

The characteristics that are targeted in racism

- 1) Skin colour
- 2) Religion
- 3) Nationality
- 4) Culture



A little bit about 'race'

The term 'race' is often mentioned when trying to understand what racism is. Today, it can be understood as a group of people who share common physical features such as skin colour, hair type and facial features. Whilst some of share similar physical characteristics such as our skin colour, hair type or facial features, the idea of 'race' was completely made up. In the past, people in Europe made up the idea of race to say that some people were inferior or superior, or better or worse, than other people because of their skin colour, hair type or facial features.

A little bit about 'race'

They also said that people acted in a certain way, and they had certain characteristics or skills, because of their skin colour, hair type or facial features. Along with this came a painful history of treating people not just differently but often not even as human beings. An example of this is the Transatlantic Slave Trade. It's important to remember that before this period and before the idea of race was made up, society was divided this way. We did not used to separate people based on their skin colour. Scientists have long proved that even though some of us have different skin colours, our bodies are actually 99.9% the same.

A little bit about 'race'

This means that all the things that make up our bodies are nearly all the same, and that in actual fact, race was completely made up. However, it's still important to be aware of how race has influenced our sense of identify as individual people but also in the communities we belong to. Our race can still be important to us and make us who we are, but it doesn't tell us everything about a person. Unfortunately, some people still use race as an ideas to label people as different and inferior today. However, we have far much more in common that that which divides us.

Racism has three parts to it

Personal

e.g. an individual yells racial slurs at another person, an individual being harassed by another for wearing traditional religious clothing or a person is being made fun of for speaking in a different language

Institutional

e.g. if schools or workplaces have rules that discriminate against certain groups or individuals (a blanket rule of no headwear or certain hairstyles are prohibited that don't allow for expression of cultural traditions)

Structural

e.g. wider social or political disadvantages within society such as higher rates of poverty or the disproportionate number of deaths of Black and other ethnic minority communities during the COVID-19 pandemic.

Now you know a little more about what racism is, can you answer the questions on the next slides?

Picking on someone because of the colour of their hair is racism

Answer True or False on your MWBs

Picking on someone because of the colour of their hair is racism

False: Picking on someone because of their hair colour is not racism. It does not fit the characteristic we explored (skin colour, religion, nationality of culture). However this does not mean it is acceptable behaviour and should never happen to anyone. People have a right to feel safe and be themselves without fear of ridicule or discrimination.

Now you know a little more about what racism is, can you answer the questions on the next slides?

It is ok to say something about someone's skin colour if it's just a joke.

Answer True or False on your MWBs

It is ok to say something about someone's skin colour if it's just a joke.

False: If jokes are made about someone's skin colour, religion, nationality or culture then this would be racism. Although some people might make it very clear they have taken offence, there may be some people who might laugh at a joke which may be made at their expense, but we need to consider why this might be. It may be because they want to fit in, or they feel embarrassed or like they can't speak out.

Now you know a little more about what racism is, can you answer the questions on the next slides?

Racism is in the past and doesn't exist now.

Answer True or False on your MWBs

Racism is in the past and doesn't exist now.

False: Sadly, racism is still very much present today. We may see it happening in different ways than we heard about throughout history, however people are still seen as treated as inferior or superior based on their skin colour, religion, nationality or culture and we need to continue to take steps to challenge racism and fight for equality in all walks of life.

Now you know a little more about what racism is, can you answer the questions on the next slides?

If you see someone being racist, it is best to ignore it.

Answer True or False on your MWBs

Anyone can help end racism

True: Racism is a huge problem, and everyone can and should be part of ending it. It is not the responsibility of those who are targeted by racism to fix the problem. We can all take a stand, ensure that we are not part of the problem and instead be a part of the solution by standing as an ally with those who face racism. No act is too big or too small, everything counts.

Now you know a little more about what racism is, can you answer the questions on the next slides?

If you see someone being racist, it is best to ignore it.

Answer True or False on your MWBs

If you see someone being racist, it is best to ignore it.

False: It is everyone's responsibility to call out racism when we see it. If you ever see, hear, or feel racism, always tell someone, preferably an adult you trust, who will be able to help you deal with the problem. It is important that we don't ignore racism as it will continue to happen and may get worse. Remember, do not put yourself in a dangerous situation- you can still act while staying safe!

Consequences of hate

If there was no

- **Stereotyping**
- **Prejudice**
- **Scapegoating**
- **Name calling**
- **Acceptance of jokes**

... would the extremely serious incidents (physical assaults, deaths) even be possible?

Consequences of hate

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.

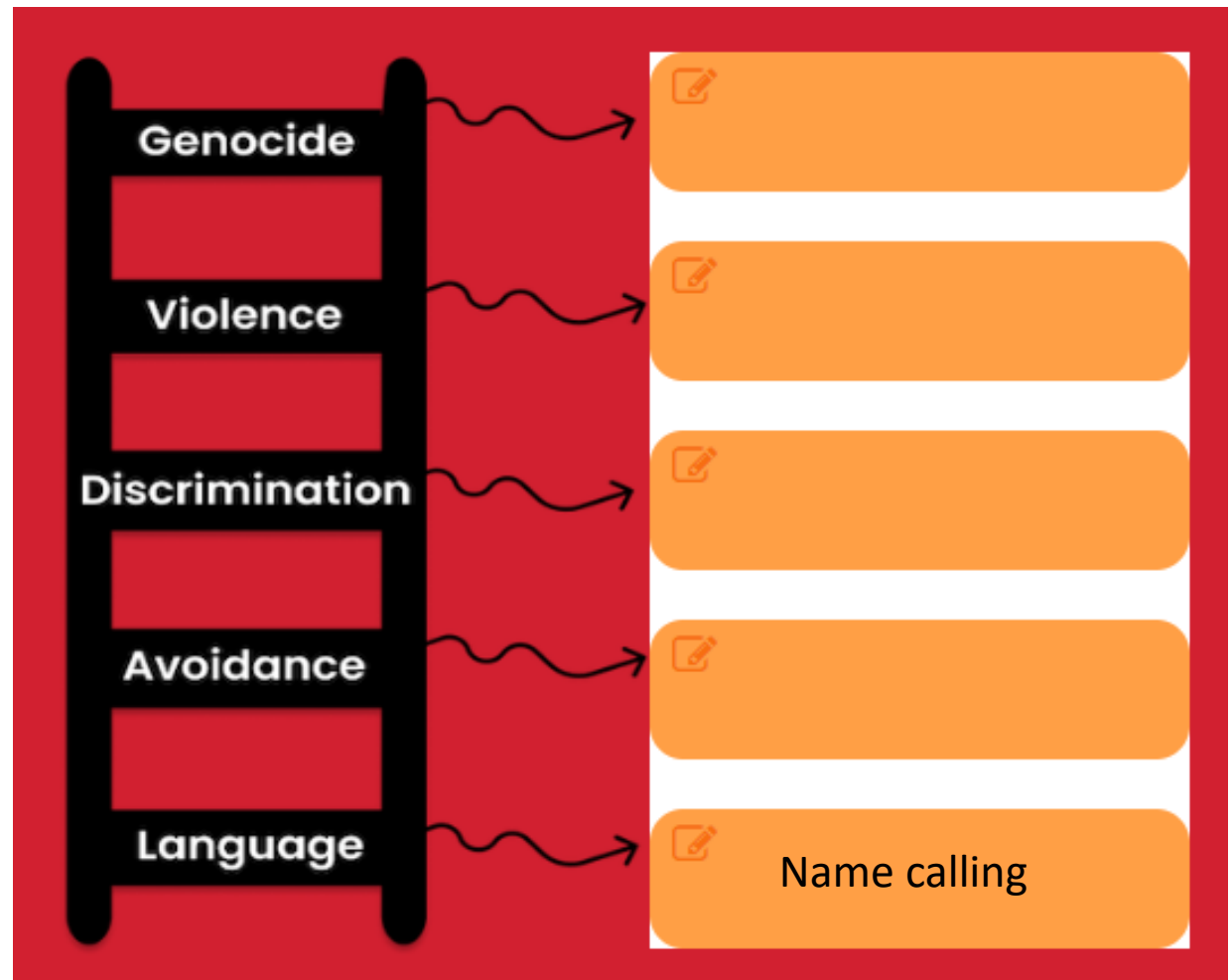
The only way we can prevent further deaths, hate crime and persecution is by stopping the prejudice, name calling, stereotyping, isolation, racist jokes and apathy.

Consequences of hate

Starting at the bottom with Language, think of examples of what each step might look like in relation to racism.

Work in pairs to fill in as many examples as you can on your ladder

An example has been done for you



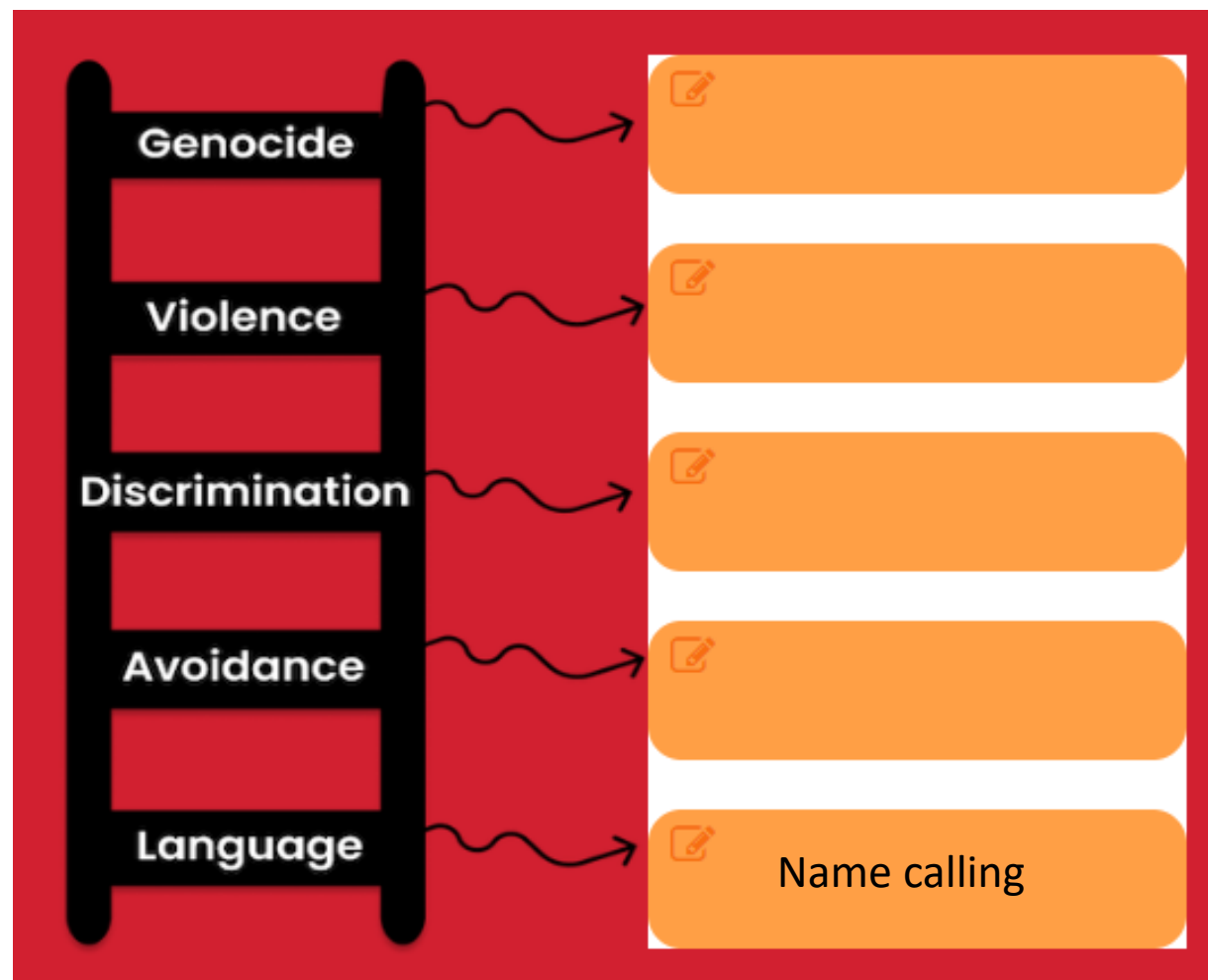
Consequences of hate

What factors cause hate and prejudice to escalate?

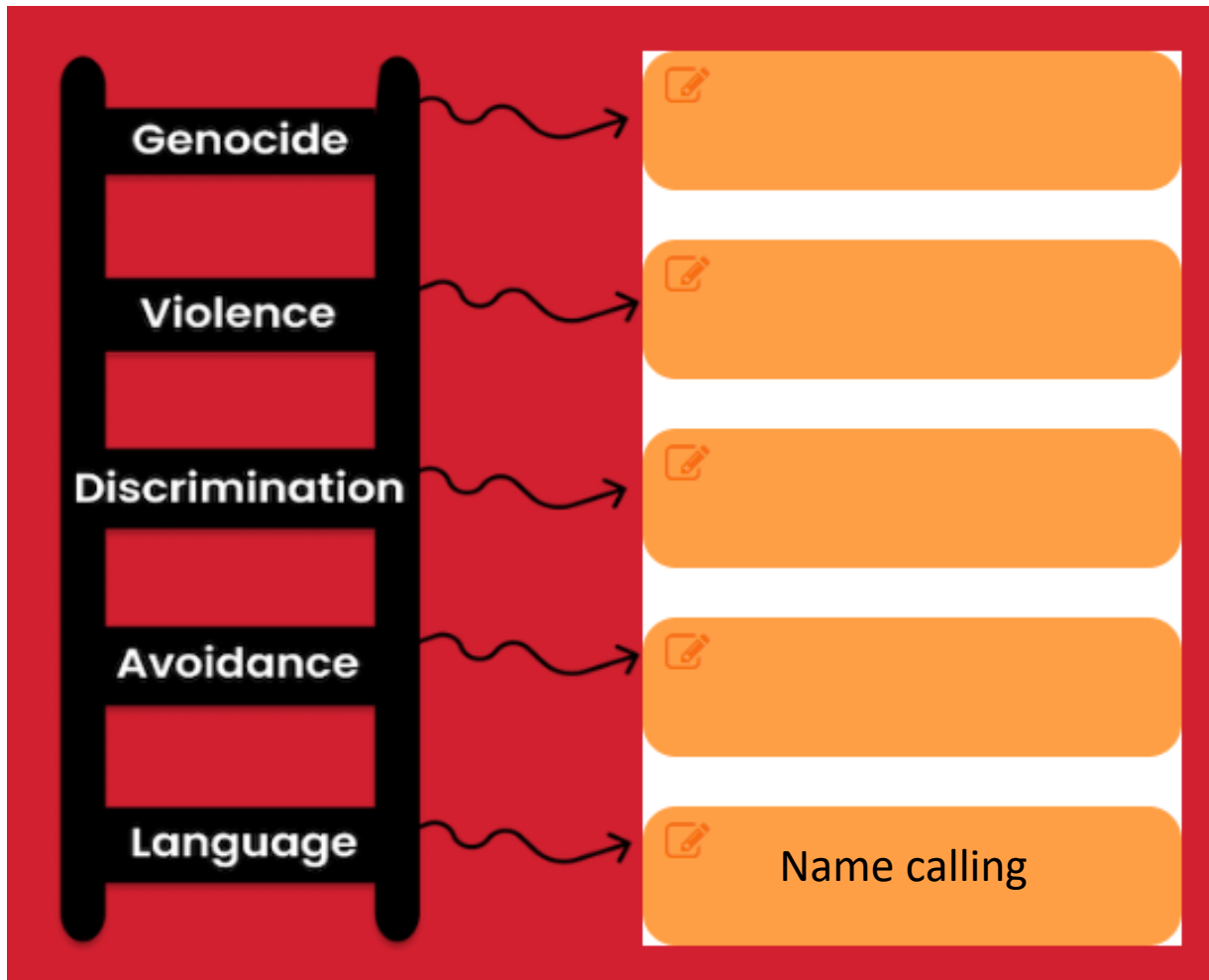
Can you recognise your own behaviour anywhere on the ladder?

How can an individual stop the escalation? How can communities stop the escalation?

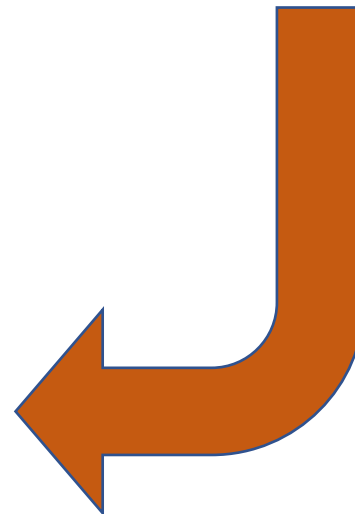
Where are the points that you could effectively challenge some of the behaviours, what action would you take?



Consequences of hate



It's hard to climb the ladder without the first step



Exploring racism through drama

In this activity you will be able to explore issues around racism and prejudice within a safe drama setting.

You will be given some scenarios and you will be asked to portray them using a series of drama techniques.



Scenario 1

‘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.’

Create a ‘tableau’ of 3 still images that would portray this scenario
or

Create a ‘role play’ to portray this scenario

Scenario 2

‘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.’

Create a ‘tableau’ of 3 still images that would portray this scenario

or

Create a ‘role play’ to portray this scenario

Scenario 3

‘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.’

Create a ‘tableau’ of 3 still images that would portray this scenario

or

Create a ‘role play’ to portray this scenario

Scenario 4

'I remember walking home from school with me sisters...this one family set their dogs on to me and my sisters, so I had to lure, because I was the older brother, had to lure the dogs to follow me so my sisters could run home. That happened a number of times, we ended up moving house because of that and it wasn't a nice experience at all.'

Create a 'tableau' of 3 still images that would portray this scenario
or

Create a 'role play' to portray this scenario

Reflection on scenarios

- What role does the character 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 your drama work?
- Were there any actions or behaviour that escalated the conflict?