



ANTI- RACISM

TOOLKIT



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HOW TO USE
THIS TOOLKIT

Each scenario identifies potential bystanders

The scenarios grow in complexity and are subdivided into three main categories:

1. Recognizing signs of racism

2. Empowerment and motivation

3. Strategies

1 Recognizing Signs of Racism

There are many different forms of racism, including microaggressions, overt violence, stereotyping, racial profiling and segregation to name a few. Users of

this toolkit will develop the skills to identify the most common forms of racism that occur in schools and other environments frequented by youth

2 Empowerment and motivation

Empowerment encompasses two key aspects: **personal agency and self-efficacy**. Feeling empowered means believing in one's ability to make a difference and to take action. This sense of personal agency is crucial for individuals to address problematic behaviours and contribute to positive change.

motivation stems from personal values, empathy, or a sense of responsibility to promote positive outcomes and prevent harm.

Social responsibility, on the other hand, is rooted in the belief that everyone shares a collective responsibility for the well-being of the community.

Additionally, empowerment is closely linked to self-efficacy, which is the confidence in one's capability to perform specific tasks effectively. When individuals have confidence in their ability to intervene, they are more likely to step in and help.

Both intrinsic motivation and social responsibility serve as powerful motivators for individuals to engage in bystander intervention and take proactive steps to address challenges within their community.

The motivation for empowerment falls into two categories: intrinsic motivation and social responsibility. Intrinsic

3 Strategies

Knowing and practising bystander strategies not only helps to bring about a positive result to a harmful situation, but also helps to keep the bystander safe.

This toolkit uses the 5 "D"s of Bystander Intervention.¹ Training in the 5 "D"s provides individuals with the skills and knowledge necessary to intervene effectively and avoid escalating the situation.

It is crucial to underline that there is never one right action to take as a bystander. The appropriate intervention depends on the environment, and the identities of the people involved. For example, an intervention on a middle school playground would probably look different than in a high school gym class. The answers provided by students in these exercises will depend on their experience, age, and various parts of their identity. The most important answer from any intervention is to keep everyone as safe as possible, both physically and mentally.

1. <https://students.wlu.ca/student-life/diversity-and-equity/assets/resources/5ds-direct-delegate-delay-distract-and-document.html>

THE 5 “D”S OF BYSTANDER INTERVENTION

THE 5 “D”S OF BYSTANDER INTERVENTION ARE TOOLS YOU CAN USE TO SUPPORT SOMEONE WHO IS BEING HARMED.

THE 5 “D”S

Regardless of how you choose to intervene, you should always stay with the person who has been harmed until they are safe and let them know about their options for getting support or making a complaint.

1 DIRECT

Directly intervene in a situation. Speak up about the harm. Be firm and clear.

Example: “Hey, I overheard your conversation. It sounds like you are feeling worried or scared about someone using the ‘wrong bathroom.’ I thought it might be helpful for you to know that the university has made it clear that everyone has the right to use the bathroom that fits their identity; the sign outside says so.”

2 DELEGATE

Get help from someone else. Scan the situation to assess risk and determine how best to intervene. Then delegate tasks to others around you.

Example: If others are present, suggest that someone support the person experiencing harm (e.g., help them leave the situation) while you try to de-escalate the situation and the person causing harm.

3 DELAY

After the incident, check in with the person who was harmed. This is essential because it shows the individual that they and their gender identity are valued. Delay can mean continuing to educate ourselves and those around us about further steps to stand in solidarity with the trans- and non-binary community.

Example: Stay close by, and when it’s safe, let the affected person know about reporting options, as well as available support and resources. You can also ask if they need anything or offer to walk them to a safer place. Please see the related documents to learn more.

4 DISTRACT

Take an indirect approach to de-escalate the situation. Distracting attention away from the person causing harm may give the person being harmed time to get away.

Example: Pretend to be lost and ask for directions to a building. Ask for the time. Pretend to know the person being harassed. Talk to them about something random and draw attention away from the harasser. ‘Accidentally’ spill your drink or drop something that creates a distracting commotion.

5 DOCUMENT

If someone is already intervening and you believe the harmful behaviour is escalating, you can document the situation.

Example: Document the interaction by recording it on your phone, taking a photo of the individual causing harm, or writing notes. Afterwards, ask the person being harmed what they would like to do with the documentation. Never post or share a video without the consent of the person being harmed. Posting a video (or even a picture) online may expose the person harmed to harassment, doxing (posting personal information online), or other ongoing harm. Posting may also trigger the involvement of law enforcement or institutional processes, even if the person harmed doesn’t want that to happen.

OBJECTIVES



- Students will be able to identify the 5 “D”s of Bystander Intervention.
- Students will understand the difference between an actual bystander and a vicarious bystander.
- Students will become familiar with different terminology associated with Diversity, Equity and Inclusion.
- Students will be able to articulate strategies for determining the extent to which they should engage in bystander intervention.

WHAT IS BYSTANDER INTERVENTION?

Bystander Intervention is recognizing a potentially harmful situation that is happening to someone else, deciding whether it is safe to act, and then responding in a way that could positively remove the person from the harmful situation.

STEPS

- 1 Assess the event:** This means that you must decide whether the event you are witnessing is a negative or harmful situation. Often you do not have a lot of time to determine this.
- 2 Decide your level of personal intervention.** Intervention can happen in various ways (see the 5 “D”s of Intervention). **The most important thing to remember is that you should never take any action that could jeopardize your personal safety.**
- 3 Let the person who was in the harmful situation know that you tried to intervene** and what you did. Rely on your own comfort level if you want to provide further support.
- 4 Talk to someone about your experience.** You may be more affected than you think.



SCENARIO 01

WHY ARE YOU WEARING A HIJAB?

National Junior High School is situated in a small New Brunswick village. Recently, the school has become very diverse with students from all around the world. Among them is Sarah, a confident and kindhearted Grade 7 girl who proudly wears a hijab as part of her religious identity.

One day, as she stands by her locker, a group of three girls approach her, their expressions a mix of curiosity and judgment. Sarah tenses up because one of the girls, Emily, can be mean.

Emily is the first to speak up. "Hey, Sarah, why do you wear that thing on your head? It's, like, totally oppressive and stuff? Doesn't it make you feel restricted? Are you forced to wear it by your family or something?"

"It represents female disempowerment," says Shelley. "Why don't you be more Canadian and take that thing off?"

What can each bystander do?

1

Matt is standing at the locker next to Sarah's. He is dismayed by what Emily and Shelley are saying and feels he should say something.

2

Jessica is standing with Emily and Shelley, but she is uncomfortable with their questions and feels she should say something.

3

A teacher walks by and hears the exchange and feels that this conversation is inappropriate.

LESSON PLAN

1. Divide students into 3 groups and give each group a bystander (Matt, Jessica and the teacher). Have them brainstorm what they can do as the bystander.
2. Bring the class back together and have each group share their list of suggested actions.
3. Categorize the actions into the **5 "D"s of Bystander Intervention**.
4. Discuss the pros and cons of the identified interventions.
5. Have students role-play various suggested actions.
6. Review the definitions of microaggressions, macroaggressions, and intent and impact. (See Appendix A)
7. Have students decide whether Sarah experienced microaggression or macroaggression.¹
8. Ask students to define the action if someone had tried to pull Sarah's hijab off.²

THEORY

The training component of this scenario focuses on Awareness/Recognizing Signs of Racism. Share the following definitions from Appendix A:

1. Microaggressions
2. Macroaggressions
3. Intent and Impact

¹ Sarah essentially experiences microaggressions, but some students may see these as macroaggressions.
² This would be a microaggression.

OPTIONAL QUESTIONS FOR A MORE IN-DEPTH CONVERSATION

DID SARAH EXPERIENCE RACISM?

Yes, Sarah likely experienced a form of racism or religious discrimination. Emily's comment about the hijab being "totally oppressive" and Shelley's suggestion to "be more Canadian and take that thing off" both exhibit prejudice based on Sarah's religious and cultural identity.

WHAT IF SHELLEY SAYS THAT SHE DIDN'T MEAN TO BE RACIST? THAT SHE WAS ONLY TRYING TO HELP SARAH BE EMPOWERED?

Intent can be important in understanding a person's motives, but the impact of the words and actions matters as well. Even if Shelley didn't intend to be racist, her comments were insensitive and disrespectful of Sarah's religious and cultural choices. It's essential to educate Shelley about the importance of cultural sensitivity and respect for diverse identities, regardless of intent.

IF SOMEONE SAYS SOMETHING RACIST TO ME, DOES THEIR INTENT MATTER?

This is part of a difficult conversation; at the end of the day, if somebody says something racist to you, it's racist. And if it hurts your feelings, it hurts your feelings. But it is important to understand that people who engage in microaggressions often do not believe that what they said was racist or sexist or homophobic. And so calling them racist or sexist or homophobic would make them very defensive and make them unable to even recognize what their impact was.

While intent can provide context, the impact of the words and actions is crucial. Even if someone did not intend to be racist, if their words or actions are perceived as such and cause harm or discomfort, the impact cannot be ignored. Intent can be a factor in addressing the situation and educating the person about the consequences of their words, but it doesn't negate the need to address the impact and work toward fostering understanding and inclusivity.



Edwin Walker, a high school drama teacher, coordinated a visit for his 11th grade drama class to a local film festival screening. The film is about a Chinese family struggling with the decision whether to sell their restaurant to a larger business. Throughout the film, there are scenes in which the family speaks Mandarin. The film concludes with the family selling their restaurant and relocating to Hong Kong.

Upon returning from the movie, a couple of students on the bus engage in mock conversations, imitating the Chinese language with gibberish words. Many of the classmates find it amusing and join in but Mr. Walker feels uneasy about the mockery. He urges the students to be quiet out of consideration for the bus driver.

On the bus, Emily tells Mr. Walker that she thinks that the film was racist because it supported the stereotype that all Chinese families own a Chinese restaurant. She thinks he should have chosen a different movie.

After school, two students, Sam and Teresa, are speaking to each other in Mandarin and Chester, a boy in their class, tells them to stop speaking "Chinese" and to speak English or go back to China. Both Sam and Teresa were born in Canada.

What can each bystander do?

1

Mr. Walker hears Chester make this comment.

2

Emily, Teresa's best friend, sees Chester push Teresa.

THEORY

The training component of this scenario focuses on Awareness/ Recognizing Signs of Racism.

Definitions to discuss
(See Appendix A)

STEREOTYPE: WHAT IS A STEREOTYPE IN A NUTSHELL?

A stereotype is an overly simplified opinion about people belonging to a specific group. The group can be large (women) or small (a classroom). It is problematic because it ignores diversity among individuals in the group. Even when a stereotype is positive (everyone in group X is smart), the stereotyping is still negative because it forcibly associates a pattern or type onto people.

LESSON PLAN

1. Place students into groups and give each group one of the two bystanders (Mr. Walker and Teresa) and have them brainstorm what they can do as bystanders.
2. Bring the class back together and have each group share their list of suggested actions.
3. Categorize the actions into the 5 "D"s of Bystander Intervention.
4. Discuss the pros and cons of the identified interventions.
5. Have the students role-play various suggested actions.
6. Review the definition of microaggressions and macroaggressions. (See Appendix A)
7. Have the students decide whether Teresa and Sam experienced microaggressions or macroaggressions.

OPTIONAL QUESTIONS FOR A MORE IN-DEPTH CONVERSATION

EMILY TOLD MR. WALKER THAT THE FILM WAS RACIST BECAUSE IT SUPPORTED THE STEREOTYPE THAT ALL CHINESE FAMILIES OWN A CHINESE RESTAURANT. WAS THE FILM RACIST?

The answer could be yes and no, depending on what else was in the film. While Emily is correct about the stereotype, this does not mean that the film is automatically racist because there are Chinese families who own restaurants. Were there other parts of the film that promoted stereotypes? If so, then a collection of stereotypes would make the film racist.

This example is why racism can be complex because we often don't have complete information. One option would be for Mr. Walker to discuss this stereotype with his students.



Meera Aurora, a 10th-grade student of South Asian descent, becomes increasingly frustrated when her English teacher, Ms. Dow, keeps mispronouncing her name despite her repeated corrections. Surprisingly, the teacher effortlessly pronounces other students' names,

such as Genevieve or Javier, without any issues. One day, in a seemingly dismissive manner, she suggests, "Meera, let's simplify things. I'll just call you Marie from now on." This remark visibly upsets Meera, and she appears to be on the verge of tears.

Who are the bystanders and what can each bystander do?

1

Emma overhears this conversation. She sees that Meera is upset and wants to help.

2

Within a week, everyone in the class is calling Meera, Marie. Mr. Jack, the Social Studies teacher, asks Meera why she changed her name. She tells him the story.

LESSON PLAN

1. Place students into groups and ask them to identify the bystander(s). Have them brainstorm what they can do as a bystander.
2. Bring the class back together and have each group share their list of suggested actions.
3. Categorize the actions into the **5 "D"s of Bystander Intervention**.
4. Discuss the pros and cons of the identified interventions.
5. Have students role-play various suggested actions.
6. Review the definition of microaggressions, macroaggressions, intent and impact, and stereotypes. (see Appendix A)
7. Discuss the following:
 - a. Did Meera experience a microaggression and/or macroaggression?
 - b. What is Ms. Dow's intent? What was the impact?

THEORY

The training component of this scenario focuses on **Empowerment and Motivation**. Share the following definitions (found in Appendix A).

Empowerment: A person feels empowered when they have the education and the skills to address something that they see as a problem. Feeling empowered involves believing in one's ability to make a difference and act. Often, the structures and people around individuals can help them feel empowered or disempowered. For example, a student may want to start an anti-racism club at school and feels empowered to do so because they have received positive support from the principal.

Personal Motivation: This is based on our personal incentive to tackle a problem. It often comes from personal values, empathy, or a sense of responsibility to promote positive outcomes and prevent harm. For example, a student may want to start an anti-racism committee at school because they believe that everyone should be treated with respect.

OPTIONAL QUESTIONS FOR A MORE IN-DEPTH CONVERSATION

DID MEERA EXPERIENCE RACISM?

Yes, Meera experienced a microaggression, which is a form of racism. She not only experienced the microaggression from her teacher but from her classmates as well.

Ms. Dow also perpetuates a stereotype that names from other countries are difficult to pronounce because they are unfamiliar. Many names can be pronounced differently depending on factors such as origin or language (Gill and Gilles) and it is important to ask someone how to pronounce their name and then repeat it correctly.

WHAT IF MS. DOW SAYS THAT SHE DIDN'T MEAN TO BE RACIST? DOES THAT MAKE IT OKAY?

No, it is still not okay. As we have reviewed, the impact of words and actions is crucial. Even if someone did not intend to be racist, if their words or actions are perceived as such and cause harm or discomfort, the impact cannot be ignored.

MEERA CORRECTED MS. DOW ON SEVERAL OCCASIONS. WHY DID SHE EVENTUALLY STOP?

Meera likely felt disempowered by her teacher's (and her classmates') refusal to pronounce her name correctly. In this case, she received no support to tell her that she should only be addressed by her name. She was also made to feel like an outsider when her name seemed harder to say than longer, more complicated names in her class.

WHAT VALUES DOES EMILY SHOW IN HER MOTIVATION TO HELP MEERA?

There are various answers to this question. Some values are: respect, cultural sensitivity, friendship, and equity.



SCENARIO 04

YOU'RE DIFFERENT

Diya, an 8th grade student serving as a bus monitor, is assigned the responsibility of keeping an eye on Cohen, a kindergartener who got into trouble for hitting another child. The bus driver instructs Cohen to take a seat next

to Diya so that she can make sure he behaves. However, Cohen refuses, saying that he won't sit next to Diya because of her skin colour, and insists on sitting in a seat located behind the driver.

What can each bystander do?

1

The bus driver appears to be embarrassed.

2

Ellen, the other bus monitor, witnesses Cohen's refusal to sit with Diya.

3

When they get to school, Diya tells her teacher what happened and that she no longer wants to be a bus monitor.

LESSON PLAN

1. Place students into groups and ask them to identify the bystander(s). Have them brainstorm what they can do as a bystander.
2. Bring the class back together and have each group share their list of suggested actions.
3. Categorize the actions into the 5 "D"s of Bystander Intervention.
4. Discuss the pros and cons of the identified interventions.
5. Have students role-play various suggested actions.
6. Review the definition of microaggressions, macroaggressions, intent and impact, and stereotypes. (See Appendix A)
7. Did Diya experience a microaggression and/or macroaggression?¹

THEORY

The training component of this scenario focuses on Empowerment and Motivation. Review the following definitions found in Appendix A.

Empowerment

Motivation

¹ Students may have different answers to this. The key is that students can have a discussion on what makes it a micro or macroaggression in their minds and why others may feel differently.

OPTIONAL QUESTIONS FOR A MORE IN-DEPTH CONVERSATION

DO YOU THINK THE BUS DRIVER AND ELLEN FELT EMPOWERED TO ADDRESS THE SITUATION? WHY OR WHY NOT? WHAT COULD THEY DO TO BE BETTER PREPARED IN THE FUTURE?

The incident involving the bus driver and Ellen likely left both parties feeling disempowered. It's evident that the bus driver experienced embarrassment, indicating a breakdown in communication or understanding that needs addressing. This underscores the importance of training employees on how to effectively navigate and confront instances of racism in the workplace.

Furthermore, the broader societal issue of discrimination requires proactive measures, starting with education in schools. By fostering open discussions and promoting empathy and understanding from a young age, we can cultivate a future generation that is equipped to recognize and combat discrimination in all its forms. Addressing these issues head-on is essential for creating a more inclusive and equitable society.

WHAT COULD DIYA'S TEACHER DO TO SHOW THAT SHE IS MOTIVATED TO ADDRESS THE DISCRIMINATION THAT DIYA EXPERIENCED?

Diya's teacher can demonstrate her motivation to address the discrimination experienced by Diya through several proactive steps. First, she should approach Diya with empathy and concern, asking if she is okay and what she needs to feel supported. This not only validates Diya's experience, but also opens up a dialogue for understanding her perspective and offering support.

Simultaneously, the teacher should escalate the matter to the principal, ensuring that both of them collaborate in investigating the incident thoroughly. It's crucial to gather facts from all involved parties, including Ellen, the bus driver, and any witnesses, to gain a comprehensive understanding of what transpired.

In addition, both Diya's and Cohen's parents should be promptly contacted and informed of the incident. When addressing sensitive issues such as discrimination, transparent communication with parents is essential to building trust and ensuring that families are aware of what's happening and can provide the necessary support from home.

By taking these proactive measures, the teacher demonstrates her commitment to addressing discrimination, ensuring that Diya receives the support she needs while also addressing the broader implications of such incidents within the school community.

HOW DOES THE FACT THAT COHEN IS 5 YEARS OLD IMPACT THIS SITUATION?

Cohen's age of 5 certainly adds complexity to the situation, but it doesn't diminish the gravity of his words or the impact they had on Diya. It's important to recognize that racism can manifest itself at any age, and that it's important to address it promptly and effectively, regardless of the perpetrator's age.

While Cohen may not fully grasp the implications of his actions, it's vital that the school and his parents approach the incident with sensitivity and educational intent. Cohen should be gently guided to understand the harm done to Diya and encouraged to reflect on his words and actions. This could involve age-appropriate discussions about empathy, diversity, and the importance of treating others with respect.

Restoring the relationship between Cohen and Diya is paramount. This can be achieved through supervised interactions where Cohen can apologize and express his understanding of why his words were hurtful. Encouraging positive interactions and fostering a culture of inclusivity within the classroom can also help rebuild trust among the children.

Ultimately, while Cohen's age may present challenges in addressing the situation, it's an opportunity for both education and growth. By handling the incident sensitively and proactively, the school and Cohen's parents can contribute to creating a supportive environment where all students feel valued and respected.



SCENARIO 05 WE TREAT EVERYONE THE SAME

Kendall, a 12th grader, has consistently engaged in the troubling behaviour of using racial slurs, particularly directed at Maya, a biracial student. This behaviour has persisted since their shared experiences in sixth grade. Despite Maya's repeated reports to teachers over the years, she has often been advised to ignore Kendall. When Kendall is occasionally sent to the principal's office, the consequences, from Maya's perspective, seem minimal.

One day, as Kendall passes Maya's locker, he once again uses offensive language. Maya, reaching her breaking

point, responds by forcefully pushing Kendall, causing him to collide with the locker and hit his head. In retaliation, Kendall pushes Maya back, leading to a physical altercation. A vigilant teacher intervenes, separating them and escorting them both to the principal's office.

The principal, enforcing the school's no-fighting policy, issues a three-day suspension for both students. However, due to Maya's initiation of the physical confrontation, her suspension is extended to five days in accordance with disciplinary measures.

What can each bystander do?

1

Maya's teacher feels that this is not fair and feels that Kendall started the fight.

2

The school's Diversity and Inclusion Club is angry that Maya is being suspended for responding to a racist slur.

THEORY

The training component of this scenario focuses on **strategies** that students, schools, and other school members can use to combat racism. Appendix B contains a list of suggested strategies.

An important part of any strategy in combating racism is to understand the difference between Equality and Equity. Review the definitions of both terms in Appendix A.

LESSON PLAN

1. Place students into groups and ask them to identify the bystander(s). Have them brainstorm what they can do as a bystander.
2. Bring the class back together and have each group share their list of suggested actions.
3. Categorize the actions into the 5 "D"s of Bystander Intervention.
4. Discuss the pros and cons of the identified interventions.
5. Have students role-play various suggested actions.

OPTIONAL QUESTIONS FOR A MORE IN-DEPTH CONVERSATION

IS IT FAIR TO TREAT BOTH KENDALL AND MAYA THE SAME?

Treating Kendall and Maya identically constitutes a form of discrimination. The principal overlooked Maya's rationale for instigating the altercation and failed to consider the prolonged period during which she endured racial slurs.

DO YOU ACTUALLY HAVE TO SEE AN EVENT TO BE A BYSTANDER?

Even without directly witnessing an event, individuals can still be considered bystanders. Hearing about an incident after it has occurred in one's own environment can create a scenario in which someone becomes a vicarious bystander. This designation implies that although they weren't present during the event, they are aware of it and its implications, and thus still have the opportunity to act against racism. In this specific situation, both Maya's teacher and the Diversity and Inclusion Club members are vicarious bystanders, as they have knowledge of the incident involving Maya and Kendall, which allows them to intervene and advocate for anti-racist measures within their school community.



SCENARIO 06

I DON'T WANT TO GET INVOLVED

National Junior High School, located in a small town in New Brunswick, has recently experienced an influx of diversity, welcoming students from various parts of the world. Among them are Evan and Dario, both refugees from a country torn by a prolonged civil war. The two boys come from opposing sides of the conflict, and in their home country, Dario would have fewer rights due to his family's background.

During a gym class, tensions arise when Evan throws a ball at Dario's head and directs a derogatory remark at him in their native language. The gym teacher and other students may not comprehend the meaning of the offensive term, but they can see that Dario is hurt by the incident.

Later, Evan tells the other kids that he called Dario a name because he has dark skin. The other students are shocked because racism is not allowed at their school. They are also confused because Evan has brown skin as well. His skin is not as dark as Dario's, but they cannot understand why Evan would be racist against Dario.

Krishan tells the gym teacher, Mr. Atlas, why Dario was upset. However, the gym teacher is nervous about getting involved in this situation. He knows the conflict in Dario and Evan's country is controversial and doesn't want to get involved.

THEORY

This scenario provides a deeper exploration of racism, delving into historical power dynamics and their contemporary ramifications. Such occurrences are likely to increase as schools become more diverse, shedding light on the ongoing relevance of understanding and addressing systemic racism. Review the strategies in Appendix B to remind students what school members can do.

LESSON PLAN

1. Place students into groups and ask them to identify the bystander(s). Have them brainstorm what they can do as a bystander.
2. Bring the class back together and have each group share their list of suggested actions.
3. Categorize the actions into the 5 "D"s of Bystander Intervention.
4. Discuss the pros and cons of the identified interventions.
5. Have students role-play various suggested actions.

OPTIONAL QUESTIONS FOR A MORE IN-DEPTH CONVERSATION

IS RACISM BETWEEN TWO PEOPLE OF COLOUR STILL RACISM?

Yes, racism can occur between two people of colour. Racism is not defined solely by the race of the perpetrator or the victim; rather, it is about the systemic power dynamics and prejudices associated with race. Racism involves discrimination, prejudice, or bias against individuals or groups based on their race or ethnicity, regardless of the racial identity of the individuals involved.

In the case of racism between two people of colour, it may manifest in various forms, such as internalized racism, colourism, or racial prejudice stemming from cultural, social, or historical factors. Regardless of the specific dynamics, it's essential to recognize that racism can occur within any racial group and to address it as a pervasive issue that affects people of all backgrounds.

APPENDIX A

DEFINITIONS

Microaggression:

Microaggressions are defined as the everyday, subtle, and often unintentional interactions or behaviours that communicate some sort of bias toward historically marginalized groups. The difference between microaggressions and overt discrimination is that people who commit microaggressions may not even be aware of them.

Examples:

- Making assumptions about students and their backgrounds (all Asians are smart).
- Featuring pictures of students of only one ethnicity or gender on the school website.
- Having students engage in required reading where the protagonists are always white.
- Mispronouncing someone's name or telling them that their name is weird or different.
- Assuming someone was born outside of Canada because of their skin colour or ethnicity.

Macroaggression:

Large-scale or overt aggression toward those of a certain race, culture or other marginalized group.

Example:

Making fun of a person based on a part of their identity such as their ethnicity, name, skin colour, or sexual orientation.

Intent and Impact

Simply put, intent is your motivation behind what you said, and impact is the feelings that the person who received the message had. Someone's intent may have been to say something positive, but the impact on the person who received the message may be negative. For example: "You speak English very well."

Equality vs. Equity

Equality and equity are related concepts often discussed in the context of social justice and fairness, but they have distinct meanings:

1. **Equality** refers to the state of being equal, especially in rights, opportunities, and treatment. It emphasizes fairness and impartiality, ensuring that everyone is treated the same regardless of their background, circumstances, or needs. In the

context of equality, individuals are given equal access to resources, opportunities, and privileges without regard to their differences.

2. **Equity**, on the other hand, involves ensuring fairness by recognizing and addressing the unique needs and circumstances of individuals or groups. It acknowledges that people have different starting points and face different barriers to success, so treating everyone the same may not result in fair outcomes. Equity seeks to level the playing field by providing additional support, resources, or accommodations to those who need them most, in order to achieve equality in outcomes.

In summary, while equality focuses on treating everyone the same, equity focuses on ensuring fairness by addressing disparities and providing what is needed to achieve equal opportunities and outcomes. Equality aims for sameness, while equity aims for fairness by considering and addressing differences.

APPENDIX B

STRATEGIES TO FIGHT RACISM IN SCHOOLS

1. **Diversity and Inclusion Education:** Implement comprehensive diversity and inclusion education programs that teach students about different cultures, histories, and perspectives. These programs should promote empathy, understanding, and respect for all individuals, regardless of their race or background.
2. **Anti-Racism Curriculum:** Integrate anti-racism curriculum into all subjects to address systemic racism and its impact on society. This curriculum should encourage critical thinking, challenge stereotypes, and empower students to become advocates for social justice.
3. **Teacher Training and Professional Development:** Provide ongoing training and professional development for teachers on recognizing and addressing racism in the classroom. Teachers should be equipped with the skills and resources to create inclusive learning environments and effectively manage incidents of racism.
4. **Zero-Tolerance Policy:** Implement a zero-tolerance policy for racism and discrimination, clearly outlining the consequences for such behaviour. Students should understand that racist language or actions will not be tolerated and will result in disciplinary action.
5. **Promote Student Leadership and Voice:** Empower students to take an active role in combating racism within their school community. Establish student-led diversity committees or organizations that promote inclusivity, organize awareness campaigns, and advocate for policy changes.
6. **Culturally Responsive Teaching:** Incorporate culturally responsive teaching practices that validate and affirm students' cultural identities and backgrounds. Teachers should use diverse teaching materials and tailor their instruction to meet the needs of all students.
7. **Community Engagement and Partnerships:** Forge partnerships with community organizations, cultural institutions, and local leaders to support anti-racism initiatives in schools. Collaborate on programming, workshops, and events that promote diversity, equity, and inclusion.
8. **Regular Evaluation and Feedback:** Continuously assess the effectiveness of anti-racism initiatives through student surveys, focus groups, and feedback mechanisms. Use this information to make adjustments and improvements to policies and programs.
9. **Restorative Justice Practices:** Implement restorative justice practices to address incidents of racism in a way that promotes accountability, healing, and reconciliation. Focus on repairing harm, fostering empathy, and building positive relationships among students.
10. **Parent and Guardian Involvement:** Engage parents and guardians in conversations about racism and inclusion, providing resources and support for discussing these issues at home. Encourage families to reinforce the values of respect and acceptance within the broader community.

APPENDIX C

EQUITY VS. EQUALITY

Equality



Equity



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