

The background is a complex collage. At the top, a pair of eyes with different colors (one brown, one blue) is visible through a torn paper effect. Below this, a profile of a person's face is shown, also with a torn paper effect. In the lower right, a hand is shown in a fist-like grip, with a string of beads or a similar object hanging from it. The entire image is overlaid with a white topographic map pattern, which is more prominent in the darker areas. The overall color palette is dark, with shades of brown, black, and grey, accented with the colors of the eyes and the beads.

# WE ALL BELONG:

A TOOLKIT TO CREATE  
POSITIVE SCHOOL NORMS  
THAT EMBRACE DIVERSITY  
AND CHALLENGE RACISM

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Be

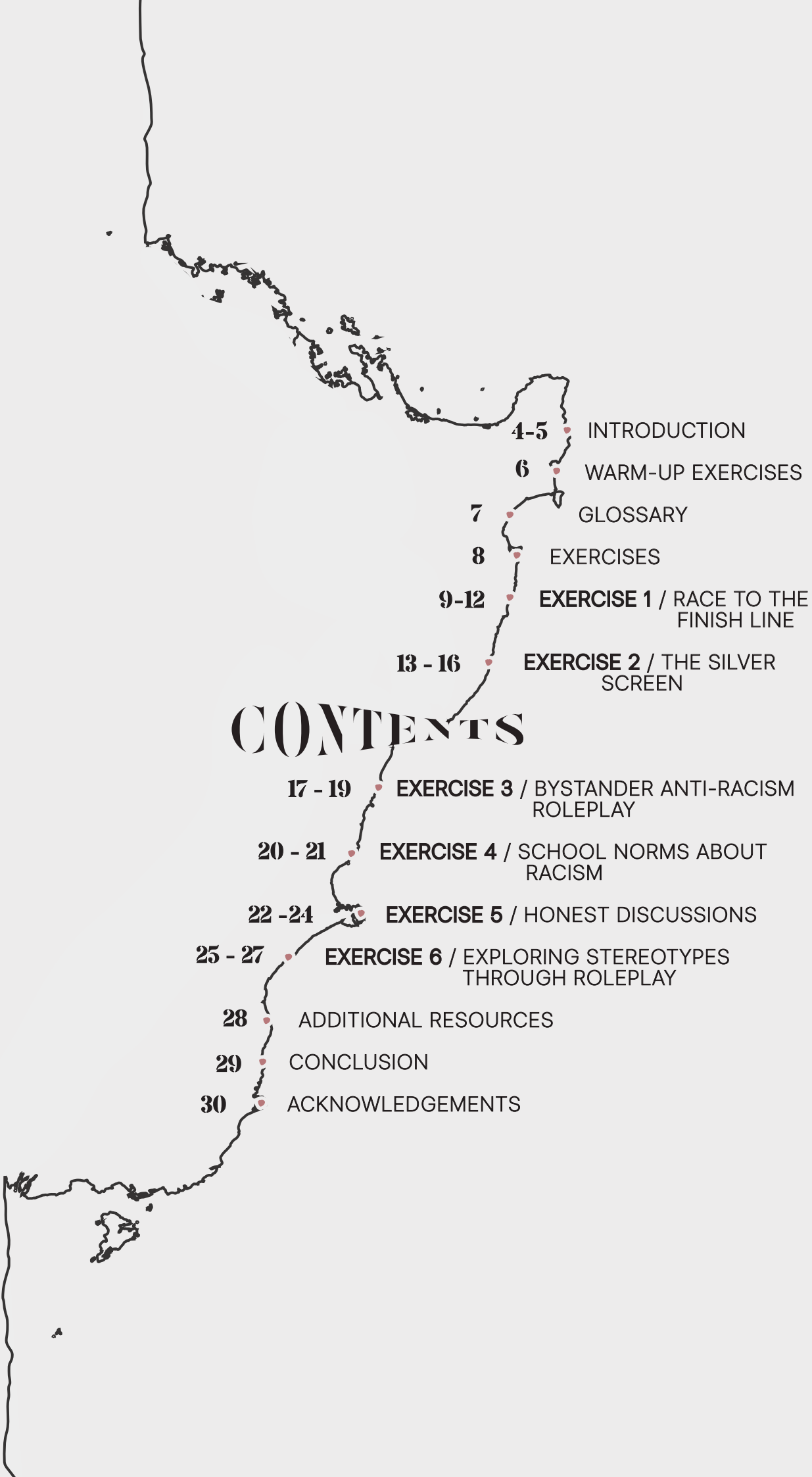
BELONG  
AOTEAROA  
PRIMARILY AIMS TO  
ADDRESS SYSTEMIC  
BARRIERS TO SETTLEMENT  
ENCOUNTERED BY MIGRANTS  
AND FORMER REFUGEES IN  
AOTEAROA. MIGRANTS AND FORMER  
REFUGEES EXPERIENCE ISSUES OF  
DISCRIMINATION, SOCIAL INCOHESION,  
AND UNBALANCED ACCESS TO  
OPPORTUNITIES AMONGST OTHER AILS.

OUR AIM IS TO FOSTER AN INCLUSIVE  
AND CONNECTED COUNTRY WHEREIN  
NEWCOMER COMMUNITIES ARE ABLE  
TO ENJOY AND CONTRIBUTE  
TOWARDS OUR COLLECTIVE  
WELLBEING AND PROSPERITY. OUR  
ORGANIZATION INTENDS TO ACHIEVE  
THIS THROUGH DRIVING SOCIAL  
INNOVATION THAT PROMOTES  
INTEGRATION. THE FOCUS IS TO  
MAKE CHANGE AT A SYSTEMIC  
LEVEL.

MORE INFORMATION  
AVAILABLE ON OUR WEBSITE:  
[WWW.BELONG.ORG.NZ](http://WWW.BELONG.ORG.NZ)

**AOTEAROA**

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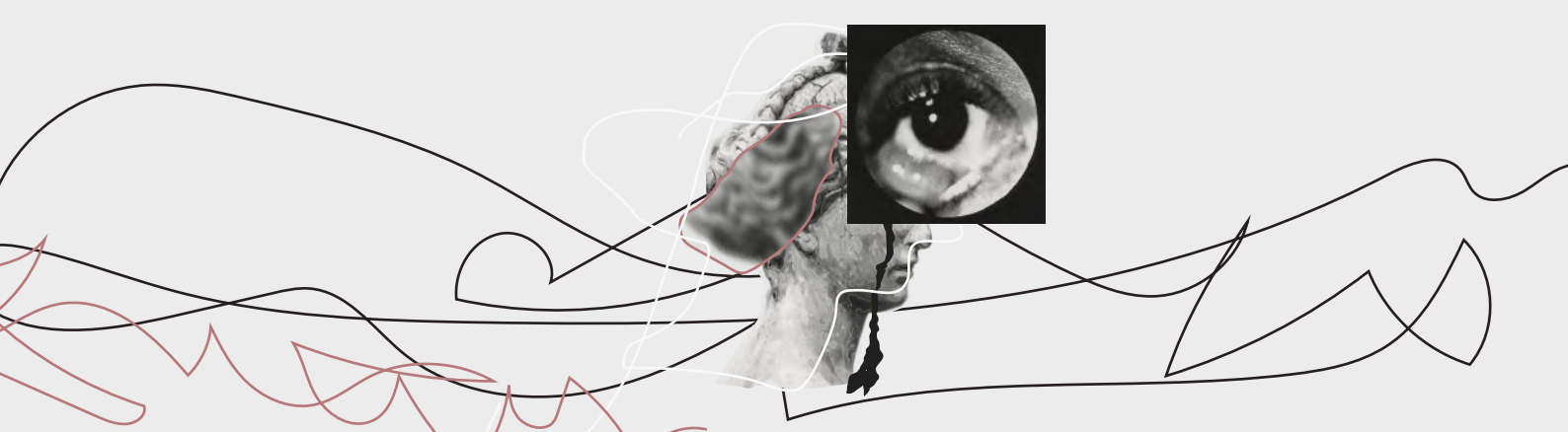
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# INTRODUCTION

Belong Aotearoa is a non-profit innovation and social change hub working to address systemic barriers to settlement for migrant and former refugee communities.

Our vision is to create an inclusive, connected New Zealand where newcomer communities are able to enjoy and contribute towards our collective wellbeing and prosperity.

The team who created and designed this toolkit are five Connected Communities youth interns with various backgrounds and expertise, who are passionate about anti-racism and inclusion. They want to create an Aotearoa which is accepting and welcoming of all faiths, backgrounds.

## ABOUT THIS TOOLKIT

The “We All Belong” toolkit is designed to help young people to create positive school norms and a positive school environment where diversity is valued and respected and where racism is rejected. The toolkit includes a collection of interactive and evidence-based activities to help young people recognise and challenge discriminatory student and school norms and environments. There are a range of ways the toolkit can be used in a school and we encourage teachers and facilitators to decide the best way to utilise this toolkit with their students, whether it be in a Social Studies or Health class, or in a lunch time or afterschool special interest group.

Norms are knowledge of what is appropriate behaviour which guides what people do and say in school environments. Norms are powerful. As an example, people who say racist things in an environment that tolerates or enables racism have been found to not say the same things in an environment where a norm of anti-racism means that such statements will be challenged.

It is important to note that there can be differences between the school’s stated norms and the actual norms. Schools may say they respect diversity and reject racism, but racist statements or processes may still exist. This toolkit will help teachers and students to gauge and actively create positive school norms around diversity and inclusiveness.

The activities also help facilitate kōrero that builds self-awareness and initiates thought-provoking, productive and free dialogue on the important topics we need to discuss in Aotearoa, as well as provide participants with skills in the following: building a better understanding of cultural identity; developing skills in leadership and intercultural competence; and reflecting on personal actions and decisions.

We’ve used Te Tiriti-based multiculturalism as a framework to underpin the toolkit, with the intention to support migrant and former refugee communities to hold pride in their values, norms, and practices, which then encourages respect and attention for their thoughts, feelings, and ideas.

This framework also helps in acknowledging Pākehā values and perspectives that entails in mainstream norms, including at schools.

“The development of a successful multicultural society is seen as a journey, building on the unique but unfinished New Zealand narrative of Māori and Pākehā working out a fair and just bicultural relationship and taking into account the ever changing demographics of communities. Strong positive relationships are forged between Māori and Pākehā, Pacific, Asian and other ethnic groups and new migrants settling in New Zealand.” (Talking about Multiculturalism, 2015).

## FACILITATORS’ NOTES

This resource is designed to accommodate all cultures, religions and backgrounds; however, students and staff are able to use it as a guide and adjust its content to suit the needs and requirements of their environment. The ages of participants will be crucial for these exercises. Therefore, teachers and facilitators will have to be conscious of the different levels of understanding that may be required. Children and youth may be less aware of the challenges experienced by former refugees, the disabled, or the elderly. They may not have witnessed it to see how they would feel and respond. We do not agree that children must be safeguarded from exploring discrimination for as long as possible. Instead, proactive approaches like this toolkit will help children form their own moral and philosophical stances on oppression, exploitation, and discrimination, including those that aren’t paradigmatic and are intersectional.

We encourage the facilitators of these exercises to ensure they are familiar with culturally sensitive issues. The nature of the exercises should be explained to students to pre-empt emotional distress (e.g. past experiences, alienation, unpopular opinions). Please also find post-exercise cautions in the ‘Additional Resources’ section at the back of this toolkit.

## DISCLAIMER

The activities collated in this toolkit are purposefully designed to initiate conversation and exploration of how the school embraces diversity and rejects racism. This might include some difficult conversations and thoughts that participants find sensitive and triggering. That is, it may cause students emotional distress, as a result of past feelings or memories associated with a particular traumatic experience resurfacing.

We strongly suggest that teachers and facilitators provide content and trigger warnings to participants beforehand. This is to flag the contents of the toolkit so participants can prepare themselves to either engage or, if necessary, disengage with the exercise being conducted for their well-being. Students must be afforded the appropriate tools to cope with triggers throughout this process.

# DISCRIMINATION IN NEW ZEALAND

Aotearoa is home to diverse cultural groups. Attitudes to diversity are crucial in shaping our youth's identity and social relations as they undergo the psychosocial development that is adolescence.

The He Whakaaro Report indicates that racism and discrimination is prevalent throughout the education system in New Zealand. It highlights the complex relationship between bullying and discrimination. Students have voiced concerns about not only being bullied by their peers on the basis of ethnicity and other identity markers but also being treated unfairly by teachers and staff because of their culture. It is important to note that schools need to create a learning environment that is free from violence, bullying, and harassment, and where all backgrounds are respected.

## JOURNAL ARTICLE

Psychosocial development in racially and ethnically diverse youth: Conceptual and methodological challenges in the 21st century

## REPORT

Ministry of Education Te Tahuhu O Te Matauranga, He Whakaaro: What do we know about discrimination in schools?

## REPORT

Children's Commissioner Manaakitia A Tatou Tamariki, Education matters to me: Key Insights.

## IMPORTANT NOTES

Teachers and facilitators need to be aware of their students' emotions as these activities are undertaken. For example, some may become overly emotional, defensive, angry, or even happy. In order to manage the students' reactions in a constructive manner, the teachers and facilitators must ensure they have established a positive rapport with their students.

Teachers and facilitators are encouraged to monitor students' emotional states throughout the activities and provide students an opportunity for reflection after the exercise has been conducted, as well as remind them of the additional resources at the end of this toolkit, if needed.

# LET'S START WITH A WARM-UP EXERCISE



# WARM-UPS

## OPEN CONVERSATION

Suggested for Social Studies, year 9 and year 10

This activity is inspired from the activity by FACTS

### LEARNING OBJECTIVES

- ≡ TO SHOW CURIOSITY AND GET TO KNOW OTHER STUDENTS FROM DIFFERENT BACKGROUNDS THROUGH ASKING QUESTIONS.
- ≡ TO KNOW MORE ABOUT WHAT OTHER PEOPLE ARE EXPERIENCING.

### DIRECTIONS

- ≡ There should be at least two students sitting in front of each other, from different backgrounds, if possible to have an open and honest conversation.
- ≡ The student can be given questions or they can ask their own question about whatever they feel like they are curious about or interested to know about the other. (It should be more than 10 questions).
- ≡ At the end the students are given the opportunity to share how they feel and how effective they think this experience has been for them.

### QUESTIONS

- ≡ Where is your family from?
- ≡ Do you have a favourite holiday?
- ≡ How different was your life 5 years ago?
- ≡ How do you deal with people you don't like?
- ≡ What is one personal "rule" that you never break?
- ≡ If you were King/Queen of a small nation, what crazy stuff would you do to change first?
- ≡ What are you likely wrong about?
- ≡ What is one event in your life that made you who you are today?
- ≡ What do people usually come to you for help with?

## BUILD YOURSELF

### LEARNING OBJECTIVES

- ≡ UNDERSTANDING OF WHO WE ARE, OUR BACKGROUND, EXPERIENCES AND CULTURAL BACKGROUNDS.
- ≡ ALLOWING STUDENTS TO REFLECT ON THEIR MILESTONES, EXPERIENCES, FAMILY, ETC.

Aligns with Social Studies Achievement Objective:

- ≡ Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.

### DIRECTIONS

- ≡ Facilitator provides materials to students, which could include: Lego blocks; Straws; Craft papers; Cellotape; Scissors; Cardboard; or any other materials that are available.
- ≡ Students will receive 10 minutes to create a symbol out of the materials that defines them as a person now.
- ≡ Facilitator to explain that this self-symbol can tell a story of their family, culture, experience, and any other things that students feel important in shaping who they are.
- ≡ Students are asked to share the story of their self-symbol.

### REFLECTION QUESTIONS

- ≡ What first comes to mind when you are about to create yourself-symbol?
- ≡ Who are the people that you think of when creating yourself-symbol?
- ≡ Did you think of your family? Neighbourhood? Friends? School?
- ≡ How do you think these people shape who you are now?

## WORDS TO KNOW

# Glossary

### RACISM

Racism is systems, processes, actions and statements by elites and powerful organisations that produce or maintain unfair and avoidable inequities in power, resources or opportunities for groups whose ethnicity, culture or religion has been marginalised.

#### REPORT

Building on our strengths: a framework to reduce racial discrimination and promote diversity in Victoria.

#### REPORT

The Impact of Racism on Indigenous Health in Australia and Aotearoa: Towards a Research Agenda

#### ARTICLE

Racial micro-aggressions and the Asian American experience, Cultural Diversity & Ethnic Minority Psychology

### PRIVILEGE

Privilege is unearned and unfair systematic and every day advantages that accrue to dominant social groups, which combine with systemic discrimination to produce social inequities.

### MICRO-AGGRESSIONS

Micro-aggressions are commonplace verbal, behavioural and environmental indignities that communicate hostile or derogatory racial slights and insults with potentially harmful impacts for Māori and people of colour.

### STEREOTYPES

Stereotypes are fixed ideas about marginalised social groups, which reflect the values and reinforce the power of dominant social groups.

#### BOOK

Derived from Hall, Stuart, The spectacle of the 'other', in Hall, Stuart, Ed, Representation: Cultural representations and signifying practices.

### RACIAL PROFILING

Racial profiling occurs when law enforcement agents impermissibly use race, religion, ethnicity or national origin in deciding who to investigate.

#### LESSON

Learning for justice, Racial profiling



EVER ROUSES  
OVER  
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TWO.  
SCREEN.  
ROLEPLAY.  
SCHOOL  
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PLAY



ONG AOTEAROA / BELONG AOTEAROA / BELONG AC



Suggested  
for Social  
Studies,  
year 9  
and 10

RACE TO THE FINISH LINE

# EXERCISE ONE

Aligns with Social  
Studies Achievement  
Objectives

- ☐ Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies.
- ☐ Understand how formal and informal groups make decisions that impact on communities.
- ☐ Understand how people participate individually and collectively in response to community challenges.

# RACE TO THE FINISH LINE

## LEARNING OBJECTIVES

- ≡ DEFINE KEY SOCIAL STUDIES CONCEPTS.
- ≡ DEMONSTRATE EXAMPLES OF SYSTEMIC DISCRIMINATION AND CONFLICT OF NORMS AND VALUES.
- ≡ CRITICALLY REFLECT ON GIVEN SPECIFIC EVIDENCE.

## DIRECTIONS

- NOTE — Teachers and facilitators are encouraged to adjust the lesson in accordance with the cultural layout and capacity of the classroom.
- ≡ Students line up on a field. The starting position of each student is decided by the manner in which they respond to each statement presented by the teacher or facilitator.
  - ≡ If the statement applies to the student then he/she/they must take a step forward. If the answer to the question does not apply to the student then he/she/they must not move and remain in the same position.
  - ≡ Once the questions have been asked, the students are given an opportunity to explain how they feel about the questions and their current surroundings.
  - ≡ Post the discussions, students will race to the finishing line.

## EXERCISE DEMONSTRATIONS

- ≡ <https://www.youtube.com/watch?v=1l3wJ7pJUjg>  
Titled "Heartbreaking Moment When Kids Learn About White Privilege | The School That Tried to End Racism". A British school helps its students uncover and eradicate hidden racial biases. Exercise completed on a field.
- ≡ <https://www.youtube.com/watch?v=eYyf-mUmPqi>  
In the hit movie, Freedom Writers, Erin Gruwell, teacher, unites a racially charged and split classroom". Exercise completed in a classroom.

### LESSON PLAN

Privilege Walk Lesson Plan,  
Peace Learner: Cultivating Peace  
and Non-Violence In The Field of  
Education

## STATEMENT EXAMPLES

### DIVERSITY

- ≡ If you have ever been the only person in the classroom of your ethnicity, take a step back.
- ≡ If you have never been asked where you have come from, take a step forward.
- ≡ If you have a visible physical disability, take a step back.
- ≡ If you have ever been made fun of or bullied for something that you cannot change or was beyond your control, take a step back.

### LANGUAGE AND CULTURE

- ≡ If English is either your parents' or your first language, take a step forward.
- ≡ If your first language is routinely used in your school, take a step forward.
- ≡ If your language is used in school lessons or assemblies, take a step forward.
- ≡ If you have ever been spoken over because you could not articulate your thoughts fast enough, take a step back.
- ≡ If examples from your culture are often used to illustrate lessons, take a step forward.
- ≡ If your cultural festivals are celebrated at your school, take a step forward.
- ≡ If you wear religious garments and/or accessories that do not come under the schools' uniform rules, take a step back.
- ≡ If you follow religious holidays that are not recognized by the Gregorian calendar, take a step back.

### WEBSITE

Visible vs. Invisible  
Disabilities: More Than  
Meets the Eye

**HISTORY**

- ≡ If you have ever been the only person in the classroom of your ethnicity, take a step back.
- ≡ If you have never been asked where you have come from, take a step forward.
- ≡ If you have a visible physical disability, take a step back.

**SOCIAL NORMS AND SOCIAL SYSTEMS**

- ≡ If you have never had to worry that your family will be stopped and searched, take a step forward.
- ≡ If your parents or whānau have warned you about racism, take a step back.
- ≡ If one or both of your parents have a university degree, take a step forward.
- ≡ If you feel unsafe walking home at night, take a step back.
- ≡ If you ever had to skip a meal or were hungry because there was not enough money to buy food, take a step back.
- ≡ If you ever had to skip a meal because the canteen does not contain food that met your dietary requirements\*, take a step back.
- ≡ If you were ever uncomfortable about a joke or statement related to your religion, ethnicity, gender, disability or sexual orientation but felt unsafe to confront the situation, take a step back.
- ≡ If you are never asked to speak on behalf of a group of people who share an identity with you, take a step forward.
- ≡ If you can make mistakes and not have people attribute your behaviour to flaws in your racial or gender group, take a step forward.
- ≡ If you were not able to complete your homework or assessment because you did not have access to the required resources, take a step back.
- ≡ If there was ever substance abuse and addiction in your household, take a step back.
- ≡ If you can show affection to your romantic partner in public without fear or ridicule or violence, take a step forward.

\*Common special dietary requirements could include food allergies and intolerances (i.e. dairy, nut, gluten free) and/or religious reasons (i.e. Halal, Kosher or Sattvic Diets and avoiding consumption of alcohol and tobacco).

**C R I T I C A L R E F L E C T I O N Q U E S T I O N S**

**PERSONAL REFLECTION**

- ≡ How did this exercise impact you? The students' reflection may be documented in DIE structure.
  - D – Describe the context or situation include:
    - How did you feel?
    - What were your initial thoughts?
    - Were you surprised by anything?
  - I – Interpret the perceptions or worldviews of the participants involved using evidence-based research.
  - E – Evaluate the context or situation and identify key learning lessons, strategies or ideas for change to combat personal or systemic discrimination.
- ≡ If a student was conducting this activity, what additional questions would he/she/they include and why?
- ≡ Would the student rephrase any of the questions mentioned above? Why/why not?
- ≡ Who ended up at the front, who at the back, and why?
- ≡ What does "White privilege" mean to you? "Based on your experiences, finish this statement: Being White lets you \_ \_ \_ \_." Allow students to provide their opinions of the things that occur because of white privilege.

<b>LESSON</b>
Talking About Race and Privilege: Lesson Plan for Middle and High School Students

**REFLECTION ON SCHOOLS' POLICIES AND PRACTICES**

- ≡ Evaluate the social forces that regulate your schools' policies and practices. In your answer demonstrate how they may create a conflict of norms and values amongst students and offer strategies that may help resolve this conflict.
- ≡ Evaluate the role of a bystander in creating an inclusive school environment. In your answer, consider:
  - The definition of a bystander;
  - The list of factors that help and hinder bystander action about racism (see Supplementary Information Appendix);
- ≡ Whether zero tolerance policies create a safe and inclusive school environment?

<b>REVIEW</b>
Are Zero Tolerance Policies Effective in the Schools? An Evidentiary Review and Recommendations

**REFLECTION ON RACISM AND DISCRIMINATION IN SOCIAL NORMS AND SYSTEMS**

- ≡ What is the distinction between personal discrimination and institutional discrimination? Your answer should include a critical reflection on your real lived experiences inside and outside school and/or references to pop-culture and news media to demonstrate this distinction.

<b>REPORT</b>
Jenny Rankines "Creating Effective Anti-Racism Campaigns" (2014), p. 35.

≡ Consider the following statement about the theory of 'unconscious bias'. Reflect on why you would either agree or disagree with this statement:  
 "Racism is covert not overt; it is psychological not social; it is individual not structural; it is subconscious not conscious. Hence, it effectively exonerates governments, institutions, organisations, even individuals, for it is unconscious, inevitable. But it can be remedied – through retraining and therapy for the individual. Unconscious bias (UB) is the child of neoliberalism".

**A R T I C L E**  
 Jenny Bourne "Unravelling the Concept of Unconscious Bias" (2019) Institute of Race Relations

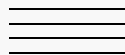
## S U P P L E M E N T A R Y I N F O R M A T I O N

**REPORT**  
 Jenny Rankines "Creating Effective Anti-Racism Campaigns" (2014), p. 36.

BY JENNY RANKINE

### FACTORS THAT HELP AND HINDER BYSTANDER ACTION ABOUT RACISM

Enables of bystander action	Obstacles to bystander action
≡ Knowledge of what constitutes racism	≡ The ambiguous nature of racism
≡ Awareness of harm caused by racism	≡ Exclusive group identity
≡ Perception of responsibility to intervene	≡ Fear of violence or vilification being targeted by perpetrator
≡ Perceived ability to intervene - skills (optimism, self/collective efficacy)	≡ Perception that action would be ineffective
≡ Desire to educate perpetrator	≡ Lack of knowledge about how to intervene
≡ Self-validation, catharsis - expressing anger, disapproval	≡ Gender role prescriptions for women
≡ Desire to aid target of racism	≡ Impression management, preserving interpersonal relations
≡ Self-affirmation	≡ Desire to avoid conflict
≡ Anti-racist social norms	≡ Freedom of speech/right to express one's opinion





Suggested  
for Media  
studies and  
Social  
Sciences, year  
9 and 10

THE SILVER SCREEN

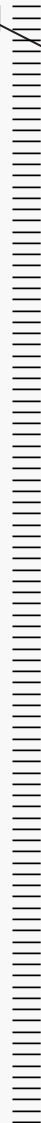
# EXERCISE TWO

Aligns with Media  
Studies Achievement  
Objectives

- ≡ Demonstrate understanding of narrative in media texts
- ≡ Demonstrate understanding of the media representation of an aspect of New Zealand culture or society

Aligns with Social  
Studies Achievement  
Objectives

- ≡ Understand how formal and informal groups make decisions that impact on communities.
- ≡ Understand how the ideas and actions of people in the past have had a significant impact on people's lives.
- ≡ Understand how cultural interaction impacts on cultures and societies.



# THE SILVER SCREEN

## LEARNING OBJECTIVES

- ≡ REVIEW MEDIA REPRESENTATIONS IN AOTEAROA NEW ZEALAND AND INTERNATIONALLY.
- ≡ EXPLORE POLITICAL CARTOONS, FILMS AND MEDIA FROM A RANGE OF PERSPECTIVES.
- ≡ DEVELOP AN UNDERSTANDING OF HOW MEDIA REPRESENTATIONS EITHER REINFORCE OR CHALLENGE SOCIAL NORMS, INSTITUTIONAL STRUCTURES AND STEREOTYPES.

## DIRECTIONS

- ≡ Teachers provide students with a cartoon or film or media.
- ≡ The teacher or facilitator splits the students into groups and provides them a list of questions that they are required to answer.
- ≡ Students will be given the opportunity to discuss the answers to the questions in groups.
- ≡ Students can receive time to design a recreation of the cartoon with the message of inclusivity and positivity.

## UNDERSTANDING CRITICAL ANALYSIS OF MEDIA

[https://www.ted.com/talks/baratunde\\_thurston\\_how\\_to\\_deconstruct\\_racism\\_one\\_headline\\_at\\_a\\_time](https://www.ted.com/talks/baratunde_thurston_how_to_deconstruct_racism_one_headline_at_a_time)

See above a TED Talk titled "How to deconstruct racism, one headline at a time". Description: Baratunde Thurston explores the phenomenon of White Americans calling the police on Black Americans who have committed the crimes of ... eating, walking or generally "living while black." In this talk he reveals the power of language to change stories of trauma into stories of healing -- while challenging us all to level up.

### CARTOONS

Illustrated by Al-Nisbet.

### ARTICLE

Michelle Duff: "Controversial Fairfax Media cartoons could have made racism against Māori worse, panel member says"





≡ Outline the issue(s) presented in Al Nisbet's cartoons.  
 .....  
 .....

≡ What is the social and political context for these cartoons?  
 .....  
 .....

≡ How has this artist communicated these issues to his audience? Consider the language techniques used such as imagery, tone, word choice, irony, symbolism.  
 .....  
 .....

≡ Describe the style Al-Nisbet has used in this cartoon. Critically reflect on his use of imagery and language.  
 .....  
 .....

≡ Do you think this cartoon effectively conveys the artist's message? Why or why not?  
 .....  
 .....

≡ Do you think this cartoon is offensive? If so, who might it offend and why?  
 .....  
 .....

≡ What impact could this representation of Māori and Pasifika and New Zealand have on racism against these communities? How does this depiction of the Māori and Pasifika community re-enforce prevailing stereotypes?  
 .....  
 .....

≡ Make a list of issues that have recently been in the media. These may include issues relating to sport, the environment, health, education, political struggles within parties, politicians' individual challenges, overseas current events or any social issue. Select an issue and write a brief outline of the subject matter. Try to be as specific as possible. Consider the following points for each one:

- Who or what may be the participants in this issue or the target for a cartoon?
- What is the context for the political cartoon? Outline some of the previous debate or other points of views expressed.

A —Issue  
 .....  
 .....

B — People, ideas, bodies such as institutions or ideas who may be the target of the issue.

.....

.....

C — Now select one of the above targets and consider the position taken by this target on the issue. How might you choose to construct an image of this target? Look at a range of cartoons to help with this if necessary:

.....

.....

D — What point would you like to highlight in your cartoon? Consider the symbols that you could use to communicate this point.

.....

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## FURTHER RESROUCES THAT CAN BE USED FOR ANALYSIS

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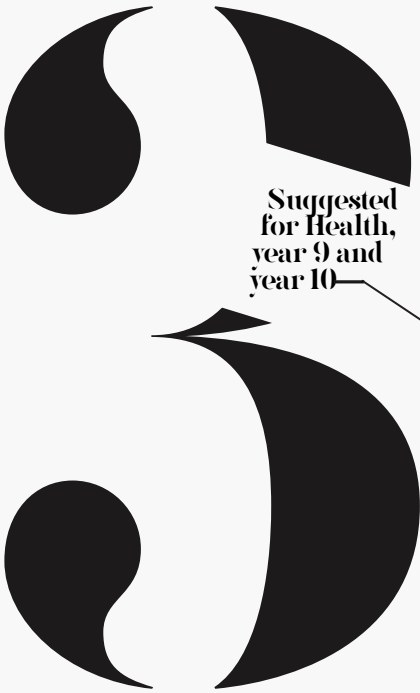
- ≡ Al Nisbet's Aotearoa focused cartoons  
<https://www.stuff.co.nz/opinion/95015044/al-nisbet-cartoons>
- ≡ Other popular cartoons including Peter Pan, Bugs Bunny, and Johnny Bravo



- ≡ International movies such as 'Slumdog Millionaire' and 'Lion'. These movies show-cased life in India. They received commercial success & critical acclaim.

- ≡ Other popular shows/movies:
  - Catherine Tate Video: The French Class  
<https://www.youtube.com/watch?v=zV1zK8zRCPo>
  - Catherine Tate Video: The Translator  
<https://www.youtube.com/watch?v=DcJVqj0Tjb4>
  - Fawlty Towers: Don't mention the war  
<https://www.youtube.com/watch?v=Tms0yk9kqVM>
  - Breakfast at Tiffany's: Mr Yunioshi  
<https://www.youtube.com/watch?v=Hb3gdUric4Q>
  - The Simpsons: Hindu Weddings for Apu  
<https://www.youtube.com/watch?v=cqidvgTzZgA>
  - The Simpsons: Exposing the Problem with Apu  
<https://www.youtube.com/watch?v=pRRkyPkKYwA>





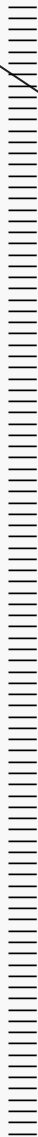
Suggested  
for Health,  
year 9 and  
year 10

BYSTANDER ANTI-RACISM  
ROLEPLAY

# EXERCISE THREE

Aligns with Health and PE Achievement Objectives

- ≡ Describe how social messages and stereotypes, including those in the media, can affect feelings of self-worth.
- ≡ Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people.
- ≡ Identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses.
- ≡ Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people



# BYSTANDER ANTI-RACISM ROLEPLAY

This exercise is inspired by the SPEAK UP AT SCHOOL toolkit by A TEACHING TOLERANCE PUBLICATION.

People who regularly say racist things often overestimate how many people around them agree with their views. Hearing other people publicly speak out against racism can reduce their racist behaviour. Being a positive bystander means taking action to speak up and out against racism when you see it - whether it be discriminatory or intolerant behaviours, policies and practices that contribute to racism and intolerance. This has the potential to stop racism immediately, in the moment, and also build school norms that racism is not tolerated.

In this activity, students will be supported to practice being a positive bystander so they can build confidence in speaking up when they witness racism. The more that students can practice responding to everyday prejudice, bias and stereotypes at school, the easier it will be to be a positive bystander in real life.

## LEARNING OBJECTIVES

- ≡ LEARN THE IMPORTANCE OF SPEAKING UP AGAINST RACISM AS A POSITIVE BYSTANDER.
- ≡ LEARN STRATEGIES TO PREPARE YOU TO SPEAK UP AGAINST EVERYDAY PREJUDICE, BIAS AND STEREOTYPES AT SCHOOL.

## DIRECTIONS

- ≡ First, run through how to respond to discriminatory comments. This is explained below.
- ≡ Identify comments that the students have heard in their environments either from students or teachers and discuss why they could be harmful.
- ≡ Have students role play a scenario where someone makes such comments and students take turns to speak up and engage through what could be a common dialogue.

## REFLECTION QUESTIONS

- ≡ What are some school processes that discriminate against groups of students; for example, ways of interacting?
- ≡ Are there examples of racism that you see which never get reported or dealt with?
- ≡ What are racist comments or actions made by students or teachers you have heard or seen?

## HOW TO RESPOND?

- ≡ INTERRUPT. Speak up against every biased remark heard using statements such as "I don't like words like that," or "That phrase is hurtful."
- ≡ QUESTION. To understand why a comment was made and how to go further about it. Try asking: "Why do you say that?" "What do you mean?" or "Can you clarify what you mean?"
- ≡ EDUCATE. How can this term or phrase be offensive and why it is important not to be used. Try saying: "Do you know the history of that word?" "Do you understand how or why that can be hurtful or disrespectful?"
- ≡ ECHO. When someone else speaks up, thank and praise them. Many voices together are impactful.
- ≡ Be respectful, rather than confrontational.
- ≡ Name the statement (not the person) as racist.

# ROLEPLAY SCENARIOS

A primary student holds up the corners of his eyes and says "Ching chang chong ching" as a Korean background student walks by.

It is unkind and dehumanising to make fun of someone's physical appearance, especially when related to ethnicity or cultural background; it is also insulting to mock another language.

GUIDE

Learning for Justice.  
Speak up guide

## EXAMPLES OF COMMENTS THAT COULD BE ROLE PLAYED

"You don't belong here. Go back to your country"

"Good, you can be our token Māori."

"Bloody Islanders"

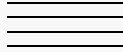
"You can't drive- you should ride a horse instead"

"Read the sign! Or can't you read English?"

"Do you have a bomb in your bag?"

"Are you from South Auckland?"

"You don't need to wear that towel on your head here."





Suggested  
for Health  
and  
Social  
Sciences

SCHOOL NORMS ABOUT RACISM

# EXERCISE FOUR

Aligns with Health and PE  
Achievement Objectives

≡ Describe how social messages and stereotypes, including those in the media, can affect feelings of self-worth

≡ Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people.

Aligns with Health and PE  
Achievement Objectives

≡ Understand how individuals, groups, and institutions work to promote social justice and human rights. (Level 6)

≡ Understand how formal and informal groups make decisions that impact on communities. (Level 4)

≡ Understand how systems of government in New Zealand operate and affect people's lives, and how they compare with another system. (Level 5)

# SCHOOL NORMS ABOUT RACISM

This activity is inspired by "Activities for Teaching about Prejudice and Discrimination" led by Mary E. Kite.

## LEARNING OBJECTIVES

≡ HAVE A THOUGHT-PROVOKING DIALOGUE ABOUT HOW SCHOOLS AND STUDENTS CAN SUPPORT THE CREATION OF SCHOOL ENVIRONMENTS THAT EMBRACE DIVERSITY AND CHALLENGE RACISM.



## D I R E C T I O N S

- ≡ Students will be given a questionnaire.
- ≡ Discuss the questions in small groups or as a large group.
- ≡ Reflect on the outcomes and responses to the questions, using the reflection questions as a guide.

## SCHOOL SITUATIONS AND NORM QUESTIONS

- ≡ What is your school's policy about racism by students and teachers? How effective is it?
- ≡ Are there any ways in which the curriculum ignores particular cultures at your school? Are there examples of racism that you see which never get reported or dealt with?
- ≡ What can students do to challenge and change racism by other students? By teachers? By the school structure?
- ≡ What are some school processes that discriminate against groups of students; for example, ways of interacting?
- ≡ Which holidays does your school celebrate – eg. Matariki, Easter, Christmas, Eid ul-Fitr, Hanukkah, Diwali, Chinese New Year? Which holidays do you think it should celebrate?
- ≡ What are some racist statements you've heard from students? From teachers?

## R E F L E C T I O N Q U E S T I O N S

- ≡ Did you feel surprised, disappointed, or satisfied by any of the statements and answers, Why?
- ≡ Think about your own social group memberships. How do you think the answers for each question or statement would be different for certain group members (e.g., a White person answering, a heterosexual answering, to minority group members answering)
- ≡ Think about your friends and family and how they might have completed the questionnaire. Do you think their responses would be similar to or different from yours? Why?
- ≡ What experiences have you had that may have contributed to the way you answered the questions?



**Suggested  
for Health  
and Social  
Studies,  
year 9  
and 10**

HONEST DISCUSSIONS

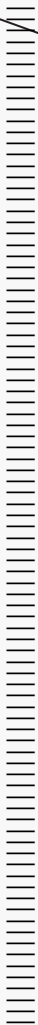
# EXERCISE FIVE

**Aligns with Health and PE Achievement Objectives**

- ≡ Describe how social messages and stereotypes, including those in the media, can affect feelings of self-worth.

**Aligns with Social Studies Achievement Objectives**

- ≡ Understand how formal and informal groups make decisions that impact on communities.
- ≡ Understand how the ideas and actions of people in the past have had a significant impact on people's lives.
- ≡ Understand how cultural interaction impacts on cultures and societies.



# HONEST DISCUSSIONS

## LEARNING OBJECTIVES

≡ TO STIMULATE SMALL GROUP DISCUSSIONS ABOUT MULTICULTURALISM, INCLUSION AND RACISM WITH THE HELP OF DISCUSSION QUESTIONS, IN A WAY THAT INVOLVES THE ACTIVE AND HONEST PARTICIPATION OF ALL STUDENTS.



## MATERIALS

- ≡ Questionnaire provided in class.
- ≡ Pen and paper.

## DIRECTIONS

- ≡ Begin with an introduction of definitions in the glossary (Note: the provided definitions are just to start the conversation, teachers and students should feel free to refer to textbooks and online resources).
- ≡ Hand out the Fonofale Model to students as well as a definition of racial profiling.
- ≡ The teachers can organise the class into groups with 4-5 students each (Note: prevent students from simply forming groups with their friends).
- ≡ Distribute the sheet with discussion questions and give the students a fixed time period (for instance 30 minutes) to discuss.
- ≡ Teachers can move from group to group during the discussions, making sure that the groups remain focused and that all members are participating.
- ≡ The class comes back together and students share constructive ideas and thoughts with fellow classmates and the teacher.

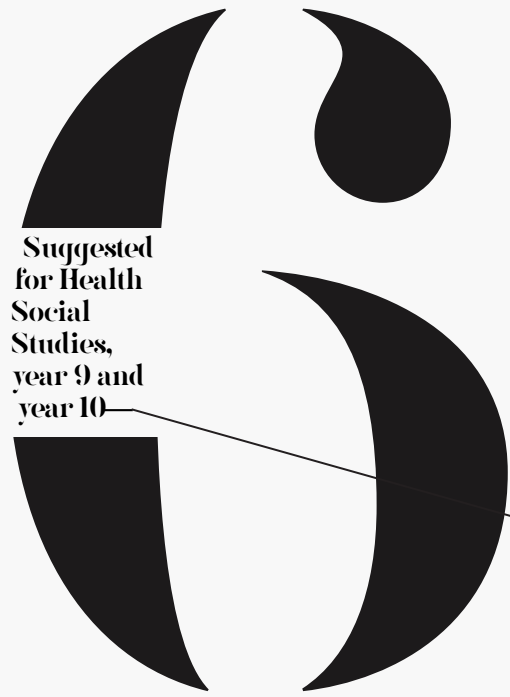
## POSSIBLE QUESTIONS

- ≡ How do you define racism, if any, in your school/university/community would you describe racism/xenophobia? For example, is it racist to use the term "White" to describe NZ Europeans?
- ≡ Can people of colour be racist?
- ≡ Do you think Pākehā are privileged in NZ? Although many people are quick to detect and condemn instances of racial prejudice, White or Pākehā privilege often goes undetected. What explains the difference?
- ≡ Read and unpack the values of the Fonofale Model. How do you think the foundations of family and culture impact Pacific people?
- ≡ Do you think some people are racially profiled in New Zealand society? If so, who are they and how does this work?
- ≡ If profiling on the basis of ethnicity is wrong, is it also wrong to profile on the basis of gender? For instance, is it wrong for a woman walking alone to take greater protective measures when encountering a male stranger than a female stranger?
- ≡ In cases of adoption, should agencies try to match the ethnicity of children and parents, or should adoptions ignore children's ethnicity?
- ≡ How do you feel about clubs and associations formed on the basis of similar culture at your school? Do they promote a more equitable environment or are they discriminatory or exclusive?
- ≡ How should different ethnicities, genders and social groups be represented on school boards to ensure a fair and democratic society?
- ≡ How could you apply the Maōri values of manaakitanga and kotahitanga to make your classmates and newcomers feel welcomed and included?
- ≡ How in your opinion should your school promote multiculturalism based on Te Tiriti o Waitangi?



**MODEL**  
Fonofale Model of Health by Fuimaono Karl Pulotu-Endemann





**Suggested  
for Health  
Social  
Studies,  
year 9 and  
year 10**

**EXPLORING STEREOTYPES  
THROUGH ROLEPLAY**

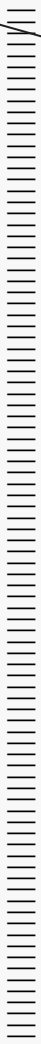
# **EXERCISE SIX**

**Aligns with Health and  
PE Studies Achievement  
Objectives**

☰ Explore how people's attitudes, values, and actions contribute to healthy physical and social environments

**Aligns with social  
sciences Achievement  
Objectives**

☰ Understand how the ideas and actions of people in the past have had a significant impact on people's lives.



# EXPLORING STEREOTYPES THROUGH ROLEPLAY

Adapted from a Living in Harmony Funded Project, 'Culture is Cool', Narre Community Learning Centre, VIC, 2003

## LEARNING OBJECTIVES

≡ TO EXPLORE AND RAISE AWARENESS ABOUT THE CONCEPT OF STEREOTYPES THROUGH A ROLE PLAY.

## MATERIALS

≡ Profile sheets

## DIRECTIONS

- ≡ Unpack the definition of stereotype and see if the class can put together some incidents/examples of their experiences.
- ≡ Nominate seven students to act as the employees at a restaurant and hand each of them a profile. The rest of the class are to act as diners.
- ≡ Read out the scenario card:
- ≡ The seven students introduce themselves to the diners using the information in the profiles.
- ≡ Invite the 'diners' to ask the employees questions to try to determine who is guilty. The 'employees' improvise their answers.
- ≡ After a period of questioning, the diners form small groups of four to five students and discuss the information that has been presented and form consensus on which employee is guilty.
  - A — Each group presents their decision and reasoning to the class. Lead a whole group discussion on stereotyping, asking students to reflect on their own thinking and the bases on which they formed the conclusions.
  - B — The true culprit is revealed.

## QUESTIONS

- ≡ Did you stereotype some of these people? If yes, in what way?
- ≡ Who benefits from stereotypes about particular groups?
- ≡ What beliefs lead to stereotyping a person/group of people which thereby lead to racism/racist comments?
- ≡ Why are there no widely recognised stereotypes of Pākehā?
- ≡ What made you think that a particular employee is the culprit?

## SCENARIO CARD

Buck's Bar and Grill is full of diners. The owner discovers that a bag of money has been stolen from an area that only staff have access to. The owner suspects that the employee responsible for taking the bag is still in the restaurant as no staff member has left the restaurant in the last 30 minutes and Buck saw the bag of money 20 minutes ago.

# S T A F F P R O F I L E S

FORMAT — Name; Age; Gender

## **SERHAT; 15; MALE**

Background ☰ Serhat left school three months ago because his mother needed him to help earn some money after his father returned home to Turkey. He has been working six days a week at the restaurant as a kitchen hand and waiter.

## **SALLY; 19; FEMALE**

Background ☰ Sally has been working for Buck for the last 14 months as a waitress. Buck leaves her in charge on Sundays and Mondays. Sally is Pākehā with a charming personality and gets on well with her customers.

## **MANUIA; 18; FEMALE**

Background ☰ Manuia was born and raised in Samoa. She has recently come to New Zealand. She is studying at university and works as a waitress at the restaurant. She lives in a nearby suburb.

## **LIZ; 54; FEMALE**

Background ☰ Liz is Pākehā and has worked for Buck for the last two years as his assistant chef. Liz only works part time as she also cares for her grandchildren while their parents are at work. Liz is reliable but is sometimes argumentative with other staff.

## **HYUN JIN; 24; FEMALE**

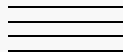
Background ☰ Hyun Jin works for Buck on a casual basis. She is not allowed to work Sundays due to her religious commitments and is often unavailable on Saturdays because of her large Korean family get-togethers. Hyun Jin gets along well with all staff and customers but sometimes has problems communicating due to her level of English.

## **BILAL; 18; MALE**

Background ☰ Bilal was working as a waiter but lately has been working as a kitchen hand due to some customers who refuse to be served by 'that extremist'. Bilal is hard working but has had trouble getting time off on Fridays to go to the Mosque.

## **DREW; 36; MALE**

Background ☰ Drew has been working as Buck's head chef for the last seven years. He is Pākehā, friendly with all the staff, and often laughs and jokes. His meals are famous in the town. Not to be revealed ☰ He has been stealing money from the restaurant for the past few months because Buck won't agree to increasing his salary.



## ALTERNATIVES TO ANTI-MĀORI THEMES IN NEWS MEDIA

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The news media are not neutral or objective. Research shows that the news repeats and reinforces negative themes about Māori that date from the earliest days of colonisation, and are used in everyday talk about Māori. These web pages describe these themes, and give other ways of talking about these topics.

### THE PENCILSWORD: ON A PLATE, TOBY MORRIS

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#### AN ANTI-RACISM RESOURCE FOR DIASPORIC COMMUNITIES IN AOTEAROA

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This resource was created by Asian activists from Migrant Zine Collective and Asians Supporting Tino Rangatiratanga. As tauwiwi (non-Māori) people of colour we have a responsibility to confront the colonial racism and racial politics that is specific to Aotearoa. This is the beginning of a resource list to share for non-Black and non-Indigenous people of colour with analysis and content on Te Tiriti o Waitangi, decolonisation, systemic racism, abolition and different forms of racism that speaks more to the contexts in Aotearoa and Te Moana-nui-a-Kiwa (the Pacific Ocean).

#### ANTI-RACISM RESOURCES, BELONG AOTEAROA

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A range of advice and resources, gathered from multiple sources (New Zealand and internationally), to help you be a positive ally.

#### RESPONDING TO RACISM, NEW ZEALAND HUMAN RIGHTS COMMISSION

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#### LEARNING FOR JUSTICE - FILM KITS

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Bring social justice topics to life with these classroom-friendly films and user guides. Teaching Tolerance film kits are free for use in K-12 schools, schools of education, public libraries, houses of worship and youth-serving nonprofit organizations.

#### TOOLKIT FOR "WHAT IS WHITE PRIVILEGE REALLY?"

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This toolkit offers advice, activities and further reading suggestions for educators who want to unpack the concept of whiteness and white privilege with themselves and with students.

#### HOW TO RECOGNISE YOUR WHITE PRIVILEGE - AND USE IT TO FIGHT INEQUALITY

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Peggy McIntosh is an anti-racism activist, scholar, and Senior Research Scientist at the Wellesley Centers for Women. She is the founder of the National SEED Project (Seeking Educational Equity and Diversity). She explains what led her to recognize her privilege — and how it can be used by those with power to ensure a fairer life for others.

#### CANADIAN CENTRE FOR DIVERSITY AND INCLUSION

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The research that feeds our reports and toolkits zeros in on the topics of diversity and inclusion, and employment equity, identified as the most pressing issues in Canadian workplaces, according to our key contacts at our Employer Partners. We partner with leading academic institutions on our research publications where there are overlapping areas of study.

#### SPEAK UP AT SCHOOL

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#### TEDx PLAYLIST ON RACISM

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#### HELPLINES

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Need to talk? Free call or text 1737 to talk to a trained counsellor, anytime  
Youthline - 0800 37 66 33, free text 234 or email talk@youthline.co.nz for young people, and their parents, whānau and friends



# ADDITIONAL RESOURCES

# We all belong

Belong Aotearoa would like to acknowledge and thank our five, fabulous youth interns and our project coordinator for their passion, dedication and openness to learning and growing through the development of this toolkit, as our Connected Communities Youth Interns.

- Belong Aotearoa team

Thank you for exploring this humble toolkit. We understand that discrimination of any sort cannot be eradicated with mere exercises. However, we do hope it has helped, in any capacity, in your pursuit for a more racially aware classroom and, in turn, society. Ultimately, we hope that navigating sensitive issues like discrimination is less intimidating a task to confront. That when a child or young adult is refining their individual ideologies, their mindsets pertaining to discrimination are unifying and hospitable to all. And that those who are confronted by or witness discriminatory attacks feel more confidence in themselves to steer the situation in a way that is fruitful for all parties. Please find our personally curated series of additional resources at the back of this booklet. This includes a number of resources we believe will benefit facilitators and/or students undergoing these exercises. They will either elaborate on the learning outcomes set out in individual exercises, or expose teachers and students to a range of outlets for aid - socially and mentally. If you would like to share feedback, questions or your experience with this toolkit, please email [sarahafsharx@gmail.com](mailto:sarahafsharx@gmail.com). It would be greatly appreciated by the Belong Aotearoa team in its effort to champion equity, equality, and human rights.

- Sarah, Chikita, Caryn, Jaanvi, and Laya

# DR. JENNY RANKINE DR. SUSAN NENIEC

Thank you to the following organisations and individuals who have kindly provided the creators of this toolkit with invaluable feedback, editing and support.

MINIT KHADIJA  
LEADER SHIP  
NET - WORK  
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SUP PORT  
TRUST  
MINI STRY OF  
EDUCATION  
REFUGEES AS  
SURVIVORS NEW  
ZEALAND





WE ALL  
BELONG