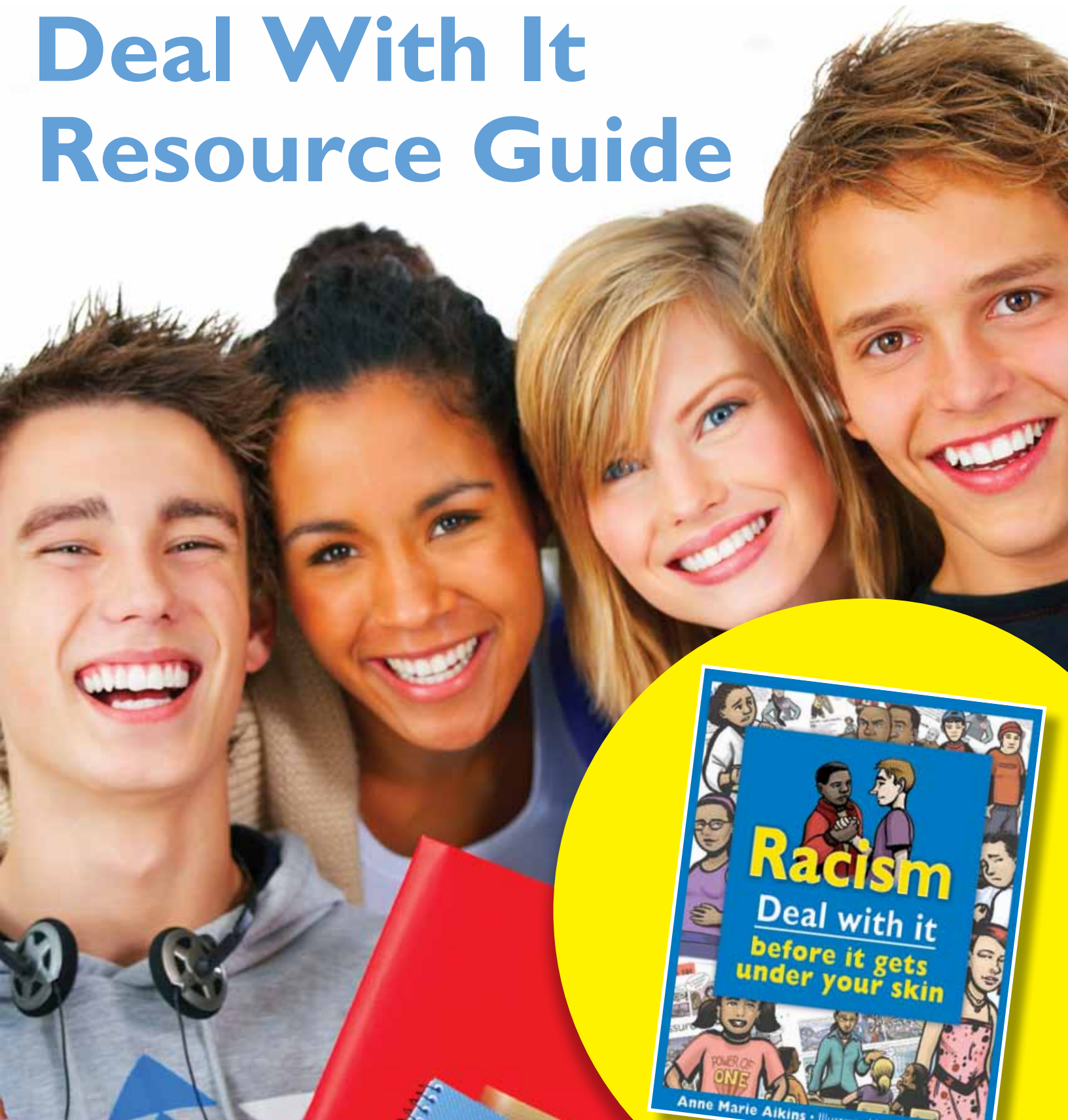


# Racism: Deal With It Resource Guide



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# How to Use this Guide

This guide offers a number of informative and enjoyable discussion questions and teaching activities that allow for in-depth coverage of the causes of conflict from several angles.

## Guide Map

This guide begins on page 3 with an introduction to the issue covered in the Deal With It book. Please be sure to read the **Before You Begin** section, which provides suggestions to help you consider the specific needs and interests of your class. It also outlines any particular scenarios presented in the Deal With It book that may be sensitive to some students.

The pages that follow correspond with the sections of the Deal With It book.

## These sections are:

- A **101** section that introduces readers to a subject (See page 4 of this guide)
- An **Instigator** section that focuses on the person who instigates the conflict (See page 6 of this guide)
- A **Target** section that focuses on the person who feels victimized in the conflict (See page 8 of this guide)
- A **Witness** section with tips for those caught in between (See page 10 of this guide)

## For each of these sections, you will find:

**Highlights** that briefly capture the main points from the Deal With It book, which you will want to review with students.

**Discussion Questions** that are designed to introduce students to the topics and encourage them to think critically about the topics at hand.

**Teaching Activities** that correspond to page numbers in the Deal With It book, and are designated as activities for Individuals (I), Pairs (P), or Groups (G).

## About the Series

The **Deal With It** series is a set of 32-page books that empower **kids ages 9–12** to resolve conflict in their lives. Information is presented in an interactive and graphic style to engage readers and help spark discussion of issues. The information in this **Resource Guide** is intended to help educators plan lessons around conflict resolution using the **Deal With It** books.



# Racism: Deal with it before it gets under your skin

Racism is a sensitive but important topic. Students in today's society must be aware of and sensitive to the traditions and beliefs of their classmates. They may sometimes find it difficult to recognize discriminatory or racist behaviour or know what to do when they encounter it. Few people would consider themselves racist, yet we might think about or treat people whom we see as being different than us in a negative way. *Racism: Deal with it before it gets under your skin* was created to encourage students to think about how they see and treat other people and how they can deal with racism in a positive way.

This guide to *Racism* aims to help create a supportive classroom where students will have the confidence to voice their concerns and participate in discussions that help them identify their values and beliefs and make conscious, responsible decisions.



## Before You Begin

Here are some tips and suggestions to help plan your Racism unit.

- Gather as much material as you can about *Racism*, including *Racism: Deal with it before it gets under your skin*. (See More Help on p. 32 of *Racism* for a listing of materials.)
- Decide on the scope of your study, depending on the grade level you teach and the needs of your students.
- Display books for children on this topic. In addition, prepare a bulletin board for posters, pictures, and, as the theme develops, your students' work.
- Decide on the amount of time that you plan to spend on this theme.
- Have students bring in their own books and movies that deal with Racism to discuss. You may wish to make this a rotating display, asking different students to bring and present their selections on different days.
- Make a class K-W-L-S chart with the following headings: "What I Know," "What I Want to Know," "What I Learned," and "What I Still Want to Know." After you complete each section of *Racism*, fill in the chart as a class. Use this chart as a basis for discussion and a guide to which activities might be most useful to your students.
- Draft a template for a note of congratulations for kids that do a good job of dealing with racism throughout the year. When you notice a student doing well, write a personalized comment on the letter acknowledging that they've done a great job.
- Be aware that racism is a very sensitive subject that can touch different people in different ways. This book offers a variety of real-life situations that students may find themselves in, but all the topics discussed may not be appropriate for all students. Be sure to review all the content thoroughly to make sure that it is suitable for your students.

# Racism 101

## Highlights

- Racism begins with the idea that people can be divided into groups called races, which are based on physical traits.
- Racism is a form of prejudice. It is a belief that some races are superior to others and should have more power than others.
- Racism can come in the form of excluding, assuming, blaming, or labelling others based on their “race” or ethnic background.
- Racial stereotypes are usually negative and can lead to discrimination. Racism occurs when someone has the power to act on his or her racist attitudes.
- Racism can happen at school, in the workplace, and at home. It can happen to anybody.

## Discussion Questions

- How would you define racism? Have you ever experienced racism in your school? How did it make you feel? How do you think the target of the racism felt?
- Have you ever heard racist jokes? How did it make you feel? How could this joke hurt someone’s feelings? What might you say to someone who tells racist jokes to get them to stop but not offend them?
- Do you think adults are affected by racism more than children? Explain your thinking.
- Have you ever felt left out because of your ethnic background? How did you feel? What did you do about it?
- Do you think the media — television, the Internet, advertisements, music videos, etc. — plays a role in racism? Do you think the media uses racial stereotypes? Explain your thinking.
- Have you ever assumed something about a person just because of the way they look or act? Has anyone ever had anyone make assumptions about you based on the way you look or act? How did it make you feel?

# Teaching Activities

I = Individual      P = Pair      G = Group

Section	Subject Area	Activities
pp. 2–5	Language Arts/ The Arts (visual) (G)	Have students work in small groups to create a poster to help stop racism. Encourage them to come up with a slogan and images that will get people to pay attention and think about their attitudes towards others. Have groups present their posters to the class and display them around the classroom.
pp. 2–5	Social Studies/ Media Literacy (I)	Have students collect ads for cars, clothing, or sports equipment from newspapers, magazines, and the Internet. Ask them to compare two different ads for similar products. Have them decide who the target audience is for each ad and how each one tries to reach that audience. Ask students to compare how different ethnic groups are portrayed in different ways. Ask students to present their findings to the class, using the two ads to demonstrate their findings.
pp. 6–7	Language Arts (G)	Write the headings “Blames,” “Labels,” “Excludes,” and “Assumes” on four sheets of chart paper and post them around the room. Divide the class into groups and have each group write an example of racism under each heading. Discuss the examples given as a class and brainstorm ways to deal with each example in a positive way.
pp. 8–9	The Arts (visual)/ Language Arts (I)	Ask students to think about what it would be like to wear their attitudes towards racism. Have them design a T-shirt with a slogan to help stop racism. Encourage them to be creative. Have students present their designs to the class and display them around the classroom.
pp. 10–11	Language Arts/ Guidance and Career Education (I)	Have students anonymously write a “Dear Conflict Counsellor” letter about an issue involving racial prejudice. Compile the letters into a class message board, including blank pages on which students can write responses, and post it in the room. Ask students to respond to at least one letter, offering advice on how to deal with the situation in a positive way.
pp. 10–11	Language Arts/ Social Studies/ Media Literacy (G)	Have students watch the Historica Minute about Jackie Robinson (see <a href="http://www.histori.ca">www.histori.ca</a> ). As a class, discuss how Jackie must have faced prejudice from spectators, the opposing teams, and even his own teammates. Have students create a storyboard for a history minute about another incident in Canadian history involving racism, such as the internment of the Japanese during WWII or First Nations people being sent to residential school. Encourage them to focus on individuals and how they combated prejudice in their own lives. Have students present their storyboards to the class.
pp. 12–13	The Arts (visual) (I)	Have students create a collage of myths about racism. Encourage them to include images that display the emotions that they associate with prejudice. Ask volunteers to present their collages to the class and display them around the classroom.

# The Minority

## Highlights

- The Minority is the person who feels outnumbered and is treated differently by the Majority.
- Some people believe negative stereotypes about the Minority.
- You can respond to racism by:
  - ☛ acting powerlessly and allowing yourself to be negatively affected
  - ☛ becoming empowered and dealing with racism in a positive way
  - ☛ acting overpowered, or aggressively, which only promotes hate and intolerance
- You can help protect yourself from racism by:
  - ☛ exploring your feelings and trying to identify attitudes and behaviours that make you feel like an outsider
  - ☛ speaking up if you experience discrimination in any form
  - ☛ being proactive and joining clubs and groups that make you feel welcomed
  - ☛ exploring your history and being proud of your roots
  - ☛ educating yourself to find out more about the history of racism

## Discussion Questions

- Who decides what groups of people are the Minority? Why do they get to decide?
- Do you ever feel like an outsider? What is it about other people's behaviours that make you feel this way? What are some things you could do to help yourself feel less like the Minority?
- Where do you think negative stereotypes about the Minority might come from? How do these stereotypes spread? Why do you think these stereotypes persist?
- Has someone ever made a racist comment to you? How did it make you feel? How did you respond? Can you think of a positive way to discourage someone from making racist comments about you or anybody else?
- If you are the Minority, how could you make yourself feel more empowered? How can you make sure that you don't act overpowered or aggressively towards the Majority?
- What are some ways that the Majority might make the Minority feel welcomed? Why is it important for both the Minority and the Majority to work together to fight racism?



# Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 14–15	The Arts (visual) (I)	Ask students to choose a “Do” and a “Don’t” on p. 15. Have them use pictures and words to create a poster that contrasts the “Do” with the “Don’t.” Have students present their posters to the class and discuss why they chose the images they used.
pp. 14–15	Guidance and Career Education (I)	Have students research to find out more about ways that people can empower themselves to overcome racism. Ask them to create a brochure that demonstrates tips on becoming empowered.
pp. 16–17	Social Studies/ Canada and World Studies (P)	Have students work with a partner to complete the quiz. Ask them to choose one of the scenarios and research to find a real-life example of a similar situation (e.g., Sikh RCMP officers fighting for the right to wear turbans, Asmahan Mansour being prohibited from wearing her Hijab in a soccer tournament). Have partners present their findings to the class and discuss the issues. Encourage students to think about how the people involved might resolve the situation in a positive way that makes everyone feel empowered.
pp. 16–17	The Arts (drama) (G)	Have students work in small groups to act out a situation from the quiz, asking the other groups to guess which situation they are portraying. After each presentation, ask students to discuss how the people involved might have felt and how the situation would be resolved if they followed the empowered behaviour suggested.
pp. 18–19	Language Arts/ The Arts (visual) (G)	Divide the class into five groups and assign each group one of the ways you can protect yourself against racism. Have them design a bookmark displaying “tips” on what to do when they feel angry. Have students share their bookmarks with classmates.
pp. 18–19	Language Arts/ Social Studies/ Canada and World Stories (I)	Have students review the “Did You Know?” section and select one of the facts given. Ask them to research to find out more about the fact and then write a newspaper editorial expressing their opinion of the situation and suggesting ways to improve it. Have them share their editorials with their classmates and discuss their ideas.

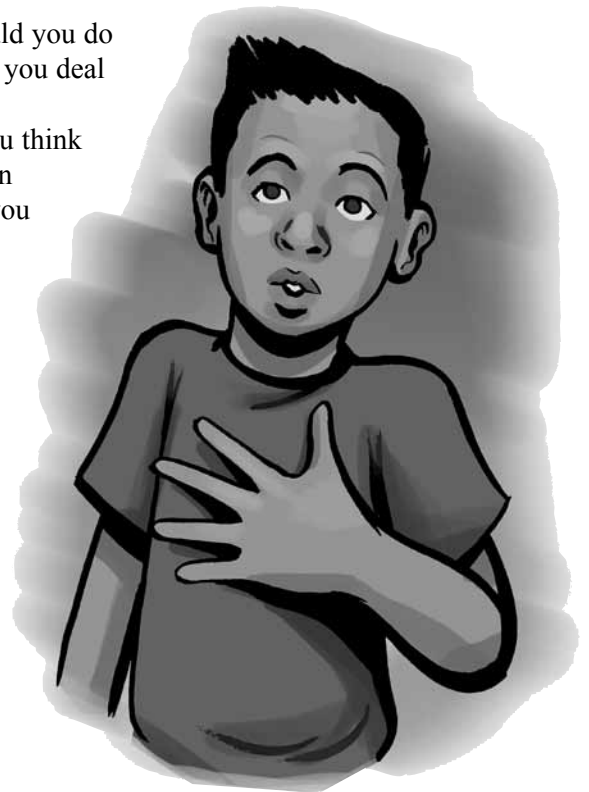
# The Majority

## Highlights

- The Majority is the person who is an insider. He or she may believe and act on negative stereotypes about the Minority.
- People may be afraid or intolerant of differences because:
  - ☛ things we don't understand make us uncomfortable
  - ☛ we may have heard our parents or friends make unkind remarks about minorities
  - ☛ we see stereotypical images on television and the Internet
  - ☛ we are afraid of not fitting in
  - ☛ we might not be aware of the privileges and advantages we have
  - ☛ we don't realize that our attitudes and behaviours harm others
- You can help stop racism by:
  - ☛ examining your own behavior and attitudes toward people who are different from you and opening your heart and mind
  - ☛ learning about the history of racism to help expand your knowledge and understanding
  - ☛ questioning the images you see in the media and identifying the misinformation behind stereotypes
  - ☛ cleaning up racist graffiti in your community
  - ☛ telling people about and celebrating the International Day for the Elimination of Racial Discrimination (March 21)
  - ☛ speaking to your friends and helping them to change any negative behaviours
  - ☛ working to unlearn any prejudices you have

## Discussion Questions

- What are some examples of racist behaviour? What would you do if you encountered any of these behaviours? How might you deal with them in a positive way?
- How is the Majority portrayed in the media? Why do you think the media uses stereotypical images of the Minority? Can you think of any examples of negative stereotypes that you see? How might being aware of these stereotypes in the media help you become empowered against racism?
- Are there any groups at your school or in your community that exclude minority groups? Are there any minority groups that exclude the Majority? How might we work to bring these two groups together?
- If racism is learned, how do people learn it? What influences people to become racist? How might they unlearn these attitudes and behaviours?
- What are some ways we can stop racism? How could we implement changes in our school or community to help stop racism?
- How would you define hate crimes? Why do you think these types of crimes are considered so serious? Explain your thinking.



# Teaching Activities

I = Individual      P = Pair      G = Group

Section	Subject Area	Activities
pp. 20–21	Language Arts/ Social Responsibility (I)	Have students review the letters to “Dear Dr. Shrink-Wrapped.” Encourage them to write their own questions about racism and to sign it with a pen name. Have them place their questions in a class mailbox. Students will then pick a question from the box and write a response to it. They may wish to research, interview, or share personal experiences to give their best response to the question selected. Post the letters and responses on a message board in the classroom and encourage students to add to it as they explore this topic further.
pp. 20–21	Social Studies/ Canada and World Studies (G)	Have students work in small groups to look at a story from different angles. Ask them to find a news story that made headlines across Canada or around the world. (You may wish to have them visit <a href="http://www.newseum.org">www.newseum.org</a> or similar Web sites to find headlines.) Have them research to see how different news agencies covered the story. Ask each group to present their findings to the class and discuss how looking at the same story from a different perspective might help them deal with racism in a positive way.
pp. 22–23	Mathematics/ Guidance and Career Education (G)	Have students work in groups of three or four to develop a survey based on the questions in the quiz. Ask them to survey students in their school to find out their feelings on personal differences and racism. Have them analyze their data and display the results by grade level and gender. Ask them to share their findings with the class and discuss which data and responses surprised them. As a class, brainstorm ways you might work to change racist attitudes in your school or community.
pp. 24–25	Language Arts/ Media Literacy (G)	Have students work in groups of three or four to create a storyboard for a Public Service Announcement (PSA) to help stop racism. Encourage them to use the tips given on pp. 24–25 and to include details on the characters, dialogue, music, and sound effects they will use to help get their message across. Ask students to present their PSAs to the class, explaining their choices and how they think they will help other people stop racism.
pp. 24–25	Language Arts/ Media Literacy (I/G)	Ask students to make a slideshow demonstrating the “Do’s and Don’ts” on p. 25. Encourage them to include images, graphics, music, and sound effects to help illustrate their slideshows. Have them present their slideshows to the class and discuss as a group how following these Do’s and Don’ts can help stop racism.
pp. 24–25	Language Arts/ Canada and World Studies/ Social Studies (P)	Have students work in partners to create an information page about a person who has contributed to the fight against racism (e.g., Nelson Mandela, Rosa Parks, Elijah Harper). Ask them to research to find out about their person and to write a brief biography about them. Encourage them to include images and details that help give a sense of their person’s work to fight racism. Compile the information pages into a Directory of Heroes that students can refer to throughout this lesson and the school year.

# The Witness

## Highlights

- The Witness is a person who sees prejudicial attitudes and behaviours.
- The Witness might think that racism is too big for one person to change.
- Witnesses may be afraid to speak up against racism because they think they might:
  - ☛ lose friends
  - ☛ interfere in something that is none of their business
  - ☛ be accused of being overly sensitive
  - ☛ get someone in trouble
- You can help be a positive force for changing racism by:
  - ☛ educating yourself about racism and other cultures
  - ☛ treating everyone with respect
  - ☛ getting help from a trusted teacher, parent, or older friend
  - ☛ setting a good example for others

## Discussion Questions

- Have you ever spoken up when someone made a prejudicial comment? How did you feel? How did others around you react?
- Imagine that a good friend starts making racist comments to another friend just to become part of the popular crowd. What would you do? How could you explain to your friend that the behaviour was harmful without hurting his or her feelings?
- What are some ways that you could be a good example for others on how to stop racism? Give some examples of what you might do.
- Who could you turn to when you witness racism? How might they help you?
- Do you think that people can be somewhat racist? Is there a tolerable level of prejudice? Explain your thinking.



# Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 26–27	Social Studies/ Physical Education (G)	Have students work in groups of five to play a game of “Four Corners” using the “Do’s and Don’ts” on pp. 15, 21, and 27. Ask four students to stand in the corners of the squares and the fifth student to be It. Read the Do’s and Don’ts in random order, leaving off the Do or the Don’t at the beginning of the statement. If the students on the corners believe that the statement is a Do, they can try to switch places with someone on another corner, and the person who is It can try to take one of the corner places. If the statement is in fact a Don’t, a student that tried to move then becomes It. When everyone has a chance to be It, bring the students together and discuss how the Do’s and Don’ts might help them deal with racism in a positive way.
pp. 28–31	Language Arts/ The Arts (I)	Have students fold a sheet of paper in half. On one half, ask them to illustrate a situation from the quiz. On the other half, have them illustrate a solution that would bring a positive resolution to the situation. Ask students to present their illustrations to the class and discuss how their solution helps combat racism.
pp. 28–31	The Arts (drama) (G)	Have students work in groups of four to create a skit based on one of the situations in the quiz. Their skit should have two endings. The first ending shows the Witness choosing not to get involved in a situation and the consequences of that choice. The second ending should show the Witness taking steps to get involved and what the consequences of their actions are. Have students present their skits to the class and discuss the differences between the positive and negative outcomes.
pp. 28–31	Language Arts/ Canada and World Studies (G)	Have students work in small groups to find out more about the International Day for the Elimination of Racial Discrimination or other events that celebrate diversity (i.e., National Aboriginal Day, Folklorama in Winnipeg). Ask students to present their findings to the class. As a group, discuss how these celebrations help fight racism and make Canada stronger as a society. You may wish to plan your own class party to celebrate the cultures of your students.

## Additional Resources

- [www.pch.gc.ca/march-21-mars/](http://www.pch.gc.ca/march-21-mars/): The Canadian Heritage website showcases information on the International Day for the Elimination of Racial Discrimination.
- [www.unacorg/yfar](http://www.unacorg/yfar): Youth Forums Against Racism is an initiative of the United Nations Association in Canada, launched in recognition of the United Nations International Year for the Elimination of Racial Discrimination.
- [www.tolerance.org](http://www.tolerance.org): Teaching Tolerance is dedicated to reducing prejudice, improving inter-group relations, and supporting equitable school experiences; it is an Anti-racism Educational site.
- *For Angela*. DVD. National Film Board of Canada, 1993.
- *Playing Fair*. DVD. National Film Board of Canada, 1992.
- *Taking Charge*. DVD. National Film Board of Canada, 1996.

### About the Author of this Guide:

**Wendy Doucette** has been a teacher-librarian for the past fifteen years and is presently a Resource/Reading Recovery teacher. She lives with her husband and three children in Greenvale, PEI.

### Guide Credits:

Editor: Tricia Carmichael

Illustrations by: Steven Murray

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