CHOOSING ANTI-RACISM

Toolkit

Choosing the radical re-orientation
of our consciousness

CHOOSING ANTI·RACISM

Contributors/Writers

Eliza Jones, Benjamin Wood, Sadie Lamont, Téophane (Teo) Patel, Alfonso Alejandro Villacorta Puchoc, Cynthia Akim Bih, Sarah Adele Westgaard, Allix (Liv Angelina) Ilseng, Rae (Ajda) Kolenc, Natalija Andan.

Spike (Zacharia) Asri & Lorena Chamorro Giráldez.

Proofreading

Gigi Solans Rodríguez, Marifé Gomez, Max Homan & Iris Garcia

Graphic design

Fabiana Montiel & Verónica Céspedes

www.ifm-sei.org

Rue Joseph II, 120, 1000 Brussels

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Choosing the radical re-orientation of our consciousness

Presentation

IFM-SEI is a global non-formal educational youth movement whose work is based on socialist principles of equality, solidarity, freedom, peace, and internationalism. Our member organisations are child and youth-led, and we equip children and young people with the tools and knowledge to fight for their rights and be active decision makers in their own lives. To do so, we must educate young people to be critical of the world they live in and be aware of inequalities and rights violations to challenge them.

As part of the work of IFM-SEI, 'Choosing anti-racism: choosing the radical re-orientation of our consciousness' was created. This work plan is funded by the EYF and brings together two of the long-term priorities of our movement, social inclusion, and anti-racist work.

Through this project, IFM-SEI oversaw a group of volunteers to participate in three stages, where they can provide ideas, develop strategies, and find solutions to actively fight against racism. As a result, the participants of the last phase of Choosing Anti-racism have developed the present toolkit, putting together the knowledge and resources that they have obtained during the implementation of the work plan.

Along these lines, this educational toolkit aims to provide space for IFM-SEI and its members to reflect on social and organisational attitudes, beliefs and practices, create a better understanding of power structures and dynamics by analysing the roots and mechanisms of racial discrimination, and empowering them to take anti-racism actions.

So what is a toolkit?

By toolkit we mean a booklet in which we include educational resources based on non-formal education. These resources are knowledge and activities to put into practice within your groups or organisations.

This toolkit has a mission: Putting knowledge into practice. First, you get the theoretical foundation and then we present one activity in each block to put into action what you have learnt.

It also includes a final section with additional resources so that you can continue to expand your knowledge.

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Glossary[1]

◆ *Activism:*

"An activist is someone who is active in campaigning for change, normally on political or social issues. Activism is what activists do, that is, the methods they use in order to bring about change."[2]

◆ *Advocacy:*

To publicly support or suggest an idea, a development or way of doing something.

◆ *Bias:*

A mental shortcut our brains use to quickly make decisions. They are influenced by our experiences, backgrounds and surroundings, and . And they can affect how we act or judge towards people or situations. They are mostly based on stereotypes.[3]

◆ *Casual racism:*

"When someone deflects the idea of being racist, often covering it up with jokes or slurs. Casual racism exists because people do not want the label of racism but often imply or say racist things.

◆ *Colonisation:*

"The action of establishing control over indigenous people in a geographical area."

◆ *Equity:*

The quality of being fair and impartial.[4]

◆ *Inclusivity:*

The practice or policy of providing equal access to opportunities and resources for everyone.

◆ Inequality:

"Differences in circumstances or lack of equality."[5]

◆ *Injustice:*

"An unjust act or occurrence."

◆ *Marginalised:*

Socially excluded.

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[1] https://www.coe.int/en/web/compass/glossary | [2] https://www.liberties.eu/en/stories/activism/44871
[3] https://www.teamimprovus.net/heuristics-biases | [4] https://unitedwaynca.org/blog/equity-vs-equality/
[5] https://www.humanrightscareers.com/issues/inequity-vs-inequality-an-explainer/

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◆ *Microaggressions:*

A statement, action or incident regarded as an instance of indirect, subtle, or unintentional discrimination against members of a marginalised group.

◆ *Non-formal Education:*

The Council of Europe defines it as the planned, structured programmes and processes of personal and social education for young people designed to improve a range of skills and competences, outside the formal educational curriculum.[6]

◆ *Privilege:*

Refers to unearned advantages or benefits that someone gets simply because of their identity or position in society.

◆ *Racism:*

The Council of Europe defines it the belief that people's qualities are influenced by their ethnic group or tribe and that the members of other groups and tribes ("races") are not as good as the members of their own, or the resulting unfair treatment of members of other "races".[7]

◆ *Stereotypes:*

Is a general belief or idea about a particular group of people. It is often oversimplified or sometimes unfair assumptions or images people have about others based on things like race, gender, religion, or nationality.

◆ *Tokenize:*

Treat someone as if they have been chosen.

[6] https://www.coe.int/en/web/european-youth-foundation/definitions
[7] https://www.coe.int/en/web/compass/glossary

Introduction

This toolkit aims to be a comprehensive and innovative tool that will include human rights education and campaigning activities on anti-racism, as well as support information for youth workers, and theoretical background on anti-racism.

Along these lines, you will find theoretical information on each section, together with non-formal education activities to help build the knowledge of young people.

In IFM-SEI we use a non-formal education methodology to implement our work. We believe that education is the most powerful tool for social change. Through non-formal education, we create a space for children and young people to develop a critical consciousness and empower them to challenge the inequalities of our world.

What are the benefits of Non-Formal Education?

- *It has no age restrictions; everyone can choose to do it.*

- *It has various learning methods, so it's always something for everyone.*

- *Non-formal education develops a wide range of learning styles.*

- *It also can be a perfect way to learn if you feel like normal school is not for you.*

Non-formal education and anti-racism: how are they related?

Non-formal education refers to learning experiences that occur outside of a formal educational setting, such as schools or universities. This can include vocational training programs, community workshops, sports activities, among others.

It is important for non-formal education programs to adopt inclusive approaches, promote diversity and equality, and actively address issues related to racism. This may include implementing policies and practices that promote equity, providing racial-awareness training for educators and participants, and incorporating content that promotes intercultural understanding and empathy. Non-formal education can be a powerful tool for challenging and changing racist attitudes if approached consciously and proactively.

> *It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences.*
>
> **Audre Lorde**

1 Definition and types of racism

Racism can be defined as the act of discrimination and prejudice against people based on race or ethnicity, and often reveals itself most clearly in interpersonal relationships. However, its roots run deep, interlacing with the very structures of our societies. In this block, we will unravel the layers, presenting a review of the four key categories that collectively sustain racism: Interpersonal, Institutional, Systemic, and Structural.

In navigating these complexities, we acknowledge the complex and multi-dimensional nature of the topics at hand. As we explore the various levels and contexts in which racism operates, a clearer understanding of its pervasive influence emerges. Join us in dissecting the mechanics of racism to cultivate insights that pave the way for a more just and inclusive future.

interpersonal

systemic

institutional

structural
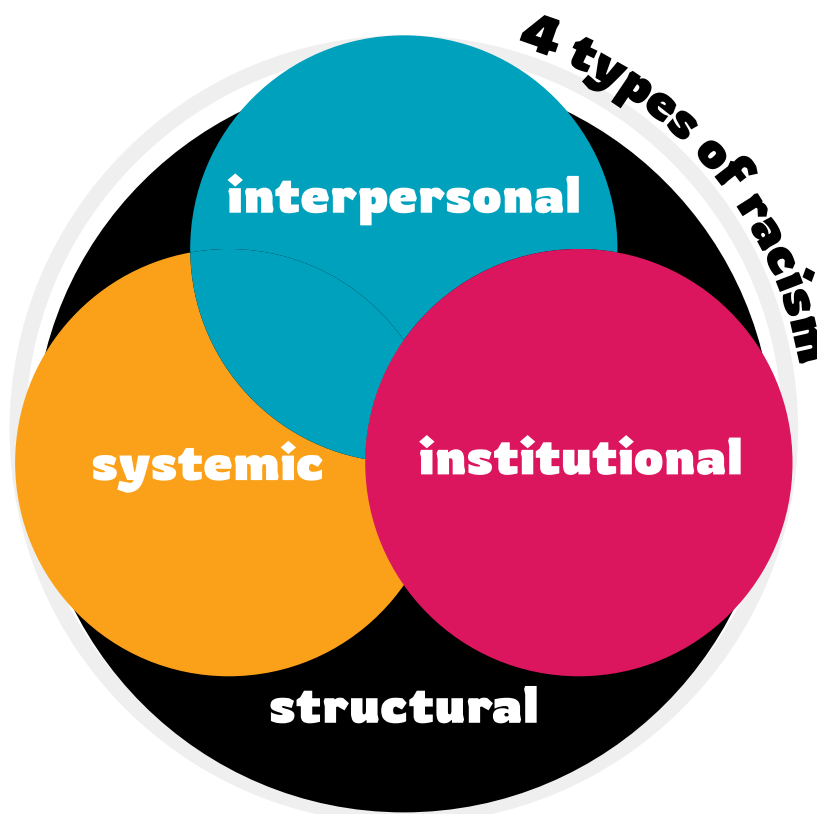
4 types of racism

Types
of racism

◆ *INTERPERSONAL RACISM*

Definition: It's the traditional way we understand racism. The expression of racism at an individual level, primarily through interactions between individuals. This involves treating others with discriminatory behaviour that ranges from microaggressions to physical violence.

Examples: Bullying, verbal harassment, and negative personal thoughts about race.

◆ *INSTITUTIONAL RACISM*

Definition: Refers to policies or behaviours within an organisation designed to discriminate against people of colour. It doesn't require the presence of a racist individual or racist beliefs. This concept extends to corporate, governmental, or organisational policies and practices that, although seemingly neutral, result in racially unequal outcomes within those institutions.

Example: When a hiring manager disqualifies candidates based on their names, using the pretext of a "cultural fit" that, in reality, is discriminatory.

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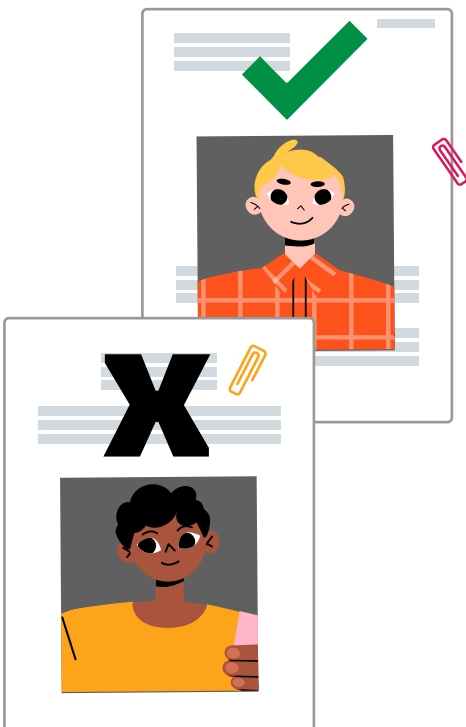
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◆ *SYSTEMIC RACISM*

Definition: Systemic racism perpetuates discrimination within a system that was founded on racist principles or practices. Describes how racial disparities do not remain isolated within that institution but can spread throughout an entire system becoming an even larger problem.

Example: A social work department lacks diversity among staff and students, despite training them to service communities of colour.

◆ *STRUCTURAL RACISM*

Definition: Laws, rules, or official policies in a society that result in and support a continued unfair advantage to some people and unfair or harmful treatment of others based on race. Society's systems and institutions create and perpetuate racial inequalities and create unequal distribution of resources, opportunities and power. Structural racism encompasses all the other forms of racism, systemic, institutional, and interpersonal and leads to ongoing disadvantages for certain racial groups.
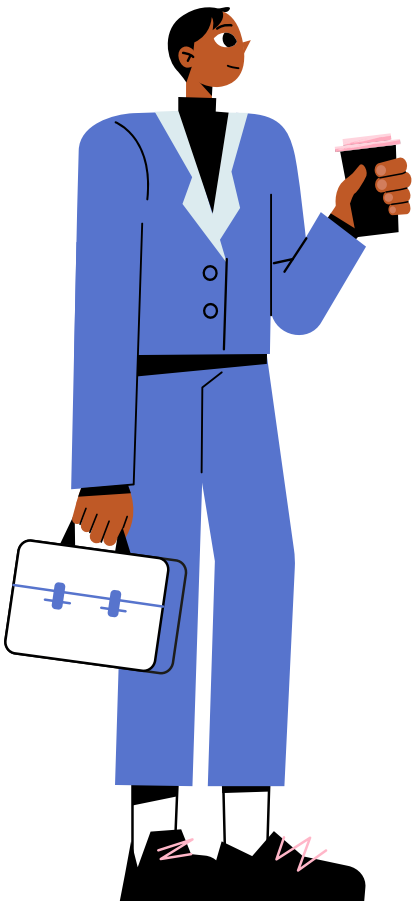
Example: limited economic opportunities for certain racial groups, disparities in education funding, discriminatory housing policies.

ACTIVITY

Rules:

1. The players cannot stand up from their chairs, or move the chairs from position
2. The participants are not allowed to speak.

Name: The Oppression game

Duration: 15-30 minutes depending on length of discussion

Participants: 9-12 people

Age: Any age

Aim: To highlight cooperation while looking at the feeling of oppression

◆ *Method:*

1. Chairs are set up in 3 lines. At the front of this, stands the facilitators. Next to them is an empty bin/box.
2. The aim of the game is to throw a ball into this bin/box.
3. However, each line is treated differently.
4. The front line is treated much better than the back two. They receive special treatment, such as having the goal moved closer to them, the ball being handed to them, prizes, verbal praises and more opportunities with the ball.
5. The middle line is treated with a small amount of respect. They have a few opportunities to throw the ball, and are spoken to in a non-aggressive tone.
6. The back line is treated the worst. The facilitators move the goal so that it i impossible for them to score. They rarely

get a chance to throw the ball, and when they do, are spoken to in a very hostile tone. They are called names and berated. They may even have to move their chairs further back or facing the wall.
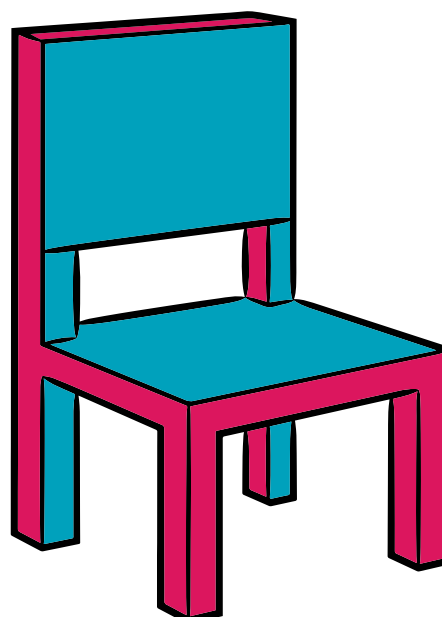
Reflection Questions:

1. *How did you feel during the activity?*

2. *Do you think that the activity was fair?*

3. *What did you do to try and change the system?*

4. *Can you relate this experience to real life?*

5. *Did you feel as though your opinion mattered?*

The reflection questions can also be catered to the actions in the game.

For example, if the group had started to work together by refusing to throw the ball due to the injustice, you can ask:

1. *Who made that decision?*

2. *Why do you think that person was the one able to make that decision?*

3. *Did you find it effective?*

2 Intersectionality

In this block we explore the concept of intersectionality. The block help us become more sensitive and aware of the factors shaping individual experiences. By acknowledging the intersecting layers of identity, we not only promote an understanding but also equip ourselves with the tools needed to address the challenges faced by individuals. This exploration serves as a foundation for building inclusive practices, ensuring that our efforts towards social justice and equity are comprehensive and effective.

Definition of Intersectionality for young people:

Everyone has their own unique experiences of discrimination and oppression.

Ivvntersectionality describes the way that your identities affect your experience of privilege and oppression. For example, because sexism and racism act and exist together, black women experience racism differently to black men, same as comparing the experience between a white woman and a black woman. This is only if we take gender and race into account. However, there are multiple factors that cross our identity and shape the way we experience the world.

disability

sexuality

racial identity

gender

nationality

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ACTIVITY

Name: Identity perspectives

Aim: Exploring social disadvantages

Description: In this activity, participants will explore societal disadvantages by embodying a character with specific intersecting identities. This role-playing exercise aims to deepen their understanding of the challenges faced by individuals with diverse backgrounds.

◆ *Character Assignment (15 minutes):*

1. Assign each participant a character with intersecting identities (e.g., a disabled transgender woman of colour).
2. Provide brief background information for each character, highlighting relevant aspects of their identity.

◆ *Character Development (20 minutes):*

1. Ask participants to think about and note down the daily life experiences, challenges, and privileges their assigned character might encounter based on their intersecting identities.
2. Encourage creativity and thoughtful consideration of how these identities intersect.

◆ *Small Group Discussions (15 minutes):*

1. Divide participants into small groups to discuss the experiences of their characters.
2. Prompt discussions on how societal structures and attitudes may impact their characters' lives.

◆ *Character Presentations + Character reveal (20 minutes):*

1. Each participant presents their character to the larger group, sharing insights into the disadvantages and privileges associated with their assigned identities.
2. Encourage empathy and open dialogue during these presentations.

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◆ *Reflection and Discussion (20 minutes):*

1. Facilitate a group discussion on the patterns and commonalities identified across different characters.
2. Encourage participants to reflect on how intersecting identities contribute to a range of disadvantages in society.

◆ *Brainstorming Solutions (15 minutes):*

1. Engage participants in brainstorming potential solutions or strategies to address the identified disadvantages.
2. Discuss the role of individuals and society in creating a more inclusive environment.

- **Emphasise the importance of empathy and understanding in creating a more equitable society.**

- **Adjust the complexity and depth of character identities based on the participants' age and background. This activity aims to foster empathy, critical thinking, and a deeper awareness of how intersecting identities contribute to social disadvantages.**

◆ *Closing Thoughts (10 minutes):*

Conclude the activity with a debriefing on what participants have learned about intersectionality and societal disadvantages.

Some questions to help with the debriefing:

1. How do different aspects of your identity, such as race, gender, and socioeconomic status, intersect to shape your experiences and perspectives?
2. In what ways have you observed intersectionality influencing social dynamics or systemic structures in your community or society?
3. Reflect on a time when you felt the impact of intersecting identities. How did it shape your interactions or experiences?
4. Consider the representation of diverse identities in the media or workplace. How might intersectionality play a role in the portrayal and opportunities available to individuals?
5. How can an understanding of intersectionality contribute to fostering inclusivity and addressing inequalities in various social contexts?
6. Are there aspects of your identity that you feel are often overlooked or misunderstood when discussing social issues? How might acknowledging intersectionality help address these gaps?

3 ANTI-RACIST ACTIVISM

Being anti-racist is an active position in which people recognise their own privilege and are committed to fight for a transformative change in the policies, laws and economic systems that perpetuate racism. Being anti-racist means actively opposing racism[8] by advocating for racial equity in our society.[9]

[8] https://www.bbc.com/mundo/noticias-53562563
[9] https://www.dpag.ox.ac.uk/work-with-us/equality-diversity-inclusion/anti-racism-working-group/anti-racism-resources-october-2021-what-is-anti-racism

Campaigning

Campaigning is the strategic and organised effort to promote a specific cause, idea, product, or candidate with the aim of influencing public opinion, policies, or behaviours. Whether in the fields of politics, advocacy, marketing, or social movements, campaigning plays a key role in shaping narratives and driving change.

How well do we understand the intersectional challenges faced by the communities we want to support with our anti-racist campaign?

Strikes and Collective Action

Social Media Strategy

Speeches and Communication

Artistic Expression

Voting Activism

Community Partnerships

Marches and Demonstrations

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'Voting Activism'

Many countries around the world have a democratic system in place. This could be a governmental system or in a smaller capacity. An example of a smaller capacity could be elections within a school for a school council, or even a family deciding on what movie to watch.

However, many people do not vote. Voting activism looks at trying to explain the benefits of voting to these people.

Voting activism can also include expanding voter rights and trying to change unjust existing voter laws.

But what are the benefits of voting?

A lot of people around the world and within history have been silenced, and their voices are believed to be unimportant. No one's voice is unimportant.

By voting, your voice is being heard and considered. This means your thoughts and opinions are being listened to and can change something within the world.

Examples:
- The suffragette movement which got women the vote.
- The black suffrage movement getting the vote for people of colour.

Art in activism

Art in activism involves using creative expression—such as visual arts, music, literature, and performance—as a tool for advocating social, political, or environmental change. This form of activism communicates messages, challenges norms, and amplifies voices in unique and impactful ways. From protest art to street installations and performances, art in activism aims to inspire dialogue, raise awareness, and mobilise communities by connecting with people on emotional and aesthetic levels. It's a dynamic and compelling way to provoke thought and drive positive social change.

Example Types of Art Activism:

Music	Poetry	Theatre	Literature	Street Art

Drawing Painting	Sculpture	Film	Photography	Podcast and Youtube

Music and poetry both use words and creative language to express their feelings and ideas. They have been used throughout time to tell stories, highlight emotions and help connect people.

Social media activism

It is using social media to support and promote political or societal issues. It is a contemporary and influential form of activism, which uses digital tools to disseminate information, rally support and stimulate conversations around relevant social issues. The main goal is to raise awareness and trigger debate.

NOTE:
The power of social media is that many people can see your work, however if your post is public you cannot control everyone's reactions, positive and negative. If you want to limit negative responses, consider setting restrictions on how people can respond.

Social media platforms include:

Pros

- Can reach a wide audience
- Informs the general public on a particular topic
- Can be a more accessible way to communicate
- Many people can join
- Can be a more dynamic and interesting way to talk about an issue
- Can affect real change
- Can be used to promote other campaigns eg. sharing a location for a upcoming demonstration, bring together people from all over the world financially
- Cheaper than other methods can bring together many other opinions.

Cons

- Once something is on the internet, it is on there forever
- Spaces can get too overcrowded with opinions and important information can get lost
- Information can be false or misleading if not verified
- Cyber-bullies, trolls and bots can post without actually doing anything to help the cause

Steps to create a social media campaign

01
Decide on the aim

- What do you want from this campaign?
- Who do you want to target?
- What specific topic are you raising awareness for?

02
Decide on social media channels

- Look at your target audience and decide on which social media channels to use based on that.
- Look at other social media campaigns, and highlight where they have been successful and unsuccessful.

03
Highlight skills

- Look at the team you have and highlight the specific areas that people have strengths in.
- These could include photography, photo editing, video editing ect.
- Delegate specific roles depending on the amount of work.

04
Plan your content

- Before jumping into the campaign, have a plan of what kind of posts you want to do.

05
Create your content

- Before posting, you want to have some posts and photos ready to do.
- Create a shared album between the group where you can add content.
- This is the stage where you can create digital posters, videos ect.

06
Get posting!!

- This is where you start sharing your amazing content.

DO's & DONT's

'The power of social media is that many people can see your work, however if your post is public you cannot control everyone's reactions, positive and negative. If you want to limit negative responses, consider setting restrictions on how people can respond.'

DO's

Speak Up: *Do use your voice to speak out against racism when you see it happening.*

Learn and Share: Do educate yourself about different experiences and share what you learn with others.

Include Everyone: *Do make sure everyone is invited and included in your anti-racist efforts.*

Listen: *Do take the time to listen and understand the experiences of those who face racism.*

Use Inclusive Language: *Do use language that includes everyone and respects different backgrounds.*

Collaborate: *Do work together with others to make your anti-racist campaign stronger.*

Be Open to Feedback: *Do welcome feedback and be willing to learn from your mistakes.*

Amplify Voices: *Do use your platform to amplify the voices of those who are often unheard.*

Take Action: *Do take concrete actions to support anti-racist causes in your community. Stay Committed: Do stay committed for the long haul—anti-racism is an ongoing effort.*

DONT's

X

Avoid Tokenism: Don't include people from different groups just to look diverse; make sure everyone is genuinely part of things.

Watch Stereotypes: Don't say or do things that make people fit into unfair ideas; use words that treat everyone with respect.

Think Local: Don't forget about what your community really needs; pay attention to what's happening close to home.

Know Your Impact: Don't think your words and actions don't matter; remember they can have important effects.

See All Sides: Don't forget that people have lots of different parts to who they are; think about how these parts affect their experiences.

Use More Than Social Media: Don't only use social media for your work; do things in real life too, in your community.

Teach Everyone: Don't assume everyone already understands everything; give chances for people to learn.

Stop Microaggressions: Don't let small hurtful things happen; stop them and help others see why they're not okay.

Think About Feelings: Don't forget that racism can hurt people's feelings; make sure your actions support everyone's well-being.

Keep Learning: Don't stop learning new things; keep finding out about how to make things fair for everyone.

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Example: Black Out Tuesday

◆ *What?*

Across different social media platforms, primarily instagram, people did not post on a specific day. If they did, it was either a black screen, or specific facts about the movement.
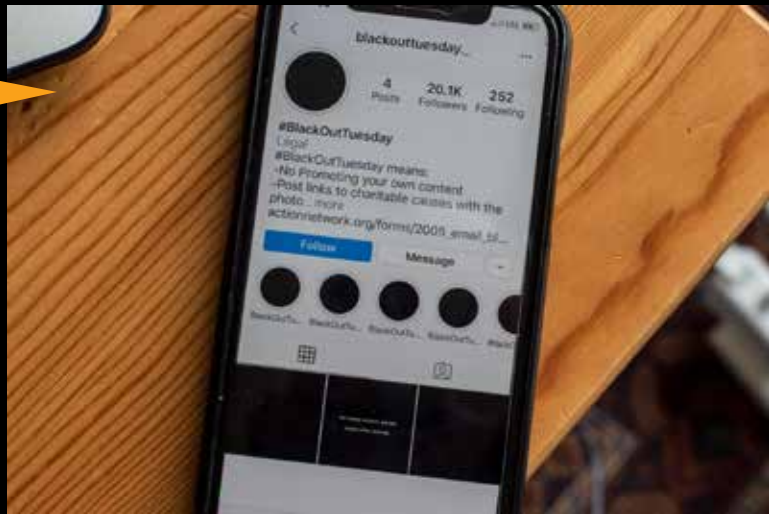
◆ *Why?*

To protest and raise awareness against racism and police brutality.

◆ *When?*

2020

◆ *Effect?*

Created a global awareness of the current issues regarding race.

In a racist society, it is not enough to be non-racist. We must be anti-racist.

Angela Davis

Demonstrations

Definition: A public expression of objection, disapproval or dissent towards an idea or action. There are many different types of demonstrations, for example: marches, parades, rallies or picketing.

A well known form of demonstration is peaceful protest. Peaceful protests are a powerful tool for political statements and a constitutionally protected form of expression. Peaceful protests are a powerful means of expressing collective dissatisfaction, advocating for change, and raising awareness on social issues.

◆ *Aspects of peaceful protests:*

- Non-violent
- Freedom of expression
- Visibility and awareness
- Unity and solidarity
- Legal framework
- Engagement with authorities
- Symbolic actions
- Social media amplifications
- Long-term advocacy

stop racism
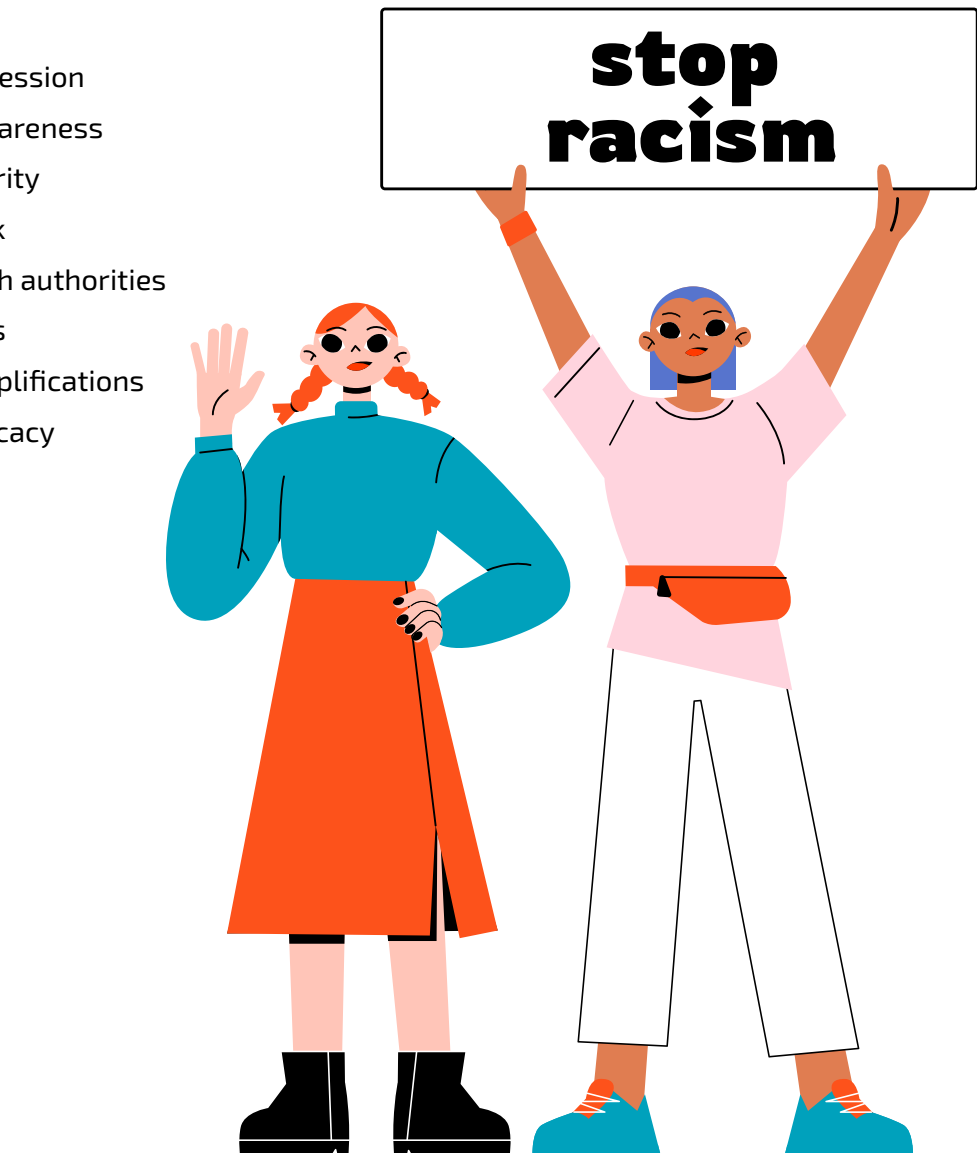
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While peaceful protests are a democratic right and an essential tool for social change, it is important to note that their effectiveness can be influenced by various factors, including public statements, media coverage and the receptiveness of authorities. Additionally, the transition from peaceful to more confrontational dynamics can sometimes occur, emphasising the importance of organisers and participants maintaining a commitment to non-violence.

How to organise a peaceful protest?

☐ ASSEMBLE   ☐ ORGANISE

☐ DEFINE   ☐ RESEARCH

☐ PREPARE   ☐ PUBLICISE

☐ NOTIFY   ☐ PROTEST

☐ KNOW YOUR RIGHTS

☐ REMAIN PEACEFUL

See more details in this QR list!

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ACTIVITY

◆ Materials:
- Scenarios of non-inclusive/intersectional actions
- Space for the performance
- Timer
- Participants

Name: Theatre of the Oppressed Role-Play

Activity: How to create an intersectional anti-racist campaign

Objective: Explore and address issues of inclusivity and intersectionality in anti-racist campaigns through forum theatre

Age Group: Suitable for ages 16-20

◆ Introduction (15 minutes):

- Welcome participants and introduce the purpose of the activity: creating an intersectional anti-racist campaign through forum theatre.

- Briefly explain the principles of Theatre of the Oppressed and the concept of the forum theatre (see glossary).

◆ Scenario Presentation (10 minutes):

- Share scenarios portraying non-inclusive or non-intersectional actions within an anti-racist campaign.

◆ Devising Theatre Pieces (40 minutes):

- Divide participants into small groups.

- Assign each group one scenario to work on.

- Participants will devise a short theatre piece based on the scenario, highlighting the issues and dynamics involved.

◆ First Round Performances (30 minutes):

- Each group performs their theatre piece.

- Encourage the audience to observe the dynamics and think about how the scenario could be improved.

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◆ *Discussion (15 minutes):*

- Facilitate a group discussion after each performance to analyse the scenario, highlighting its non-inclusive aspects.

- Discuss potential solutions and improvements.

◆ *Debrief and Scenario Adjustments (20 minutes):*

- Gather the participants for a debrief.

- Discuss common themes and challenges identified in the scenarios.

- Ask each group to adjust their theatre pieces based on the feedback received.

◆ *Second Round Performances with Forum Theatre (40 minutes):*

- Each group performs their adjusted theatre piece.

- Introduce the forum theatre element: audience members can shout "pause" and substitute themselves for a character to suggest alternative actions or dialogue.

◆ *Closing Reflection (15 minutes):*

- Conclude with a reflective discussion on the impact of the forum theatre exercise.

- Discuss how the inclusion of audience participation influenced the outcomes and solutions.

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Instructions:

1. Introduction:

- Explain the purpose of the activity and the principles of Theatre of the Oppressed.

- Emphasise the goal of creating an intersectional anti-racist campaign.

2. Scenario Presentation:

- Present scenarios depicting non-inclusive or non-intersectional actions.

- Ensure participants understand the dynamics and issues presented.

3. Devising Theatre Pieces:

- Divide participants into small groups.

- Assign each group a scenario to work on.

- Encourage creativity and thoughtful exploration of the scenarios.

4. First Round Performances:

- Each group performs their theatre piece.

- Facilitate discussions after each performance, focusing on identifying issues and potential improvements.

5. Debrief and Scenario Adjustments:

- Gather participants for a debrief.

- Discuss common themes and challenges identified in the scenarios.

- Ask each group to adjust their theatre piece based on the feedback.

6. Second Round Performances with Forum Theatre:

- Each group performs their adjusted theatre piece.

- Introduce the forum theatre element, allowing audience members to participate actively.

7. Closing Reflection:

- Conclude with a reflective discussion on the impact of the forum theatre exercise.

- Discuss how the inclusion of audience participation influenced the outcomes and solutions.

Some examples of

ANTI-RACIST ART

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Still I Rise

BY MAYA ANGELOU

You may write me down in history
With your bitter, twisted lies,
You may trod me in the very dirt
But still, like dust, I'll rise.

Does my sassiness upset you?
Why are you beset with gloom?
Cause I walk like I've got oil wells
Pumping in my living room.

Just like moons and like suns,
With the certainty of tides,
Just like hopes springing high,
Still I'll rise.

Did you want to see me broken?
Bowed head and lowered eyes?

Shoulders falling down like teardrops,
Weakened by my soulful cries?

Does my haughtiness offend you?
Don't you take it awful hard
'Cause I laugh like I've got gold mines
Diggin' in my own backyard.

You may shoot me with your words,
You may cut me with your eyes,
You may kill me with your hatefulness,
But still, like air, I'll rise.

Does my sexiness upset you?
Does it come as a surprise
That I dance like I've got diamonds
At the meeting of my thighs?

Out of the huts of history's shame
I rise
Up from a past that's rooted in pain
I rise
I'm a black ocean, leaping and wide,
Welling and swelling I bear in the tide.

Leaving behind nights of terror and fear
I rise
Into a daybreak that's wondrously clear
I rise
Bringing the gifts that my ancestors gave,
I am the dream and the hope of the slave.
I rise
I rise
I rise
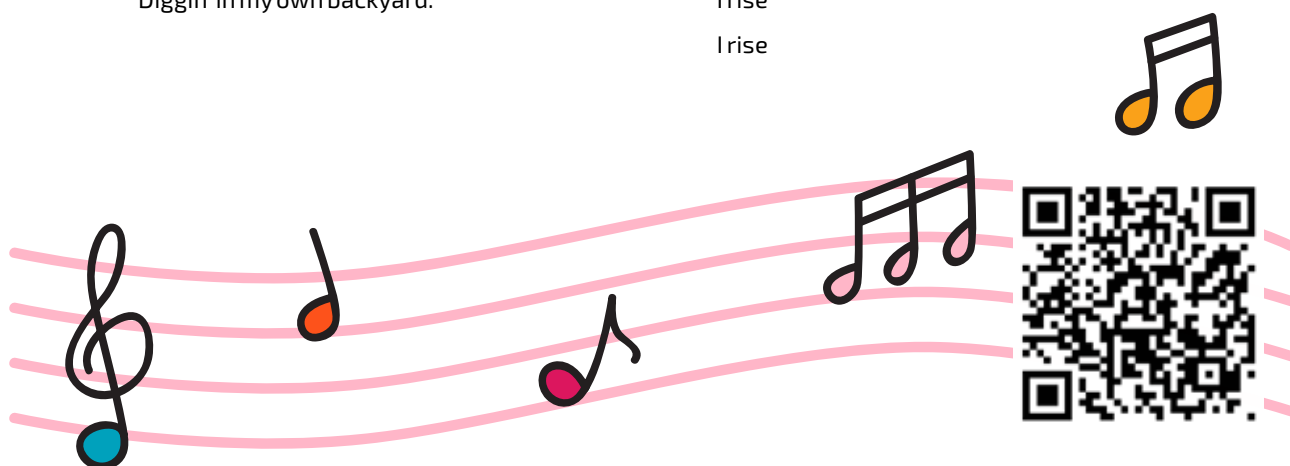
Choosing the radical re-orientation of our consciousness

Jacob Lawrence: 'The Migration Series' (USA, 1941)

To comment on the unjust treatment of African Americans.

Diego Rivera: 'Murales del Palacio Nacional' (México, 1929-1951)

It shows the values contained in the indigenous roots of its country, as well as the complex historical evolution of the Mexican people.

Choosing the radical re-orientation of our consciousness

Refuge: 'Fundraising platform' (Germany, 2015)

Established in 2015, they started their work in solidarity with grassroots and non-profit organizations throughout Berlin. In 2021, Refuge Worldwide radio was launched to amplify the music and issues they deeply care about, broadcasting live from Neukölln. Situated at Oona Bar, it serves as a community space and gathering point for neighbors, the station's residents, visitors, and guests, remaining open to the public

> *Our ability to reach unity in diversity will be the beauty and the test of our civilization.*
>
> **Mahatma Gandhi**

4 HOW TO BE AN ALLY

Being an ally in the fight against racism involves a commitment to continuous learning, active listening and taking meaningful actions. By educating ourselves, speaking up against discrimination, and supporting inclusive policies, we contribute to a more equitable and just society. It is crucial to challenge our own biases, amplify marginalised voices and work collaboratively towards dismantling systemic racism. Remember, this journey is ongoing, requiring a dedication to self-reflection and a willingness to evolve. In striving for anti-racism, we build a more inclusive world where diversity is celebrated, and everyone is treated with dignity and respect.

Do you believe you have privilege in any way? If so, why?
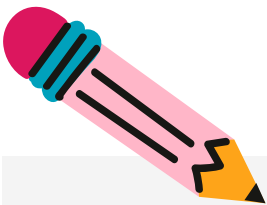
White privilege in history:

White privilege refers to the inherent advantages possessed by a white person based on their race characterised by racial inequality and injustice.

◆ **European colonialism:** Many European countries colonised a huge amount of countries across the entire world and forced local populations under their rule. With this and the creation of the slave trade, the concept of 'white superiority' and 'non-white inferiority' became widespread and impacted the entire world.

◆ **Early 20th century:**
1935: black reconstruction of the United States which introduced psychological wage" which made white workers with low wages feel better than low paid black workers. Du Bois wrote: "they were given public deference and titles of courtesy" because they were white.

1942: Winston Churchill, Prime Minister of the UK in the 1940s and 50s, was accused of hypocrisy having fought to free the world of tyranny in World War Two even though he ruled colonised countries like India with deeply racially-unequal laws and harsh treatment

◆ **US Civil Rights Movement:**
Theodore W. Allen began a forty-year analysis on white skin privilege. He talked a lot about the effects and struggles of white privilege and the slave trade. He concluded that "white race" was invented as a ruling class strategy for societal control.

What is being an ally?

- Being able to educate yourself and others.
- Being helpful and kind.
- Owning your privilege.
- Being actively anti-racist.

How to educate yourself to be an ally?

Remember, the impact of your voice extends beyond just yourself. By using your voice to advocate for positive change, you contribute to a collective effort that can shape attitudes, policies, and societal norms. Each person's voice is a valuable part of the broader conversation that guides the direction of our communities and the world.

Examples

Read books about the topic

Listen to podcasts

Have conversations

DO's & DONT's

First off, what are do's and don'ts? They advise you on what you should and should not do in a situation.

For example, when you encounter someone making racist comments don't just stand there and walk away and help.

DO's

- Speak up for yourself and for others

- Speak up and address microaggressions when you witness them

- Take the time to educate yourself about the history and experiences

- Listen to the experiences of those who have faced racism without judgement and learn from them

- Be open to learning from their perspectives

- Amplify the voices of marginalised individuals by sharing their stories, perspectives, and accomplishments

- Be aware of your biases and actively work to challenge and overcome them

- Treat each person as an individual with unique experiences and perspectives

- Advocate for policies and practices that promote diversity, equity, and inclusion in all areas of life

- Help others understand the impact of small acts of discrimination

- Encourage and support individuals from marginalised communities to take on leadership roles and have their voices heard

- Work collaboratively with people from diverse backgrounds to create inclusive and equitable environments

- Stay informed and engage in ongoing learning about anti-racism

- Recognise that it is a lifelong process

- Include people to conversations and events

- Join protests

- Acknowledge their experiences and show empathy

- Acknowledge the harm caused and work towards understanding and growth

- Continue to educate yourself and evolve your understanding

- Acknowledge and celebrate diversity

- Be open to changing your perspectives and behaviour

X DONT's

- Stay silent and ignorant

- Ignore all the problems in the world

- Assume you know about the history and experiences

- Judge people

- Assume your perspective is the only one

- Deny your biases

- Advocate policies and practices that discourage diversity, equity and inclusion in all areas of life

- Make assumptions based of stereotypes

- Dismiss or invalidate the experiences of those who have faced racism

- Centre yourself in discussions about racism on your experiences or feelings if you have not been a victim of it

- Defend offensive behaviour

- Tokenize individuals from marginalised communities

- Exclude people

- Stop learning because anti-racism is an ongoing process

- Assume you have learned enough

- Contribute to colour-blindness: Avoid promoting colour blind approach that ignores the impact of race

- Expect marginalised individuals to educate you

- Resist change

- Cling to outdated or harmful beliefs

- Speak **up**!
- **Support** anti-racist organisations
- **Participate** in anti-racist workshops, events, non-formal course
- **Self reflection** -> Reflect on your biases, prejudices and privilege

X it's just a joke

you can't say that ✓

YOUR VOICE CAN MAKE A DIFFERENCE!

ACTIVITY

◆ *Reflection questions:*

1. How did you feel? How did you feel when others were taking steps ahead? How did you feel when you couldn't step forward?
2. How did you imagine your life situation and your character?
3. What did you learn?
4. Did it hold up to your expectations?
5. What did you like and what did you dislike?
6. How does this visualisation talk about privileges?
7. How is this visualisation of life situations a reflection of society?

Name: Take a step forward

Description: Everyone gets a piece of paper with different characters with different life situations. One person will be reading some statements. The person reads the statement out loud, and if your role can "relate" to the statement, you take a step forward.

5 ADDITIONAL RESOURCES

In addition to the resources provided in the sections above, here are some additional tools for further information!

◆ *Council of Europe:*
Non-formal education in youth projects - European Youth Foundation

◆ *Council of Europe:*
Manual for facilitators in non-formal education

◆ *Council of Europe:*
Glossary of concepts by the Council of Europe

◆ *IFM-SEI:*
Educational Resources

◆ *Structural Racism Explained:*
Youtube: The 4 types of racism

◆ *The Aspen Institute:*
Youtube: How to be an Antiracist

◆ *TED:*
Youtube: Verna Myers: How to overcome our biases? Walk boldly toward them

◆ *CDC:*
Youtube: Intersectionality

◆ *Global citizen:*
What Is Intersectionality and Why Is It Important?

◆ *Council of Europe:*
Manual on Human Rights Education with Young People - Take a step forward further explanation

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CHOOSING ANTI·RACISM

IFM·SEI