

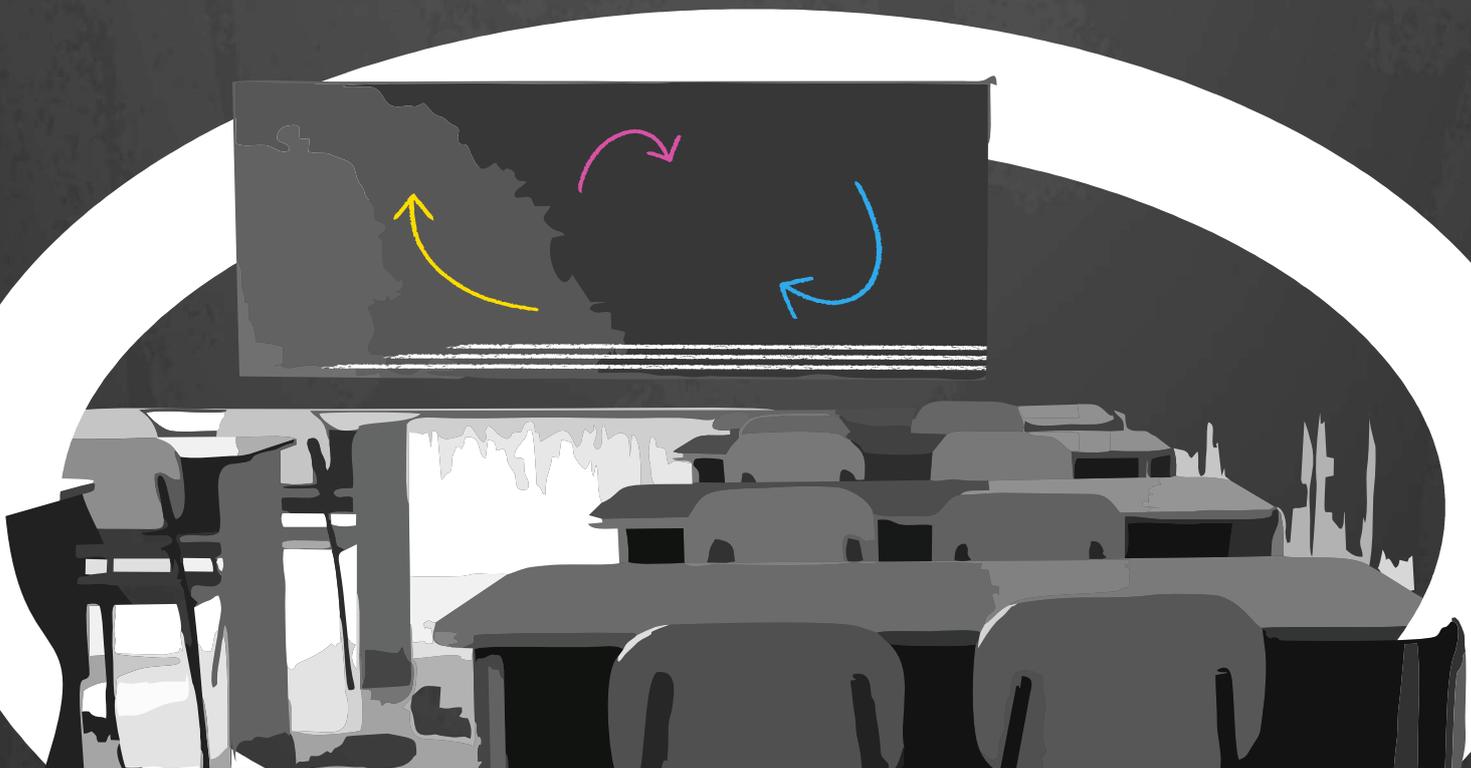


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SURVEY AND TEACHING GUIDELINES AGAINST RACISM

KITS AGAINST DISCRIMINATION
OPEN EDUCATIONAL RESOURCES FOR TEACHERS



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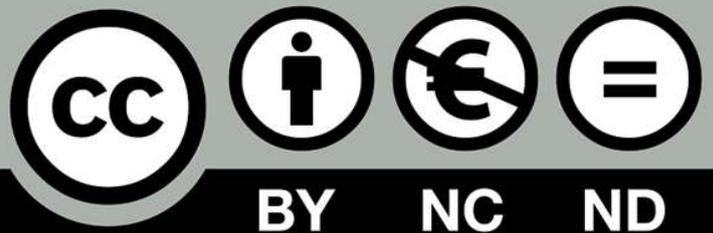
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BRIEF THEORETICAL INTRODUCTION TO SURVEY 7: RACISM

What is racism?

Racism is a type of discrimination that occurs when a person or group of people has feelings of hatred towards others for having different characteristics or qualities, such as their phenotype, language, or place of birth.

One of the most common causes of racist attitudes can be found in the fear of what is different, or of people who come from other countries, due to ignorance or lack of information.¹

What is Xenophobia?

The word xenophobia comes from the Greek prefix *xeno* -which refers to something or someone of foreign origin- and the Latin suffix *fobia* -which indicates rejection or aversion-, so xenophobia literally means “rejection of the foreigner”. It hasn’t in principle any racial or cultural connotations, but is just based on the rejection of any

person for the mere fact of not sharing the same nationality.

According to the International Organization for Migration, xenophobia is used to designate “attitudes, prejudices, or behaviors that reject, exclude, and often despise other people based on the condition of foreigner or stranger to the identity of a community, society, or country”.

What types of racism or xenophobia can happen in the classroom?

Racism or xenophobia can manifest itself in different ways in the classroom, the most common are usually insults, criticism, or harassment to students because of their skin color, origin, culture, way of speaking, or physical appearance.

Therefore, you have to be aware of whether there are relevant differences in ethnicity, culture, or origin among the

¹ Office of the United Nations High Commissioner for Refugees (UNHCR).

students in the classroom, and identify those who are most vulnerable due to their situation.

Also, there are several types of racism for which people may feel discriminated against or be victims of inequalities:

- Aversive racism: it is a type of subtle racism, because it is generally used by people who are openly against racism and racist behavior. In it, equal rights and freedom are sought for each group to live their own culture openly, but racist attitudes are produced in the way of distance from the other person, lack of empathy, or coldness.
- Ethnocentric racism: this type of racism is based on the cultural superiority of the own group, so it assumes that other different groups pose a cultural threat. In this type of racism there is no right to equality, and it is believed that people from a different race (and culture) must submit to the predominant group. Thus, the rejection of customs, beliefs, behaviors, religions, or languages of other ethnic groups is recurrent.
- Symbolic racism: it advocates the right to be equal, but with nuances, since this only exists in specific areas or certain situations. In a society with symbolic racism, each group has the freedom to live as they want,

but in areas limited for them. These causes a cultural segregation between the different groups, which in turn produces distance between its members.

- Biological racism: it is the least tolerant type of racism, which poses that a race is biologically superior to others, which threaten to degenerate or taint the superior one. Biological racism does not believe that other races should have any rights, it states that they should be totally excluded, even by physical segregation. An example of this type of racism was carried out by the nazi ideology and regime in the 30s and 40s: they considered the aryan race as the pure and superior one.

What is the first step to prevent or stop racism / xenophobia?

It is difficult to deny that in our time we educate children and teenagers in fear and rejection of what is different, foreign, because we start from the identification of migrants with delinquency, violence, aggression, immorality, and evil in society.

That is why one of the first steps to prevent racism and xenophobia is to understand what they are. There are many articles, books, documentaries, movies, and podcasts related to racism, xenophobia, discrimination, and privilege. Listen to what their guests or featured people in them say, people who suffer racism on a daily basis, understand and confront your own privilege, prepare to feel awkward at times. Everyone has acquired prejudices at an early age that are not easy to forget.

Racism and discrimination happen all around us all the time. It is often as jokes, stereotypes, or insensitive comments and questions from our students, friends, family, or colleagues.

If you see a student expressing racist or discriminatory ideas, talk to them; approach them privately first, since they will be more receptive if they are not publicly embarrassed. Point out that what they are saying is racist or discriminatory, and remind them that everyone has the right to dignity and that in many countries it is against the law to discriminate against a person because of the color of their skin, their ethnicity, religion, gender, or sexual orientation. Encourage them to learn more about the historical context of racial bias and discrimination, and to

check any helpful resources you've found. If you see someone being harassed, intervene.

Therefore, the first step is to raise awareness on the situation that these people live, teach what racism and xenophobia are, and develop values like empathy, tolerance, and peaceful coexistence in the classroom to prevent any type of discrimination. To do this, we recommend to work on the Cultural Diversity Didactic Unit, included in the Kit for Cultural Diversity (OER).



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RECOMMENDATIONS FOR THE TEACHER ON SURVEY 7

How can you detect xenophobic or racist bullying?

1. The first step is to detect if there are vulnerable students in the classroom, either because of their skin color, origin, place of birth, ethnicity, culture, religion, or language, and monitor them to find out if there is any conflict with the rest of the students.
2. Know how to differentiate between an isolated incident or a case of racist or xenophobic bullying. For this, it is usually considered that an abuse or harassment repeated three times or more has become bullying. There must also be intentionality and an imbalance of power, which is evident in xenophobic bullying, since these students are especially vulnerable.
3. Social or cultural obstacles rarely appear alone; they are usually accompanied by economic obstacles, which is why it is necessary to differentiate between racism, xenophobia, and aporophobia. For example: if there are two migrant students, one with a good economic position and the other in a situation of poverty, the latter will usually be more vulnerable to bullying, especially bullying linked to aporophobia.
4. Be careful to notice less obvious cases of harassment or discrimination; physical aggression is usually the most obvious, but most bullying is psychological or verbal. Also, pay special attention to cyberbullying, as it is an increasingly frequent and especially serious phenomenon, because vulnerable students can be harassed 24/7, both inside and outside the classroom.
5. In addition to detecting harassment or discrimination, pay attention to other aspects or situations that are a symptom that something is not going well:
 - a) Changes in behavior or habits: it is necessary to notice if the vulnerable student drops their average grades, loses interest in certain activities, has a changing mood, changes their friendships, etc.

- b) If you notice that the vulnerable student becomes isolated and their classmates avoid being with him/her, this is considered a relational aggression: exclusion from the group.
- c) Outbursts of anger, problems with authority, and problems regulating emotions are a symptom that bullying may be taking place, and both harassers and the harassed may have these attitudes.
- d) Leaders and privileges: in a classroom there are usually students who assume the role of leaders, and who usually have other students who follow them; these situations must be watched carefully before the leadership becomes negative, using this situation to harass vulnerable students or to encourage “followers” to harass them.

What can you do with a situation of racism /xenophobia in the classroom?

1. The best option is always prevention, which is why it is key to educate the students in values like dialogue, empathy, tolerance, and the peaceful resolution of conflicts, especially at younger ages. It is also essential for them to learn what racism and xenophobia are and the main reasons that cause them, in order to avoid them.
2. In cases where prevention is no longer an option (when harassment is already happening), the first step is to investigate and gather information, speaking with the parties involved.
3. Once you have all the necessary information, a sanction is required for harassers, adjusted to the seriousness of their actions, but it is essential that this sanction has an educational and not a punitive nature, meaning that it is necessary to work with the harasser's empathy and solidarity, and make them understand how their actions can impact other people, especially the harassed person.
4. For the victim, it is advisable to create and maintain a climate of communication, trust, and show support, but also working on assertiveness, on learning to say no, and to set limits, always without resorting to violence. If they have any feelings of guilt, make it clear to them that the aggressors are to blame, never him/her. Lastly, show them that a boost in self-confidence and a change in attitude can also improve things.

5. Regarding witnesses, explain to them that not opposing an unfair situation makes them accomplices, that many times harassers seek their applause, the benefits of being dominant, so if they react with rejection towards a bullying situation, it is much more likely to stop.
6. Lastly, one of the most useful prevention tools is to assign the figure of two or three student observers who identify and report situations of bullying (peer prevention).

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SURVEY 7: RACISM/XENOPHOBIA

How to detect racist/xenophobic attitudes in the classroom:

Is there a student / group of students that attack a migrant student?

1. Yes.
2. No.

Is there a student / group of students that insult another student?

1. Yes.
2. No.

Is there a student / group of students that say things about another student to make the rest of them laugh?

1. Yes.
2. No.

Is there a student / group of students that threaten another student for being migrant?

1. Yes.
2. No.

Is there a student / group of students that isolates a migrant student during recesses or in group activities?

1. Yes.
2. No.

How to detect victims of racist/xenophobic crimes in the classroom:

Does the student avoid carrying out group activities?

1. He/she never participates.
2. He/she sometimes participates.
3. He/she always participates.

Does the student wait for the rest of their classmates to leave before he/she leaves?

1. Always.
2. Sometimes.
3. Never.

Has there been a drop in his/her grades?

1. Yes, in all subjects.
2. Yes, in some subjects.
3. No, there hasn't.

Has there been a change of mood in the student?

1. There are no noticeable changes.
2. There have been some noticeable changes.
3. I don't know.

Does the student often skip school?

1. Almost always.
2. Sometimes.
3. Almost never.

Does the student avoid arrive to the classroom at the same time as his/her classmates?

1. I don't know.
2. He/she always avoids his/her classmates.
3. He/she comes in with everyone else.

Has the student stopped attending to activities he/she attended and enjoyed?

1. He/she doesn't attend anymore.
2. I don't know.
3. He/she always attends.
4. He/she still attends sometimes.



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