
Students Tackle Racism and Discrimination at School

— Sara Alonso/ Rebecca Schroeder —

Workshop Purpose

- Create awareness
 - Share resources that have been used
 - Action focused activities
 - Transferable and applicable to other situations
-

The Peer Leader Club

Purpose, Evolution, and Ownership

Refugee and Immigrant Student Peer Leader Club

- Partnership
- Safe Space
- Leadership
- Communication

- Ownership
- Student- led
- Conversation
- Meaningful

**Discrimination, labels, racism, inter generational issues, feelings, experiences, actions...*



Framework

Intersectionality

- Identity is complex
- Gender, race, age, class, sex, religion, ability, others

Guo, S. (2019)- *I belong to nowhere*

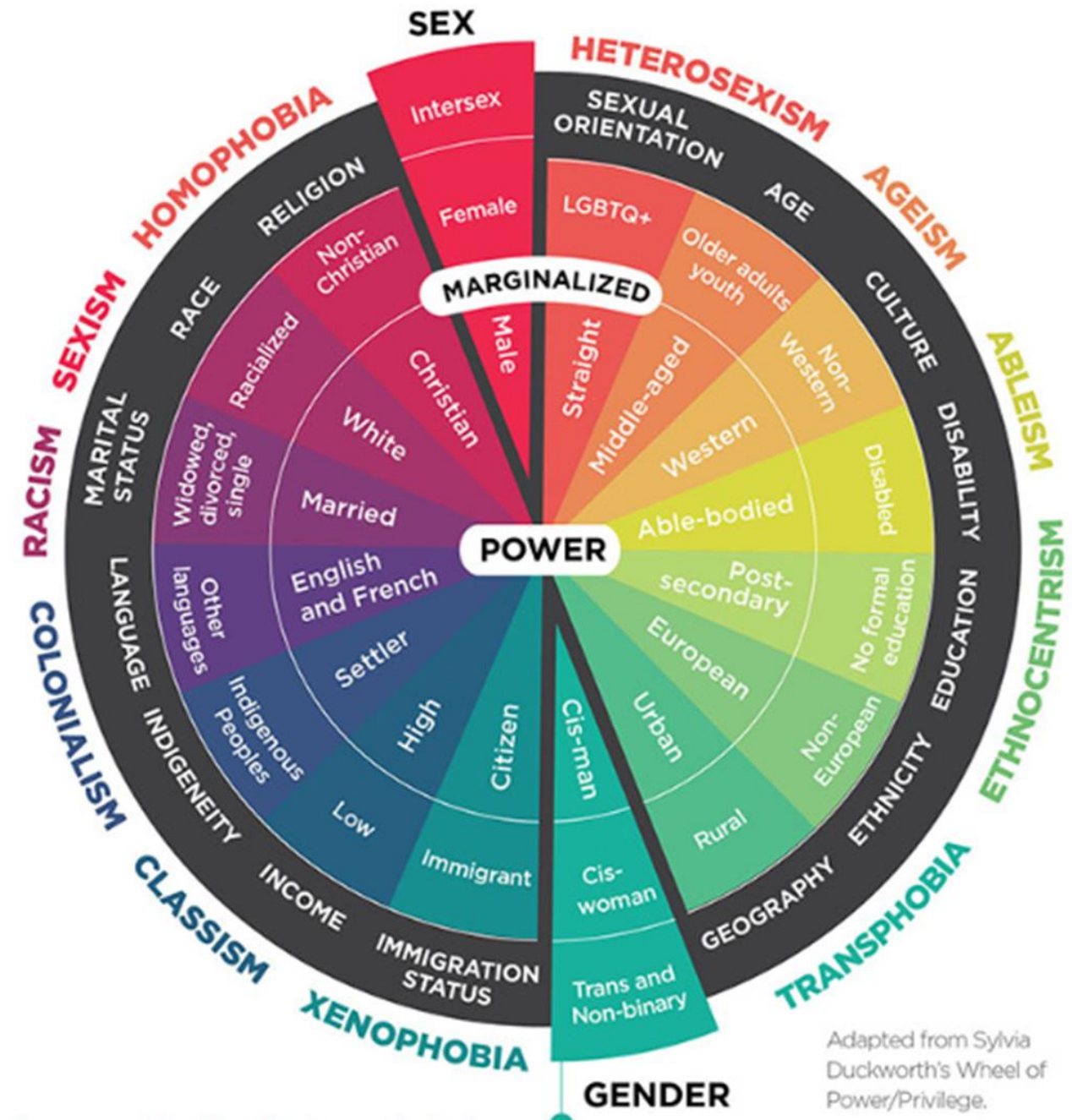
- Syrian diaspora in Alberta
- School provides stability but lack belonging

Stewart, J (2019)- *Refugee student integration*

- Systemic racism, discrimination and trauma

Gebhard, A (2012)- *Pipeline to prison*

- BIPOC youth pushed out of school due to racialized representations of deviance
- Overrepresented in prison system



Framework

Rachael, T. (2006) Something to declare

- Class- engage students in historical research and critical inquiry as **embodied practices** rooted in experience.
- Performance as an alternative means of **publishing research**.
- **Oral** histories were conducted and adapted into a multimedia theatrical **production** that combined video, music, dance and poetry and performed in a theatre.
- Recognize own history and **community** as a unique **educational resource**.
- **Approach**- Subjects addressed **issues** they were **resistant to speak** about.
- **Dialogical** relationship- conversation between **subject and audience**- different voices, world views, value systems and beliefs have a conversation with one another.



Workshop

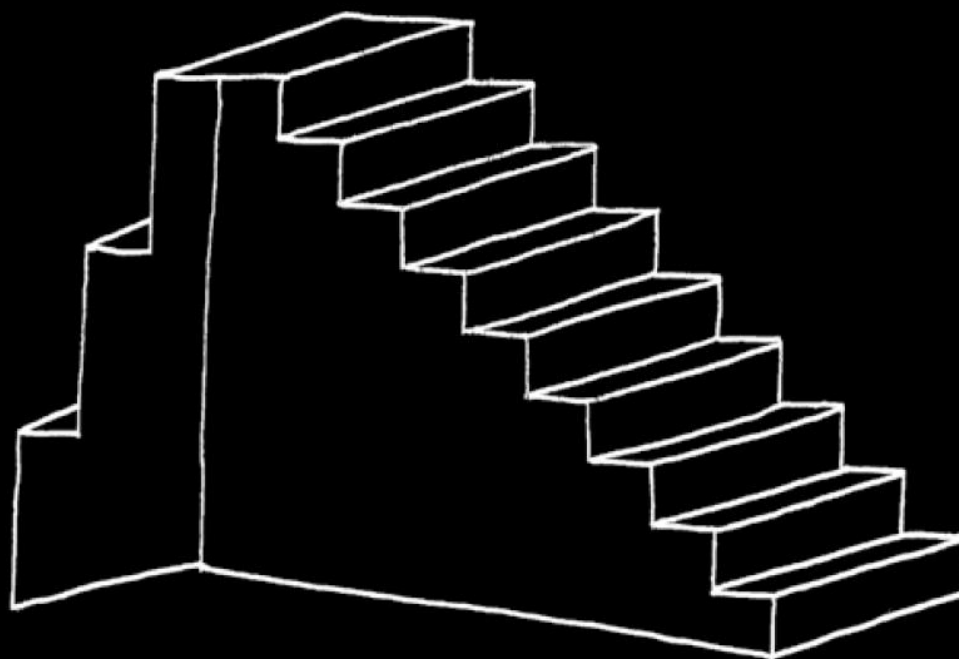
Activity Based

- Rationale
- Participation
- Resources
 - Anti- Discrimination Response Training (ART)
 - Theatre of the Oppressed

Activity 1

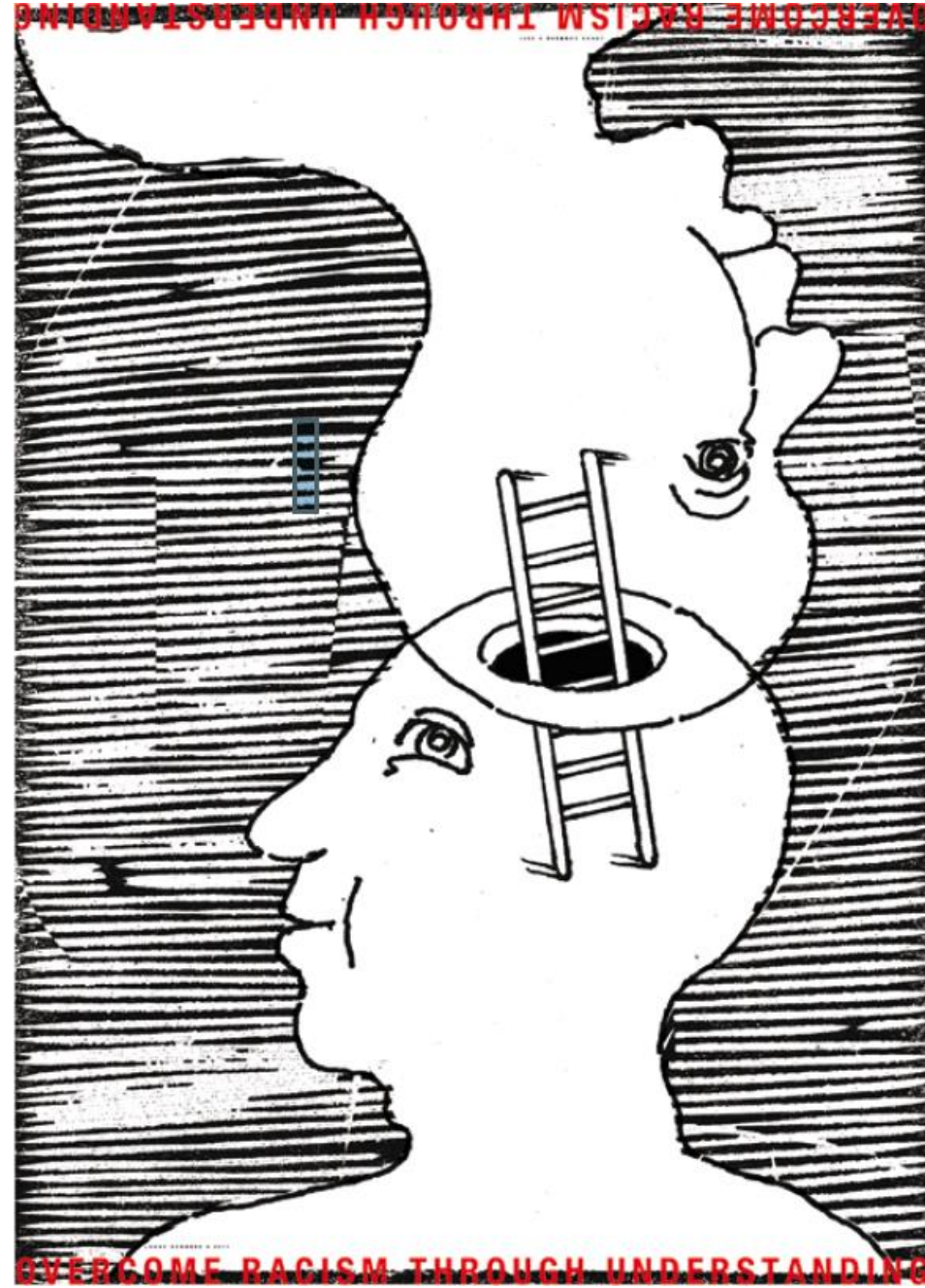
— *Racism Revealed: Poster artwork to promote discussion* —

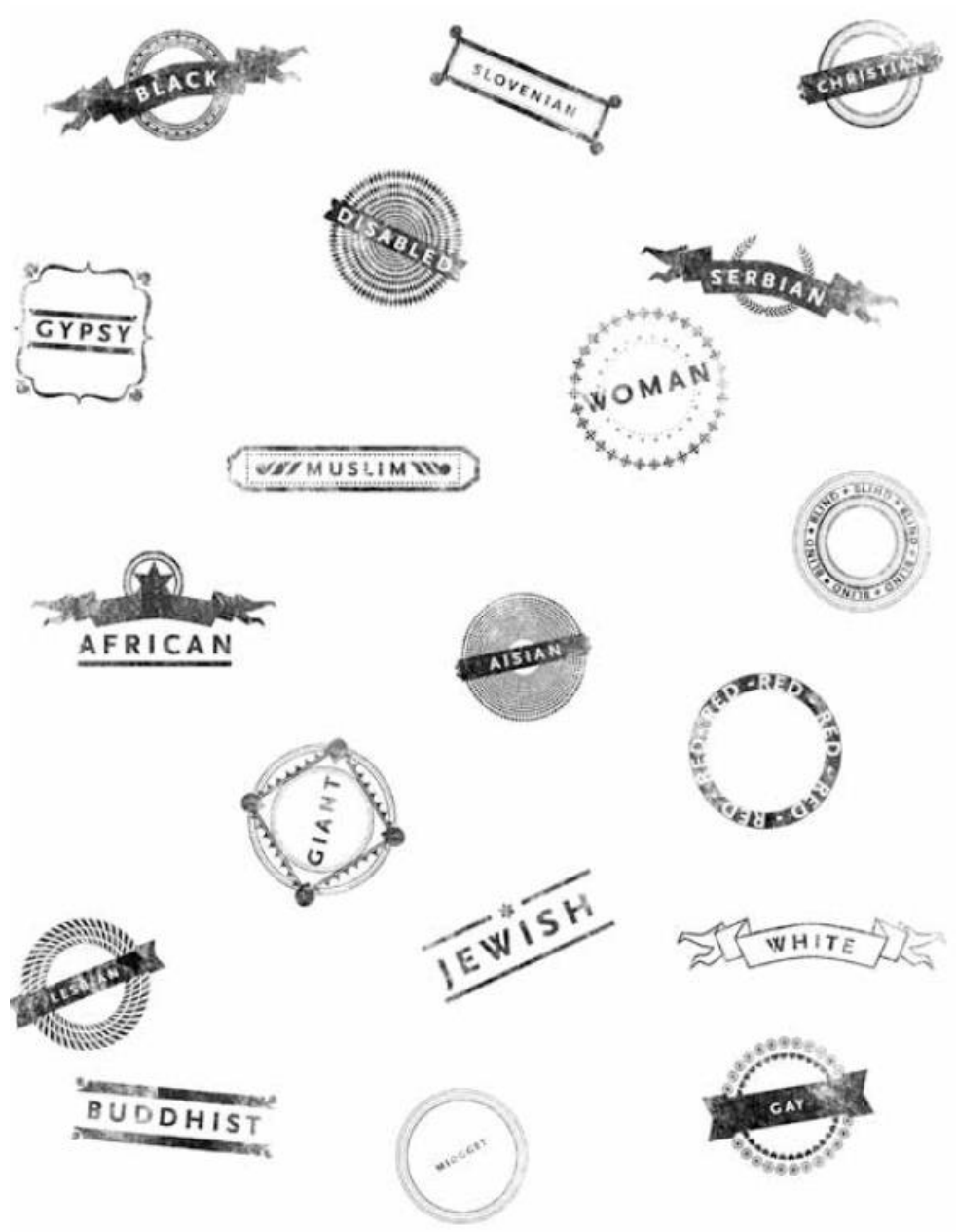
Amnesty International



Jeanne Rimbart

Le **même EFFORT** pour tous ?





HAD
~~I have~~
a dream

Martin Luther King, Jr. January 15, 1929 – April 4, 1968



WE'RE ALL A LITTLE GUILTY

Activity 2

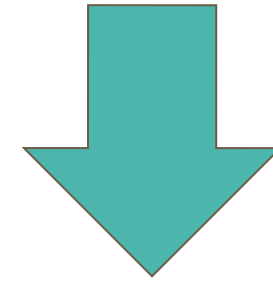
— *Anti Discrimination Response Training (ART)* —

F. Ishu Ishiyama Ph.D

Anti-discrimination response training (ART)

- Group based social skills training approach to help participants develop, expand and refine verbal and non verbal skills in responding to discrimination in interpersonal context

Bystander



Active Witness

"Response-ability"

Four levels of witnessing

Dis-Witnessing:

Joining the Offender, blocking awareness, disengaging, avoiding, dismissing, denying.
No Hear – No See – No Feel – No Do

Passive Witnessing:

Covert responding, silenced witnessing, hesitation to act, preparation for active witnessing.
Hear – See – Feel – No Do

Active Witnessing:

Overt behavioral responding, immediate or delayed responses.
Hear – See – Feel – Do

Ethical Witnessing with Social Action:

Ethical social action, recognizing social injustice, and taking action at social level of confronting and educating others, becoming an agent for societal and institutional change
Beyond Hear – See – Feel - Do

Active witnessing responses

1. Interrupt (Assertive interjections)

- Stop it.
- Wait a moment.

2. Express upset feelings (Expressing personalized emotional reaction)

- I can't believe you are saying this.
- I'm surprised to hear you say this.

3. Call it "discrimination" (Calling it racism or sexism)

- That's discrimination.
- It's not fair.

4. Disagree

- I don't think it is true.
- I must disagree.

5. Question validity (Questioning the validity of a statement or an overgeneralization)

- Everybody?
- Always?

6. Point out how it offends and hurts people (Pointing out hurtful and offensive nature)

- It's a hurtful comment.
- Ouch! That hurts.

7. Put the offender on the spot

- What? Excuse me?
- Could you repeat what you just said?

8. Help the offender to self-reflect (Empathic confrontation)

- You sound really annoyed.
- Would you mind telling me what's going on with you?

9. Support the victim (Approaching and supporting the victim)

- You are not alone. I'm with you
- This is terrible. I'll come with you. So, let's get help.

10. Ask others for involvement and help (Approaching externals: professors, friends, classmates, other third party members)

- You are one of the professors I can trust. Can I talk to you about something serious?
- I need to talk with you about what happened today.

11. Approach other witnesses at the scene (Approaching co-witnesses)

- Did you hear what I just heard?
- We can't just stand here, let's do something about this.

What response was used?

Scenario 1: Mexican Student

During a service project planting trees at a local park, a group of students is laughing as one of them complains, “Why are we doing this? This is what Mexicans are for!”

A Mexican student is part of the group and is noticeably upset. A girl approaches him and says “I heard what they said and I am sorry, it is terrible. Are you ok?”

Scenario 1: Mexican Student

- **Approach the victim (#9)**
 - You are not alone. I'm with you.
 - This is terrible. I'll come with you. So, let's get help.
- **Other ideas?**

What response was used?

Scenario 2: Rhythm

Students are planning a class assembly and are arranging who should do which part. “He should do the dance,” pointing to one of the students. “You people have good rhythm so you’ll be good at dancing”.

Another student asks “You people? What do you mean exactly by using that comment? Did everyone hear this right?”

Scenario 2: Rhythm

- **#5- Question validity: over- generalization**
 - Everybody?
 - Always?
- **#11- Approach other witnesses at the scene**
 - Did you hear what I just heard?
 - We can't just stand here, let's do something about this.
- **Others?**

What response was used?

Scenario 3: Pronunciation

A guest speaker comes to school.

One of the students puts his hand up and asks a question. The visitor asks the student what his name is and the student replies “Yuxuan Li”.

“Oh dear”, says the guest speaker, “That’s a funny name, I can’t pronounce it, can I just call you Dave?”

The student replies, “No, my name is Yuxuan, I understand you might mispronounce it but you have to try. My name is NOT Dave”.

Scenario 3: Pronunciation

- **#4- Disagree**
 - I don't think that's true
 - I must disagree
- **Others?**

What response was used?

Scenario 4: Mocking

In the cafeteria 2 students are mocking another one and doing impressions of him, pointing out his accent is really bad and hard to understand.

A teacher overhears and approaches them, “I am very surprised to hear you making fun of your friend. I have seen you play soccer with him and the three of you enjoying recess together. Your comments are really hurtful.”

Scenario 4: Mocking

- **#2- Express upset feelings**
 - I can't believe you are saying this
 - I'm surprised to hear you say this.
- **# 8- Help offender to self- reflect**
 - You sound really annoyed
 - Would you mind telling me what's going on with you?

What response was used?

Scenario 5: Clothing

Student 1: Why does your mom wear those clothes?

Student 2: She wears them because they are traditional in the country she was born in and she feel comfortable in them.

Student 1: Yeah in those countries women are treated bad, everyone is very uneducated and savage.

Student 2: Everyone? Where did you hear this? Have you been there?

Scenario 5: Clothing

- **#5- Question validity**
 - Over generalization
 - Everybody?
 - Always?
- **Other?**

Activity 3

Bias Scenarios

What would you do? 1

1.

A young girl wants to join the swim team, but is told by the coach she doesn't have the strength to swim long distances. He says, "Why don't you go home and play with your Barbie instead?"



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What would you do? 2

2.

A teenage boy decides to learn Jazz Dance. When he arrives at the dance school, the teacher laughs and says, "Why aren't you playing soccer?"



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What would you do? 3

3.

A girl tells her friend how her father looks after her baby sister at home while her mother works. Her friend raises her eyebrows and says, "That's weird! Dads aren't supposed to look after babies - mums should!"



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What would you do? 4

4.

A Greek-Australian girl is not invited to a birthday slumber party. Her friend says, "My

mum said Greeks don't allow their children to go to slumber parties."



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Activity 4

Theatre of the oppressed

Augusto Boal

Theatre of the oppressed

- Theatre as a tool for transformation
- Encouraging the audience to engage and influence the performance on stage

['this isn't me doing this – it's only a play']

Purpose:

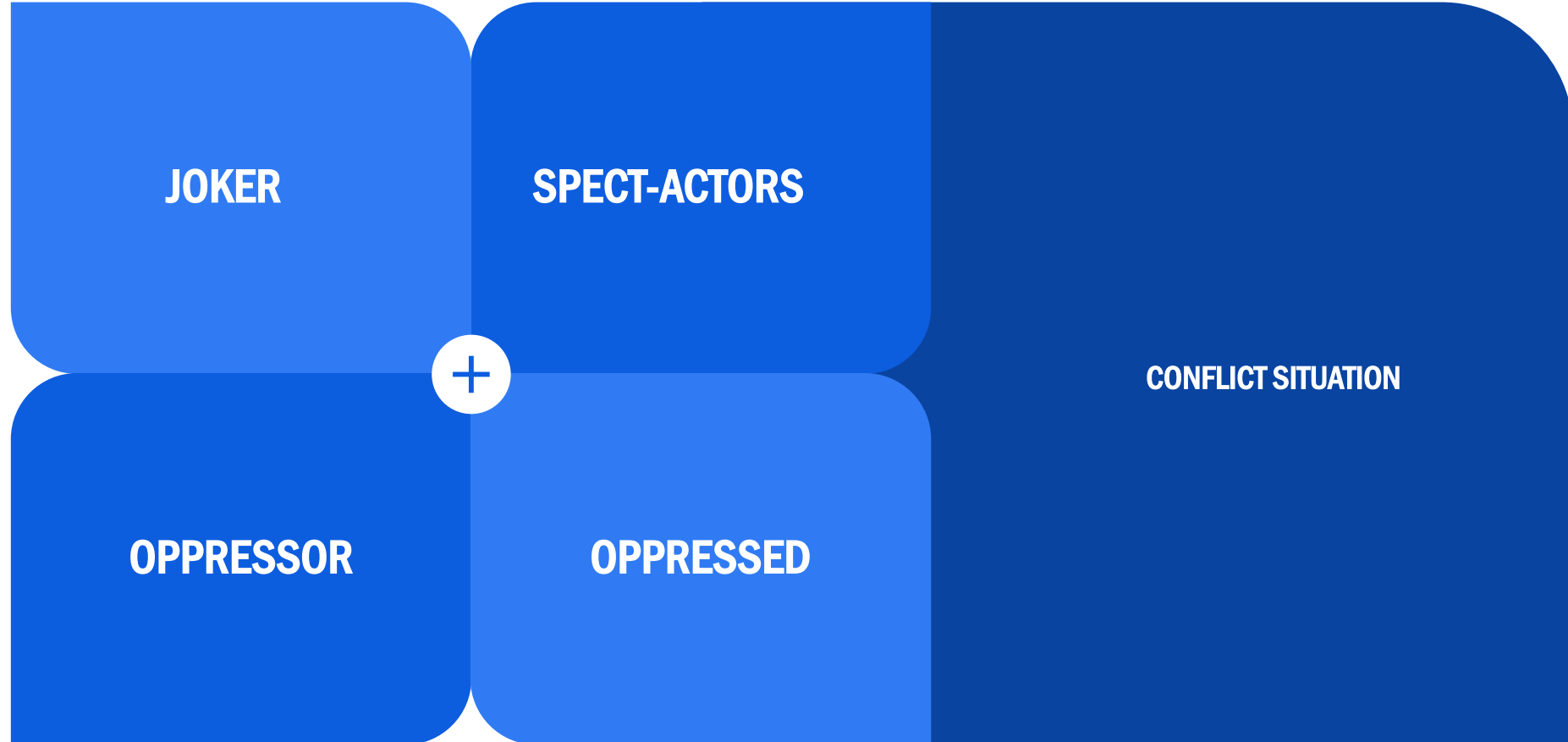
- Understand social reality and practice the skills to then be able to change it
- Opportunity to try strategies and see which one works best
- Observe different perspectives
- Raise debate

Theatre of the oppressed



2:28-3:42

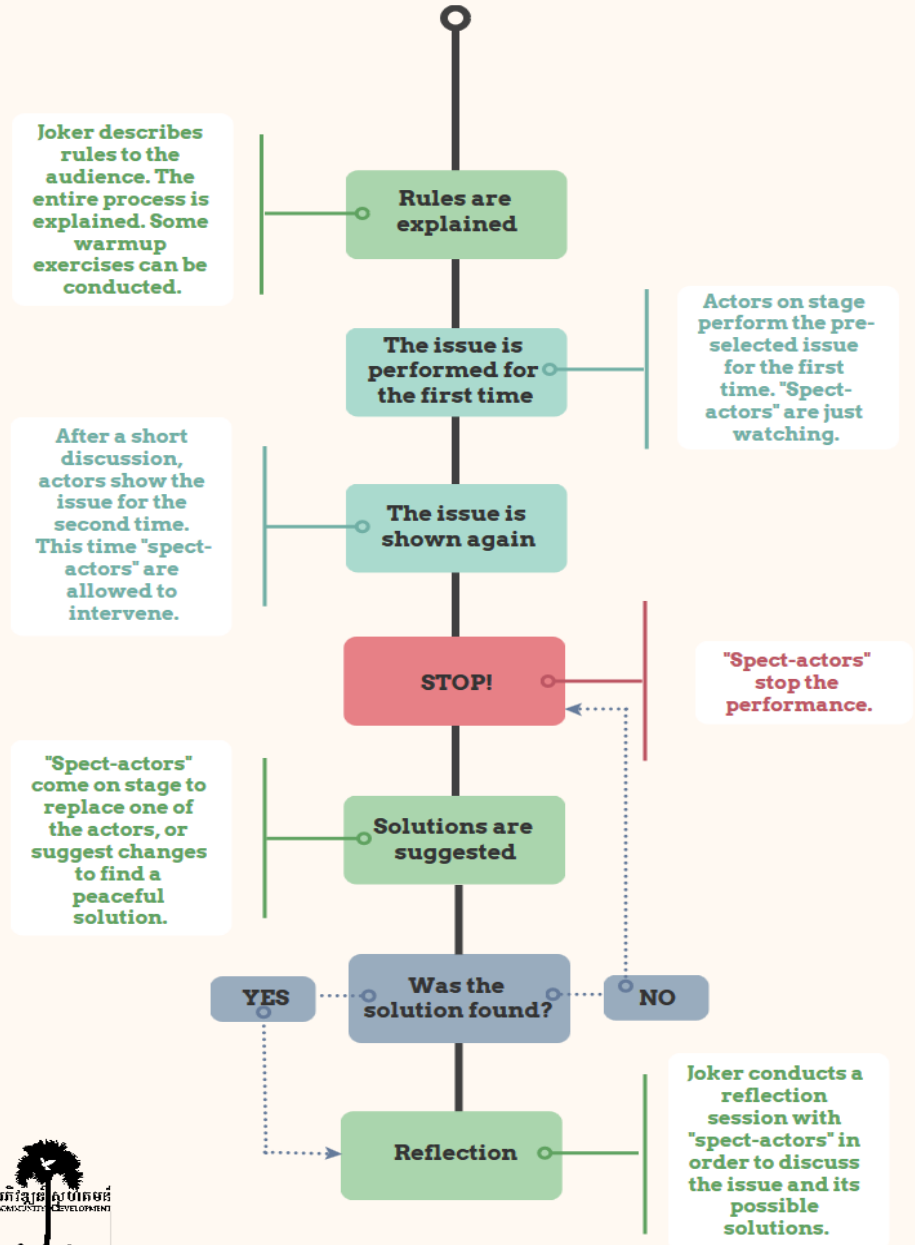
Theatre of the oppressed



Theatre of the oppressed

Augusto Boal

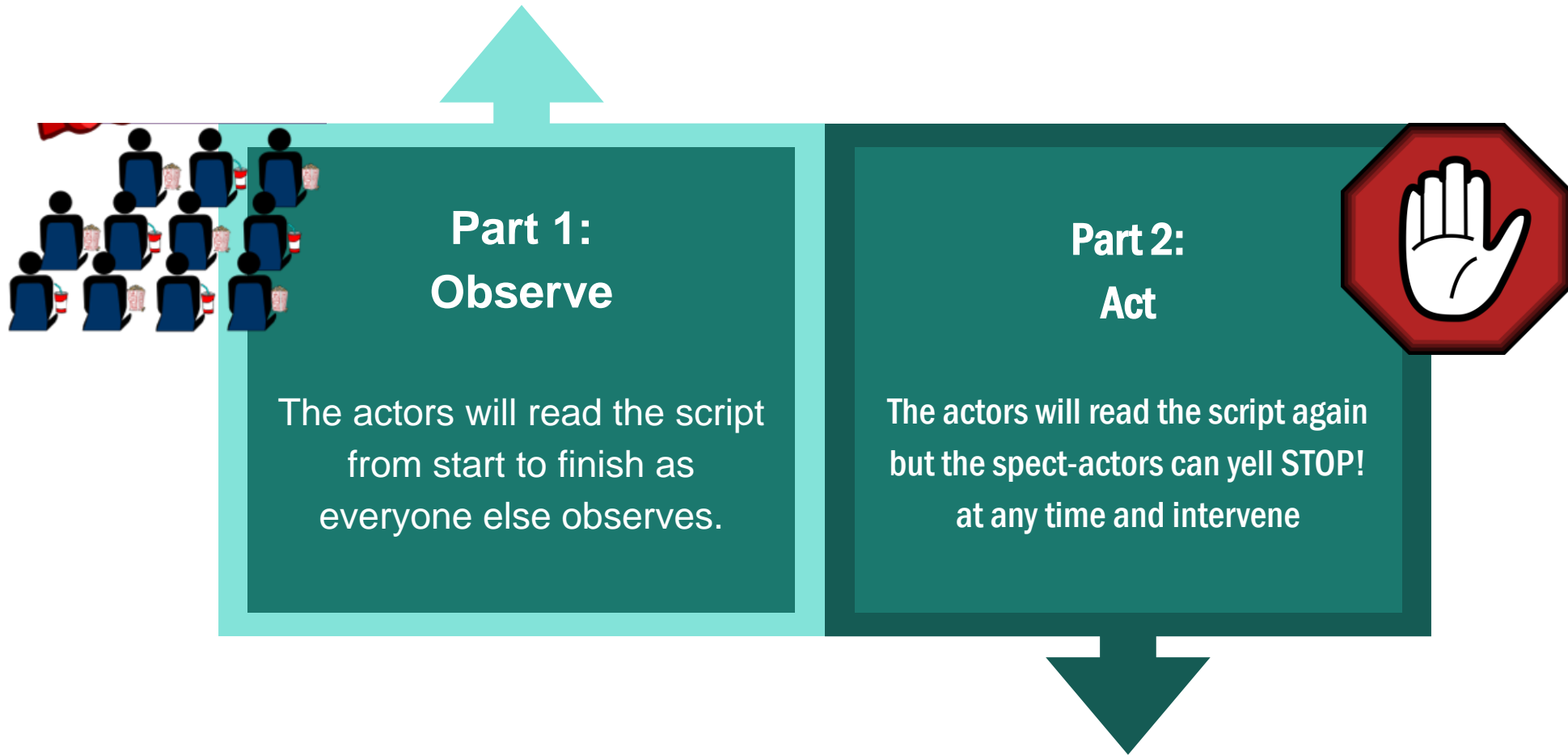
Forum Theater Process



Theater of the Oppressed: Action!

1. **Participants (2) read the script**
2. **Rebecca- Joker/ moderator**
3. **Sara- Spect- actor- Intervene!**

Theater of the Oppressed: Action!



Script 1- Part 1: Pronunciation

Read/ Re- read

Rebecca - Yuxuan is joining the art class for the first time and introducing herself to a group of girls

S1- “Hi! I’m Yuxuan. I think I’m assigned to work with you for the art project”

S2- “Yu-what? That’s so hard to say can we maybe just find you a normal and easy name so we don’t screw up? How about Amy? Can we call you Amy?”

S1- Um sure... (confused)

S2- Cool!... Amy sounds so much better and you do look like an Amy! So win win.

S1- Ok (upset)

S2- It will also be so much easier for everyone to spell. Do the teachers call you like that all the time? Yu...whatever it is? I’d be soooo mad with everyone saying my name wrong all the time. You should totally consider changing it to Amy.. I’ve heard people new to Canada do it all the time!”

Script 1- Part 2: Pronunciation

Stop and Intervene!

Rebecca - Yuxuan is joining the art class for the first time and introducing herself to a group of girls

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S1- Um sure... (confused)

S2- Cool!... Amy sounds so much better and **you do look like an Amy!** So win win.

SARA- Intervenes as Yuxuan- S2

Script 2- Part 1: Clothing

Read/ Re- read

Sara: Why does your mom wear those clothes? They're so funny looking!

Rebecca: I think they look ok.

Sara: Its summer time. She doesn't need to wear so much clothes. Doesn't she get hot with all those layers and long sleeves?

Rebecca: She wears them because they are traditional in the country she was born in and she feel comfortable.

Sara: Is she really comfortable? Or does she have to wear them?

Rebecca: What do you mean she has to? Like someone is forcing her?

Sara: Yeah in *those* countries women are treated *bad*, everyone is very uneducated and savage.

Rebecca: I'm from one of those counties too...

Script 2- Part 2: Clothing Stop and Intervene!

Sara: Why does your mom wear those clothes? They're so funny looking!

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Rebecca: What do you mean she has to? Like someone is forcing her?

Sara: Yeah in *those* countries women are treated *bad*, everyone is very uneducated and savage.

Rebecca: I'm from one of those counties too...

Script 3- Part 1: Swimming

Read/ Re- read

Girl: Hey coach! We have practice after school right?

Coach: Um... ya. There is practice for the swimming team members.

Girl: Oh great! What time should I be there?

Coach: Did you make the cut? I heard you didn't pass the speed test.

Girl: I did! I'm really fast. I'm sure I can be on the team too.

Coach: Well, it's going to require a lot of strength. Travel away from your mom. Carrying heavy gear...

Girl: That sounds fun. I'm totally up for the challenge.

Coach: I don't know. We've never had a girl on the team before. It's usually just athletic boys.

Girl: Oh... I see.

Coach: Why don't you try again next year. Or I heard the cheerleading pom squad is taking new recruits. That's something I could see you doing.

Script 3- Part 2: Swimming Stop and Intervene!

Girl: Hey coach! We have practice after school right?

Coach: Um... ya. There is practice for the swimming team members.

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Feedback

Comments, reflections, questions

Resources Referenced

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Theatre of the oppressed - Example