

# YHDESSÄ ILMAN RASISMIA

## Lesson 2.

**Topics:** Identity, diversity, anti-racist actions: friendship, listening, making a difference

**Time:** 45min

**Objectives:** Understand how to make your actions more anti-racist in friendships and in general

**Materials:** PowerPoint presentation, speakers, internet connection, printout of the teacher's instructions or have the attachments in the instructions visible, four sheets of A4 paper

The lesson plan includes multiple tasks. If you see that some tasks take more time and arouse more discussion, feel free to drop out one or two tasks from the lesson plan.

### Task 1. Microaggressions video

**Time:** 5min

**Materials:** The video is in the PowerPoint presentation, you will need an internet connection.

**Objectives:**

- Provide an introduction to the topic.
- Encourage consideration of comments and gestures that can hurt others and exclude (other) them.

**Implementation:**

- Watch the lesson/topic orientation video together.

**Notes:**

When considering your own behaviour, ask yourself whether you would act the same/ask the same questions/make the same comments to a white Finn or other member of your own group. If the answer is no, you should not act in that way, ask the question, or make the comment.

In Finland, it's always good to begin a conversation with a person you don't know in Finnish. If I say or do something that makes another person bothered or uncomfortable, or if they point it out, I will say sorry. (e.g. Beilinson and Laine 2020.)

Encourage the students to think about whether they have asked or said something to a member of an ethnic or other minority that could be interpreted as a microaggression. We all make mistakes, but we can learn from them, and we can strive not to make the same mistakes again.

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## 2. Groups and roles

**Time:** 10min

**Materials:** Presentation slide, statements attached to the teacher's instructions

**Objectives:**

- Increase awareness of your own roles in groups.
- Increase awareness of your current identity.
- Understand that everyone is a part of society with their own unique character. A group benefits from each person's different skills and know-how.
- Note how it feels to be included or excluded from a group (how aspects of identity feel in relation to the group).
- Learn that there can be different roles or feelings in different groups. For example, Being with your family is different from being with your class.
- Understand that everyone determines their own self, role and identity.

**Implementation:**

- The students sit in a circle and the teacher presents the statements. If a student relates to a statement, they take one step further into the circle (and then returns to their place).
- Afterwards, you can share your thoughts.

**Questions to support discussion:**

- Did you always step forward when a statement described you? If not, why not?
- How comfortable did you feel during the task? What emotions did you feel?
- Think about when you stepped forward. Would you have stepped forward in front of the entire school? Why would you have, or why wouldn't you have?
- Did you notice that you would perhaps be different in one group than in another? (e.g. in the school vs. home statement "I make others laugh easily" or are you good at things at home that you don't really do at school, or is there something you don't think you are good at among your friends?)

**Notes:** It is important to highlight that everyone determines their own role and identity themselves. No one else can tell you "you're exactly this kind of person." Each person also determines the group they want to belong to, and no one else can pigeonhole anyone into a group. It is also important to note that what one feels about themselves can change over time.

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## 3. Friendship game

**Time:** 10min

**Materials:** Presentation slide, Friendship game people's names written down on pieces of paper.  
Teacher's instructions attachment (Characteristics of new students)

**Objectives:**

- Learn factors and aspects of friendship.
- Understand the role of similarities and differences in friendships.
- Understand the diversity of friendships and learn how diversity in friendships is enriching.
- Note how prejudices can affect making friends.

**Implementation:**

- The teacher puts the names of people in the friendship game (fictional new students in class) in different places in the classroom and explains that four new students have joined the class. They encourage the students to choose a friend based solely on the names of the students. Each student goes to stand near their chosen friend.
- Next, the teacher lists one detail about each fictional person and gives the students the chance to change friend. If a student changes friend, the student will be asked the reason for their choice and it will be discussed.
- After this, another piece of information will be given about each person, and students can once again change friend. Continue until all of the information has been given.
- Finally, the task will be discussed together.

**Questions to support discussion:**

- What things do we value in our friends?
- Do our friends have to be the same gender?
- How much does external appearance matter?
- Appearance vs. personality → what makes a good friend?
- Did everyone go to the same new student? What might it feel like for the students who had no friends?
- Is it good for friends to all be similar to each other? Have the same values?
- Why might we stop being friends with someone?
- Why might we become friends with one person, but not another?
- How do we treat people who are different from us?

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**Notes:** It is good to discuss how prejudices and racism often occur based solely on a name. The discussion can also mention how people can experience discrimination based on their name when trying to find e.g. work or housing.

Different, diverse friends and circles of friends can give you new perspectives for your own life.

Diversity in friendships can be enriching and a resource.

The golden rule of social relationships: treat others how you would like to be treated!

## 4. Do you listen and make eye contact?

**Time:** 10min

**Materials:** You will need: presentation slide, speakers, internet connection

**Objectives:**

- Understand how important it is to indicate and show caring and appreciation for others in everyday life; among friends, acquaintances, and strangers.
- Learn the significance of active listening and methods to actively listen.

**Implementation:**

- The teacher will show the task instructions on the presentation slide.
- The students will be divided into groups of three.
- Each person will think of something they are ready to share with the others. It can be anything, such as a positive or happy moment from the last week.
- Each person in each group will take turns to tell their story for around one minute. The other two members of the group will be given different ways to act and to listen:
  - Person 1. Calmly tells their chosen story to the others.
  - Person 2. Does not actively listen to the storyteller. Does not make eye contact with the storyteller or indicate that they have listened or understood the story.
  - Person 3. Actively listens to the storyteller. Tries to make eye contact with the storyteller. Uses gestures (e.g. nodding, smiling) to indicate that they are actively listening.
- Swap roles among the groups of three until each person has been in each role.
- After the exercise, discuss your feelings together.

**Questions to support discussion:**

- How did the different roles feel?
- Do you remember the story you heard?
- Who did the storyteller pay attention to?
- How would you like others to act towards you when it's your turn to speak?



**If you have more than 10 minutes, you can also watch the minute-long video “hymyillään, välitetään yhdessä” (Let’s smile and care together) on the PowerPoint presentation.**

**Notes:** You can indicate that you appreciate another person with simple actions in public and in more private situations. Appreciating and caring can be shown in all everyday situations by making eye contact, smiling, or offering help, for example. In conversation, eye contact and active listening are even more important.

Anti-racism in particular requires active listening to those who encounter different types of racism in their lives. It is also important to give them space and the chance to explain their experiences and opinions, if they so wish, and not to downplay their experiences.

If your behaviour or use of language is remarked on, you can learn and grow.

We cannot however expect racialized minorities to teach people who do not experience racism; instead, it is important to actively and independently search for information.

## 5. Opportunities to make a difference

**Time:** 10min

**Materials:** Presentation slide, statements attached to the teacher’s instructions

**Objectives:**

- Note what kind of opportunities you have to make a difference in your living environment and how you can influence the general atmosphere and society.
- Learn to justify your own opinions.
- The task will revise topics and themes that we have learnt and examined previously.

**Implementation:**

- Students will participate from their seats and the teacher will list the statements.
- The students will give a thumbs up, down, or to the side to indicate whether they agree with the statement.
- There are a total of 10 statements. It is good to choose at least five of them for the task.

Discuss the statements together.

- Listen to ideas and thoughts from a few students about how it is possible to make a difference individually or in groups in the school environment, in class, and in society to make the atmosphere more anti-racist.

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## Tips:

- Can be implemented as a written task “How I can make a difference in tackling racism in school”. The statements can be used to support the task. Students choose things from the statements and use them to come up with concrete opportunities to make a difference.
- In pairs/groups, make a demonstration sign or similar on which you take a stand to promote anti-racism. This can also be done as an extra in any case.

**Notes:** Everyone has the opportunity to make a difference to make their living environment more anti-racist. Treating others more fairly and equally is important in creating an anti-racist atmosphere. Intervening in any racism and/or at least telling an adult about it is an important action. We can note that even small actions are significant and in the bigger picture, can at least indirectly help to counter racism (in e.g. society).

When considering opportunities to make a difference in society, discuss e.g.:

- searching for information and getting a better understanding by e.g. reading or following podcasts, social media influencers, or experts
- sharing accurate information with other people (what information and what kind of information you share on social media).
- political art
- talking about the matter with people in positions of authority (e.g. teacher, principal, politician)
- volunteer work
- demonstration
- opinion piece

Your own position, such as whether you are in a privileged position or not, can also affect your experience of making a difference against racism. It can be less difficult to make a difference if you do not have to encounter racism yourself. Those in positions of authority also have more opportunities to make a difference.

## Exercises:

Groups and roles task adapted from the Canadian Centre for Diversity and Inclusion (2017) Toolkit 4 (*Navigating the Conflict Zone and Becoming an Ally*) exercise “Please Step Forward” (p.14).

<https://ccdi.ca/media/1590/toolkit-4-navigating-the-conflict-zone-and-becoming-an-ally.pdf>

Referenced: 17.1.2022.

The Friendship Game is from Yhteiset Lapsemme ry’s young people’s workshop.

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The Did you listen and make eye contact? exercise is adapted from Yhteiset Lapsemme ry's Rohkea ja Reilu kaupunki material.

<https://www.yhteisetlapsemme.fi/ole-rohkea-ja-reilu/aineistoa-opetukseen/rohkea-ja-reilu-kaupunki-opetusaineisto/>  
(in Finnish)

The Microaggressions video is partly adapted from Fusion Comedy's video *How microaggressions are like mosquito bites*:

<https://www.youtube.com/watch?v=hDd3bzA7450&list=LL&index=4>

Other sources:

Beilinson, K., Laine, M. (2020) *How can I take advantage of my white privilege to benefit others?*

<https://docs.google.com/document/d/160xZ8gLfrbPLuw-OMZUR0UcJVrdpUMGw40Ai3wpUVew/preview>

Referenced: 4.3.2022.

Finn Church Aid, Changemaker (2021) *Yhteinen pallo – Opas kriittiseen globaalikasvatukseen.*

[https://www.changemaker.fi/wp-content/uploads/Changemaker\\_gloaalikasvatusopas\\_171221\\_web.pdf](https://www.changemaker.fi/wp-content/uploads/Changemaker_gloaalikasvatusopas_171221_web.pdf)

Yhteiset Lapsemme ry (2020) *Lyhytelokuva 14E – Keskustelu- ja tehtäväpaketti (in Finnish).*

<https://www.yhteisetlapsemme.fi/ole-rohkea-ja-reilu/aineistoa-opetukseen/14-e-lyhytelokuva-rohkeudesta-ja-valittamisesta/>