAMA

Age: Primary & Secondary

Time required: 30 minutes – 1 hour

Resources: space for drama work, real life scenarios, costumes and props if available

Delivery:

The following examples of racism can be used as starting points for drama work, tableaux or, if the young people are willing, role plays.

Whilst young people should be allowed to express themselves freely during any drama work, it is important to try and encourage them that the aim of the activity is to explore practical ways to deal with racism, rather than focusing on the conflict.

It can be very effective to utilise basic forum theatre techniques, where audience members are invited to stop the action and either advise and direct characters of ways to resolve the oppression, or to actually take on the role of one of the characters to steer it towards a positive resolution.

Ensure young people are kept safe during this activity, and make it clear that pupils are acting and playing the part of the characters. It can be useful to provide props or costumes to illustrate this. Allow pupils to use racist or abusive language whilst in role, but clearly state that it is inappropriate in any other context.

Always provide opportunities for young people to discuss and reflect on the experience as themselves, to make it clear that they have come out of role.
Some hints and tips!

• A ‘tableau’ (sometimes called a ‘freeze frame’) is a still image where the participants invent postures and body shapes and position themselves in relation to each other. They show a ‘photograph’ where there is no movement or dialogue. Students can create two or three tableaux that begin to tell a story. This could be a useful stepping stone towards creating short scenes, or bringing the tableaux ‘to life’.

• A ‘role play’ is where participants put themselves in someone else’s shoes in order to try and understand the emotions associated with a particular issue or situation. Role play usually consists of short improvised scenes.

• Try a technique called ‘thought tracking’ where, with a tap on the shoulder, the actors say a word or sentence to describe how they are feeling, or they can be questioned in role.

• If students are confident enough, you could try a technique called ‘hot seating’, where a character is questioned by the other members about his or her background, behaviour, motivation and feelings. This would work well with perpetrators, targets and bystanders.

Scenarios

Some of these are examples of racism experienced by people featured on the SRtRC DVD. Timings of when these people speak on the DVD are shown in brackets at the end of the scenario.

‘I started at the local primary school a couple of days after arriving in England. A lot of the children in my class were really friendly to me but some of them made fun of me because I couldn’t speak English very well and had a strong Italian accent. I started taking extra lessons to help me learn English but this led to more name-calling and jokes. I feel really alone, like I don’t fit in here – I want to go back home.’ (6.52–7.05)

‘I was once sent some instant messages telling me to go back to my own country. It really hurt me – people just think it’s a bit of fun; a bit of a laugh but it can really hurt people. It damaged my confidence.’

‘People always avoid me. They think that just because I am a Muslim, I’ve got a bomb or I’m going to harm them in some way. When I get onto public transport I can see people looking at me worried; sometimes they move away from me and stand up rather than sit next to me.’

‘Well me and my mum were just walking and these two boys stopped on a bicycle and they called my headscarf a teacloth and that was just really stupid and arrogant…they didn’t know what it was so they just went ‘why are you wearing a teacloth?’ (8.21–8.43)

‘Some people would come up to me and would make fun of me and say that I have big lips…whenever someone said that to me I would always lose my confidence and I would feel, like, scared to go out because I would be scared that people would make fun of me.’ (8.03–8.20)

‘I’m not really intimidated by them but…just to take the safer option and go home safe I just mostly walk away from them and put my hood up and look down. Most of the time when I go out I don’t really feel safe unless I’m with my brother’.

‘When I was going to the shop someone came and said ‘Oh you Gypsy Traveller, what are you doing in my street?’…he chased me with a hockey stick and said, ‘Gypsy, Gypsy, Gypsy.’ (9.09–9.26)

‘There’s a lady in my street and she hates Travellers full stop. And when my daughter knocked on the lady’s door…she came out shouting ‘Gypsy tramps’ and all this and that to my ten-year-old daughter…I don’t think that it was very fair because that would take my daughter’s self-esteem away.’ (9.27–9.57)

Discussion Points:

Ask the young people to consider the different people involved in the different examples of racism, i.e. target, perpetrator, teachers/adults, bystanders, onlookers etc.

• What role does each of them play in the escalation/resolution of the conflict?
• How did it feel playing the target of racism?
• What are some of the ways racist abuse can affect people?
• How did it feel playing the perpetrator of racist abuse?
• What were the main issues raised during the drama work?
• Were there any actions or behaviour that escalated the conflict? Encourage the young people to consider both subtle and overt ways in which this could have happened.

Ask the young people to list some of the most effective ways to deal with racism.

• What did they learn from exploring these scenarios through drama?

Are ‘Pikey’ and ‘Gyppo’ racist words?

Gyppo and Pikey are extremely racist and offensive towards anybody from any of the Traveller groups as both of them have a history of being used to hurt and offend people. These words should never be used, even if it is towards someone who is not a Gypsy or Traveller.
Here are some words of wisdom from the role models and young people to whom we spoke for anyone dealing with, witnessing or perpetrating racism…

Never lose confidence in yourself. The most important thing is that you always keep your head high and keep your confidence high.

Florent Malouda, Chelsea and French International

Sometimes if it’s an older peer or brother or another family member, it maybe harder to challenge them but I think you always have a right to put over your view or ask them why they actually feel like that. Sometimes I think that they’re just insecure or threatened… or don’t really have a wide view of how to respect other people.

Faye White, Arsenal Ladies

Sometimes your family – your parents – they might have outdated views and it’s important for you, as a young adults, to look at those views and really decide what you think is right and how you want to live your life and the things you believe.

Jason Roberts, Reading

I think they definitely do need to realise that it isn’t a laugh, it’s a serious thing – even if you think it’s just a bit of name-calling, that really hurts people.

Danny Simpson, Newcastle United

Anything that you say that makes other people feel unhappy or sad is generally not a nice thing and you should have a little think about it before you do it and I’m sure you know deep down that it probably wasn’t the right thing to do. We all make mistakes…but I think if you think back to what you’ve done you’ll realise it’s the wrong thing then you can put things right.

Rachel Yankey, Arsenal Ladies and England International

I can’t probably think of anything worse than a child getting bullied, whether that be at school or at their football team, so the quicker they report it, whether that be to a friend, parent or their coach, then the quicker it can get stamped out.

Jenny Beattie, Arsenal Ladies and Scottish International

It’s something that I had when I was growing up and something that obviously isn’t very nice and that I wouldn’t wish upon anyone. I went about it the wrong way and instead of sharing it, obviously making it a lot easier, I didn’t. If I could go back in time I would have done things differently – I would have told the teachers or my mum and dad.

Ryan Giggs, Manchester United

As much as it might be a burden to you… I think that it’s almost what you need to do if something like that happens to you; you need to report it to someone and make it an issue.

Jason Roberts, Reading

Especially for younger kids I think it can damage you going forward - your confidence levels growing up – so I think the most important thing is to speak to someone as soon as it starts happening. Be the bigger person, realise you’re in the right and hopefully whoever you speak to will help you put a stop to it.

James Milner, Manchester City
Without any previous training, advice or support, many teachers and educators may find it difficult to challenge racism effectively. The following guidelines have been included in this education pack to help you begin to think about challenging any racism or discriminatory behaviour amongst your young people:

1. Challenge the discriminatory attitudes or behaviour, rather than the person
Ignoring issues such as this won’t make them go away, and silence sends the message that you are in agreement with such attitudes and behaviours. Make it clear that you will not tolerate racist language or any actions that demean any person or group.

2. Expect tension and conflict and learn to manage it
Sensitive and deep-rooted issues are unlikely to change without some struggle and, in some situations, conflict is unavoidable. Tension and conflict, if harnessed correctly, can be positive forces that foster growth.

3. Be aware of your own attitudes, stereotypes and expectations
Be open to the limitations your own attitudes and expectations can place on your perspective. Be honest about your own prejudices and biases. It is important not to get defensive when discriminatory attitudes or behaviours are brought to your attention.

4. Actively listen to and learn from others’ experiences
Don’t minimise, trivialise or deny other people’s concerns and feelings.

5. Use language and behaviour that is non-biased and inclusive
Demonstrating inclusivity is important when educating young people. The words we choose to use, even in a light-hearted manner, give loud messages to what we feel is acceptable or otherwise.

6. Provide accurate information to challenge stereotypes and biases
Take responsibility for educating yourself about issues surrounding racism. Don’t expect targets of racism to be knowledgeable about the subject or to educate you about their experiences. You will then be able to confront prejudice with more confidence and with the view of re-educating others.

7. Acknowledge diversity and avoid stereotypical thinking
Don’t ignore or pretend not to see our rich differences. Acknowledging obvious differences is not a problem, but placing negative value judgements on those differences is! Stereotypes about those differences are hurtful because they generalise, limit and deny people’s full potential.

8. Be aware of your own hesitancies
Acknowledge that it is not always easy to intervene, but if you can confront your own fears it will become easier.

9. Project a feeling of understanding, respect and support
When confronting individuals, firmly address the behaviour or attitude whilst supporting the dignity of that person.

10. Establish standards of responsibility and behaviour working collectively with others
Hold yourself and others accountable. Demonstrate your personal and organisational commitment in practice, both formally and informally. Maintain high expectations of all people and be a role model.

Is ‘black on white’ racism dealt with as seriously as ‘white on black’ racism?
White young people sometimes feel as if nothing would be done if they experienced racism from a person with a different skin colour and that it would be thought of as less serious than if they had been racist to a black or Asian person. It is important to empathise with these young people and to try and understand where these feelings have come from, but it is essential that they realise that racism happens to people of all skin colours and each case, regardless of who is the target and who is the perpetrator, should be treated with equal seriousness. There are no separate laws depending on who has carried out the racism, if any of the young people have reported racism and it wasn’t dealt with then they should be encouraged to report it again and insist something is done.

GUIDELINES WHEN CHALLENGING RACISM

Adapted from Patti DeRosa for Cross-Cultural Consultation

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Is racism illegal?

Yes! In UK law it is illegal for someone to be treated differently or to suffer harassment because they have a different skin colour, nationality or religion (Single Equality Act 2010). It is illegal to commit an offence which incites racial or religious hatred (Racial and Religious Hatred Act 2006) and if someone commits a crime which is racially motivated, it is considered a racially aggravated offence (Crime and Disorder Act 1998) which increases the seriousness of the offence and results in a heavier sentence.
DEALING WITH AND CAMPAIGNING AGAINST RACISM

WHAT IS A RACIST INCIDENT?

After the inquiry into the police investigation of the murder of Stephen Lawrence in 1992, many changes to the law were made under the Race Relations Amendment Act 2000. One of these changes was a new legal definition of a racist incident. According to the Stephen Lawrence Inquiry a Racist Incident is:

‘any incident which is perceived to be racist by the victim or any other person.’

This is a working definition and is intentionally broad to ensure that all incidents perceived to be racist are taken seriously. It ensures that an investigation into the incident is started and conducted thoroughly to find out whether the incident is to be deemed racist or not at the conclusion of the investigation. It should provide a security blanket for teachers as it takes the onus off you deciding whether it is racist or not immediately after the incident – you must simply take the incident seriously and begin the investigation.

Tip! For more advice and guidelines on dealing with racist incidents see the Show Racism the Red Card Guidance for initial teacher trainers: www.theredcard.org/educational/teachers-area/home

CAMPAIGNING AGAINST RACISM

Segment 18.48 – 21.54 of the DVD will help you to deliver the activities in this section.

ACTIVITY: ACTION PLANS

Age: Primary & Secondary

Time required: 30 – 40 minutes


Delivery:

Ask the young people to consider which different people or groups of people in society could help in the fight against racism. The following ideas will help if the young people need prompting:

- The Prime Minister
- The Government
- Politicians
- The police
- The local council
- The local community
- The school community
- Parents and family members
- You

Show Racism the Red Card holds an annual Anti-Racism Schools Competition in England, Scotland and Wales. This is a really positive way of getting young people thinking and talking about how to prevent racism. Young people are free to produce work with an anti-racism theme in any medium; the categories are artwork, creative writing, film and music and there are lots of great prizes such as signed football shirts and balls, match tickets and VIP visits. Entering the SRtRC competition is a natural extension activity to the ‘Action Plans’ activity above. For more information about the competition please visit the website at www.theredcard.org or email our Campaign Worker Gav Sutherland at gav@theredcard.org
DEALING WITH AND CAMPAIGNING AGAINST RACISM

Adapted from Right Here, Right Now, Teaching Citizenship through Human Rights www.amnesty.org.uk

OTHER IDEAS FOR TAKING ACTION:

- Prepare a presentation on an issue to lobby their school or local council
- Organise an event to raise money for an issue
- Find out what policies their school has in place to reduce bullying and if it is not adequate ask for improvements
- Speak up when someone is being racist
- Volunteer to speak or perform a dance piece or song at a school assembly to raise awareness of an issue
- Invite a local politician or activist to come and speak in their school
- Write an email to a politician to express their point of view
- Join an organisation that supports peace and human rights
- Create a website to raise awareness of an issue
- Write an article in their school newspaper on an issue that concerns them
- Help lobby a politician on a specific law

YOUNG PEOPLE COULD:

- Call a radio station that invites comments from listeners to give their opinion
- Set up an organisation or group to campaign on an issue
- Organise an art or poetry show at their school around an issue
- Set up a stall at a local event to give people information on an issue
- Write a letter to the editor of a story in a newspaper to express their opinion
- Make a short film about an issue
Learning Outcomes:

By the end of this section young people will have:

• Explored similarities and differences between each other and understood that we all have complex identities and cannot be defined simply.
• Explored the characteristics and traits that form their own identity and the value that they place on each of these characteristics.
• Identified and researched positive role models from many different nationalities, religions and cultures.

Segment 18.48 – 21.54 of the DVD will help you to deliver the activities in this section.

Key Quotes

“It’s about living together and working together and showing respect for each other’s beliefs and cultures.”
Gary Caldwell, professional footballer

“The most important thing is to be able to work together, to understand what the person is like and what they don’t like and to understand their decisions and…the most important thing is to respect, just respect.”
Didier Drogba, professional footballer

“We all play under one shirt and we play like we’re one…that’s the human race…racism is just about those who don’t know the real origins of the human race…there is only one race and that’s the human race.”
Florent Malouda, professional footballer

SECTION SIX:
CELEBRATING DIVERSITY

EMBEDDING EQUALITY

It is hugely important that even the youngest children are provided with the opportunity to explore similarities and differences between people and for all children to feel represented within the school community. Many young children will have questions or confusions about differences between people, especially differences in skin colour, and if these are not discussed, young people of all ethnicities can grow up believing that it is shameful or negative to have a certain skin colour or that it is somehow racist to talk about people’s differences, deciding that it is better to adopt a colour blind approach to skin colour instead. Below are a number of ideas to help you bring these questions and concerns out into the open and ensure that differences are explained, spoken about and portrayed in a positive manner at the earliest age possible:

• **Skin Tone pens** – these allow young people to depict their skin colour accurately in self-portraits and drawings.

• **Skin Tone Paper** – this also allows young people to create pieces of art and collages which portray people’s skin colour accurately.

• **Books** – it is great to use literature to help discuss similarities and differences between people and to ensure all young people can see themselves represented in the resources that you use (for example, ‘What I Like About Me!’ by Allia Zobel-Nolan and ‘The Colours of Us’ by Karen Katz). These shouldn’t be used as ‘one-off’ activities but constantly throughout the school year to embed diversity into the young people’s everyday lives. They can also be used to embed other equality strands into your teaching (for example you could choose books that feature same sex families or disabled people to increase the young people’s awareness of all diversity issues).

• **Persona Dolls** – these are designed to help teachers raise challenging questions and scenarios with young people and help them to respond positively in real-life situations. They can be used to help young people consider their responses to bullying behaviour as well as acknowledge how it can impact on them and other people. Persona dolls can also be used as a way of introducing differences in culture and religion and to prepare a class for the arrival of a new pupil. Teachers must be trained in using persona dolls before attempting to use them with young people. For more information about persona dolls please visit: www.respectme.org.uk or www.persona-doll-training.org/uktraining

• Cutting a lock of hair from each young person, with the permission of their parent or carer, and making a wheel of hair locks is a good way of showing that we are all unique and that differences exist within as well as between ethnic groups. Differences and similarities between pupils’ skin colours can be discussed by asking the young people to match their skin colour to the colour of a pair of tights, making a wall display to highlight the results.

**Tip!** For more information about embedding race equality in the curriculum please see our Guidance for Initial Teacher Trainers, downloadable free of charge at www.theredcard.org/educational/teachers-area/home
CELEBRATING DIVERSITY

ACTIVITY: MAKE A GROUP...

Age: Primary & secondary

Time required: 15 minutes

Resources: space for young people to safely move around

Delivery:
This activity aims to help young people realise that we all belong to a wide variety of different groups and no one can be defined by just one single trait.

Ask the young people to stand in a circle. Explain to them that you are going to describe a characteristic or trait. The young people must make a group with the people in the class who share that characteristic. Repeat this activity a number of times with different characteristics. For example:

Form a group with people who:
- are the same gender
- have the same number of brothers and sisters
- have the same colour hair
- support the same football team
- have the same favourite food
- speak the same language
- come from the same country
- have the same shoe size

Discussion Points:
- Did the groups always have the same people in them? If not, why not?
- Were groups always the same size?
- Were the young people surprised at the groups they ended up in?
- Was it possible to know which people would be in which group just by looking at them? Did they need to ask the people in the class questions to find out if they had something in common with them?
- How many different groups did they belong to? What were the good things about belonging to a group?
- Was anybody ever left out? How did that make them feel?
- Were there any times when they were not totally truthful about something so that they wouldn’t be left alone? For example if they have a shoe size of 5 ½ did they form their own group or did they join the 5s or the 6s?

This activity is a nice way of encouraging the young people in your class to mix and find out new things about each other. It highlights that everyone has similarities and differences and these can’t always be detected just by looking at someone – no one should assume that they are very similar or very different to someone purely by looking at their appearance. All human beings have complex identities and no one can be defined by one single characteristic.

This activity is also useful to begin exploring the nature of groups and how important it is to feel like you belong. Sometimes the desire to want to be part of a group can make people behave in ways that they might not normally. This is very relevant when exploring racism as it is not always easy to be different or in the minority. Peer pressure and the desire to be accepted by the majority can sometimes be a factor in people behaving in a racist way even if they know that it is wrong and hurtful.

What is Diversity?
Diversity is about recognising and appreciating differences between individuals and how unique we all are, something which should be promoted and celebrated by everyone. An important point to remember is that even within a group of people who share a characteristic like skin colour or nationality, there is still huge diversity between them and this should be acknowledged and explored as much as the diversity between groups.

What is Equality?
Equality is about making sure individuals or groups of individuals are treated fairly and equally and no less favourably than anyone else. Equality is not about treating everybody the same but about ensuring everybody has access to the same opportunities.

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CELEBRATING DIVERSITY

ACTIVITY: EXPLORING IDENTITY

Age: Primary

Time required: 40 – 50 minutes

Resources: paper, colouring pencils, felt tip pens etc

Delivery:
Ask the young people to think about all of the things that define them as a person. To prompt the young people the following list of things might be useful to consider:

- their gender
- their hobbies
- their skin colour
- their nationality
- their religion
- whether they own pets
- whether they have any brothers or sisters
- whether they are part of any after-school groups, sports clubs or youth groups, or take part in any extra-curricular activities

For example, using this list, someone could choose to define themselves as: female, swimmer, black person, British, Christian, cat owner, sister, violin player, chess club member.

Ask the young people to draw a picture of themselves in the middle of a blank piece of paper. Around their portrait ask them to write down or draw all of the things that are important to them and shape them as individuals. Once completed provide the young people with the opportunity to share their portraits with the rest of the class. If they wish, the young people could talk through the different parts of their identity, the reasons behind their chosen characteristics but you must make sure no one feels uncomfortable or compelled to do this. It is important to ensure that no one is singled out to share their work with the class; this activity is important for everyone, both the majority and the minority groups in the class.

Discussion Points:

- Was it easy or hard for the young people to think of all of the things that make up their identity?
- Are they surprised by how many things they could think of?
- If they had to choose just three of the most important parts of their identity, what would they be? What do they think your life would be like without the other parts?

- Ask young people to consider the different layers to their identity, for example, external aspects that may be visible to others and internal aspects that we may not choose to share with everyone.
- Were any parts of their identity similar to those of their classmates? Were any very different?
- What are the advantages of having similarities and differences with other people?

Sometimes people define individuals by just one part of their identity or assume that knowing about one part of their identity is enough to know them properly/completely. This can lead to people judging or discriminating against them based on this single trait. For many people this single trait is their skin colour, religion, nationality or culture.

How would they feel if someone made a judgement about them based on one of the things they have just chosen? Is that fair? Is there more to a person than that? What could they do if someone made a judgement like this about them? How can we make sure that we’re not judging people like this?

Note!

Absolutely! We are often fearful to ask people directly about any differences in skin colour, religion, nationality and/or culture they have – we shouldn’t be! Not asking people these important questions can lead to people making assumptions about a person, which can then lead to stereotypes and even prejudice towards that person. If you want to know something about a person, for example how they would like you to describe their skin colour or why they are wearing a particular piece of religious clothing, it is best to ask them politely. This is much better than guessing and potentially offending someone!

Is it ok to ask questions about why people are different?

Always remember your safe space. Please see page 5 for guidelines. Not everyone will feel comfortable reflecting on and sharing information about themselves. If a young person feels this way, allow them the opportunity to carry out this activity privately.

Tip!

Make sure you allow the young people the opportunity to represent themselves accurately when they’re drawing their portrait – see the ‘Embedding Equality’ information box at the beginning of this chapter for more details!
CELEBRATING DIVERSITY

ACTIVITY: ROLE MODELS

Age: Primary & secondary
Time required: approx. 1 hour
Resources: pens, paper, art resources etc

Delivery:
This activity aims to teach young people about the importance of having positive role models from all walks of life. Often our history books have overlooked the huge contribution many groups of people, for example Muslims, Refugees and Black people, have made to British society and global developments in general. This activity will provide young people with the opportunity to research and appreciate the contributions of a wide variety of role models, some of whom they may not have had the opportunity to research in the past.

Below are some good examples of positive role models past and present. Young people can either choose one of these or think of a role model themselves. In groups or working individually, ask the young people to research the life and works of one of these notable figures and display what they have learnt creatively either as a poster, piece of writing, poem, role-play or piece of drama or film. The results could be shared with the rest of the class or with other pupils in an assembly.

ROLE MODELS:

- **Rosa Parks** – Civil rights protester in America
- **Muhammad Ali** – American former professional boxer
- **Nelson Mandela** – Civil rights activist and South African President
- **Usain Bolt** – Jamaican sprinter and four-time Olympic gold medallist
- **Amir Khan** – British professional boxer and Olympic silver medallist
- **Mika** – Lebanese Refugee and singer-songwriter
- **Mo Farah** – British Somali international track and field athlete
- **Anne Frank** – Jewish victim of the Holocaust
- **Floella Benjamin OBE** – British actress, author, television presenter, businesswoman and politician
- **Rosa Parks** – Civil rights protester in America
- **Benazir Bhutto** – First woman to be elected as head of a Muslim state
- **Barack Obama** – the first African American to become the President of the United States of America
- **Jessica Ennis** – British heptathlete and Olympic gold medallist
- **Mary Seacole** – Nurse in the Crimean War
- **Benazir Bhutto** – First woman to be elected as head of a Muslim state
- **Halle Berry** – the first African American actress to win a BAFTA Award
- **Barack Obama** – the first African American to become the President of the United States of America
- **Leona Lewis** – 2006 X Factor winner
- ** Freddie Eastwood** – Welsh Footballer of Romani Gypsy background
- **Zesh Rehman** – British Pakistani Football Defender
- **Usain Bolt** – Jamaican sprinter and four-time Olympic gold medallist
- **Will. I. Am** – American rapper, songwriter and producer

Only 43% of teachers ‘strongly agreed’ that they were teaching an inclusive and diverse curriculum.
CONTACT DETAILS:

Show Racism the Red Card
The Linskill Centre
Linskill Terrace
North Shields
Tyne & Wear
NE30 2AY
Tel: 0191 257 8519
Fax: 0191 257 8541
Email: info@theredcard.org
www.theredcard.org

Show Racism the Red Card Scotland
The Pentagon Centre
Suite 311
Washington Street
Glasgow
G3 8AZ
Tel: 0141 222 2058
Email: info@theredcardscotland.org
www.theredcardscotland.org

Show Racism the Red Card Wales
Office 1.12
The Maltings
East Tyndall Street
Cardiff
CF24 5EA
Tel: 02920 351616/ 07989 191788
Email: wales@theredcard.org
www.theredcardwales.org