

Racism: Recognize it. Reject it!

#MarchOutRacism

Activity Kit



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Racism: Recognize it. Reject it!

Activity Kit

#MarchOutRacism | March 21 Campaign

WELCOME!

- Print off this activity guide and post the content in a highly visible area. There are two equally important components.
- **Recognize Racism:** this includes information about what racism is and examples of different types of racism. See content on pages 3-15.
- **Reject Racism:** Once we know what racism is, we can do something about it. Use these ideas for education and stories of heroes to inspire action. See content on pages 16-30.
- Both sections include a page where people can write. You can print multiple copies of each of these and post them for anyone to write. You can also take photos of people with their ideas and share on social media.
- Page 32 contains hyper-links to download the campaign poster and other campaign related images. Feel free to print, post and share this content (See: <http://mcos.ca/marchoutracism>)
- Note 1: When printing this activity kit or the downloads, be sure to 'fit' the image to the paper size so that the poster will rescale and print properly.
- Note 2: You can order hard copies of the posters by contacting the Multicultural Council of Saskatchewan at mcos@mcos.ca or calling 1-306-721-6267.

**Recognize
Racism
Content**

WHAT IS RACISM?

- Mix of racial prejudice & power leading to domination and exploitation of one group (the dominant or majority group) over another (the non-dominant, minority or racialized group).
- The concept of dividing people into distinct groups based on physical characteristics and ethnicity and placing them on a hierarchy to privilege some through the oppression, exploitation, and exclusion of others.
- Racism, as a belief in European superiority, was used as a justification for colonial powers to take lands, people, and labour.
- This division and hierarchy are often used to justify discrimination. Racism requires both racial prejudice and power.

Source: MCoS adapted from United Nations. The International Convention on the Elimination of All Forms of Racial Discrimination, Article <http://www.ucalgary.ca/cared/glossary#sociallyimbuedpower> and Canadian Race Relations Foundation Glossary of Terms.

You may have seen racism in your school, workplace and community. You can be a powerful voice against it.

YOU CAN MAKE A DIFFERENCE.

Why is March 21 Important?

March 21 is designated by the United Nations (UN) as the International Day for the Elimination of Racial Discrimination. It's a day observed all around the world to focus attention on the problems of racism and the need to promote racial harmony. The UN made this designation in 1966 to mark a tragic event that took place on March 21, 1960 in Sharpeville, South Africa when 69 peaceful demonstrators were killed during a protest against apartheid.

The March 21 Campaign was initiated to heighten awareness to the harmful effects of racism on a national scale and to clearly demonstrate the commitment and leadership of the Government of Canada to foster respect, equality and diversity.



Retrieved: http://www.thedawn-news.org/wp-content/uploads/2015/10/mandela_sharpeville_1813023c.jpg

4 Levels of Racism

Structural:

- is the established hierarchy of groups based on perceived “race.” The hierarchy was created to designate superiority to one group to benefit from the oppression and exploitation of other groups.
- Structural racism is a racial bias among institutions and across society
- Through socialization, we absorb the privileges, stereotypes, norms, and disadvantages that extend from this structure.
- White supremacy is the foundation that influences systemic, interpersonal and internalized racism.

Systemic/ Institutional:

- is prejudice and privilege embedded in the policies, practices, and programs of systems and institutions, including in the public, private, and community sectors.
- Representatives may act with or without racist intention.

(Examples)

health, legal, social services, education, environment, religion, business, financial, employment, etc.

- Institutional racism occurs within institutions and systems of power.

Interpersonal:

- is individuals’ beliefs, attitudes, and behaviours based on bias, stereotypes and prejudice.
- Expressions may be conscious or unconscious and range from subtle to violent.
- Interpersonal racism (personally mediated) occurs between individuals.

Internalized:

- lies within individuals.
- We absorb the cultural racism ideas of the racial hierarchy and accept inequality as normal.
- People targeted by racism believe that the stereotypes and prejudices of racism are valid.
- People privileged by racism believe in their superiority.

(Examples)

among people of colour, it manifests as devaluing their culture.

“On June 7, 1939, 907 Jewish refugees aboard the SS St. Louis, were denied entry to Canada.

Fleeing Nazi Germany, the passengers were refused entry to Cuba, numerous Latin American countries, and the United States before passing by Canadian waters. The ship returned its passengers to safe harbour in four European countries. Sadly, 254 of its passengers later perished in the Holocaust.” The Canadian Encyclopedia

None is too many SS St. Louis



Retrieved: <https://tce-live2.s3.amazonaws.com/media/media/6d356bb1-8262-40a1-a024-3e8d3226a9da.jpg>

Komagata Maru Incident

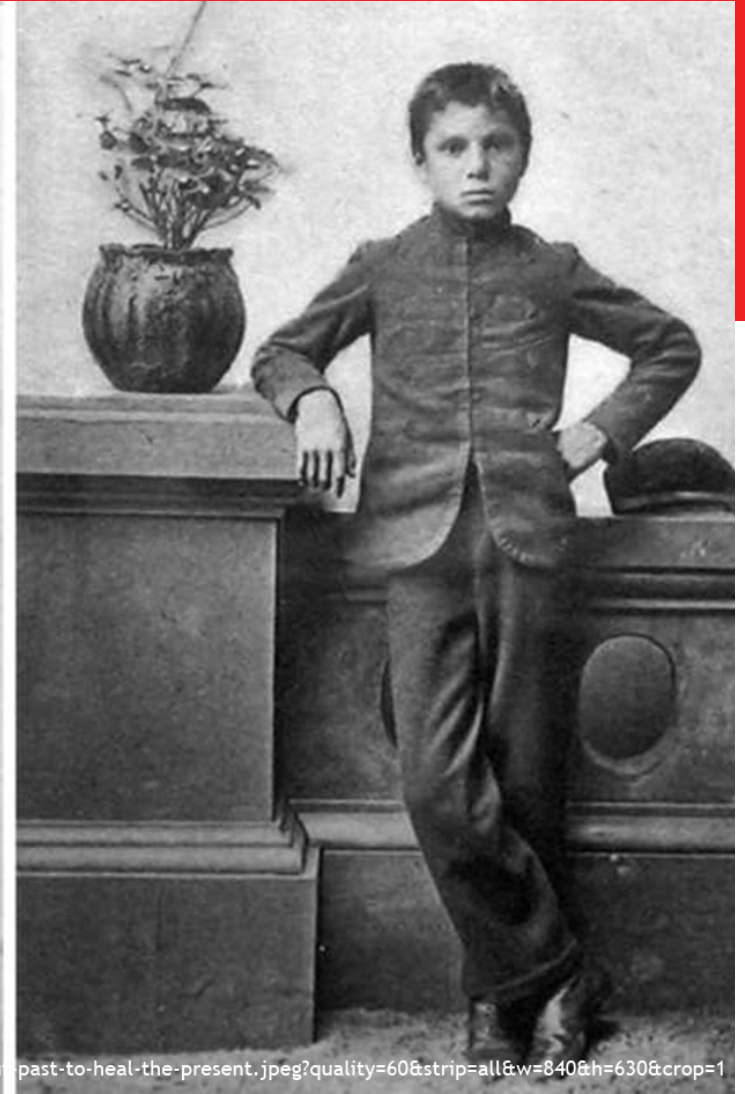
Komagata Maru was a ship that travelled from Hong Kong to Vancouver in 1914, carrying economic migrants who did not like their living conditions back in India. The Komagata Maru incident was an incident in which the Canadian government denied their entrance to enter Vancouver. (<https://humanrights.ca/komagata-maru-incident>)



Retrieved: <http://www.thecanadianencyclopedia.ca/en/article/komagata-maru/>

Indian Residential Schools

Indian Residential Schools date back to the 1870's. The policy behind the government funded, church-run schools attempted to “kill the Indian in the child”. Over 130 residential schools were located across the country, with the last one closing in 1996 on George Gordon First Nation, SK. (<https://nctr.ca/map.php> and <https://www.facebook.com/riismediaproject>)



Retrieve: <http://wpmedia.leaderpost.com/2015/12/survivors-talk-about-past-to-heal-the-present.jpeg?quality=60&strip=all&w=840&h=630&crop=1>

Picture: Thomas Moore Keesik, Regina Indian Industrial School, 1891

Indian Act Pass System

"In 1885, the Department of Indian Affairs instituted a pass system. No outsider could come onto a reserve to do business with an Aboriginal resident without permission from the Indian agent. In many places, the directives were interpreted to mean that no Aboriginal person could leave the reserve without permission from the Indian agent. Reserves were beginning to resemble prisons."
(Report of the Royal Commission on Aboriginal Peoples)



No. 68

Department of Indian Affairs

Duck Lake Agency.

MAR 6 1934

SASK.

19.

Geo Jahyah Reekoot No. 115

of Beard's Band

is permitted to be absent from his Reserve for Six Weeks

days from date hereof. Business Trapping and

Hunting and is permitted to carry a gun.

Robert Schmidt
Indian Agent.

Photo: <https://misonfestival.files.wordpress.com/2015/11/pass.jpg>

Ku Klux Klan (KKK)

Ku Klux Klan (KKK) in Saskatchewan

The KKK gave “expression to the pro-British, anti-immigrant feeling that was rampant in the province”, James Pitsula in *Keeping Canada British: The Ku Klux Klan in 1920s Saskatchewan*.

The main communities they portrayed as threats were non-British immigrants and Catholics. Although their influence was strongest in the 1927 provincial election, the ideas they profess remain significant today. (<https://muse.jhu.edu/article/558742/pdf>)



Retrieved: http://esask.uregina.ca/entry/ku_klux_klan.html

Chinese Head Tax

The Chinese head tax was levied on Chinese immigration to Canada between 1885 and 1923, under the Chinese Immigration Act (1885). With few exceptions, Chinese people had

to pay \$50 (later raised to \$100, then \$500) to come to Canada. This anti-Chinese legislation was the first in Canadian history to exclude immigration on the basis of ethnic origin. When the tax was removed from the Chinese Immigration Act in 1923, Chinese immigration was banned until 1947.



Photo: <https://tce-live2.s3.amazonaws.com/media/media/b5cac246-b41b-4269-a2ee-bfa416762c1c.jpg>

Quebec City Mosque Shooting



Photo: <https://montrealgazette.com/news/local-news/alexandre-bissonnette-inside-the-life-of-a-mass-murderer>

On January 29, 2017, Alexandre Bissonnette killed six men in a terrorist hate attack on the Quebec City Mosque. The shooter was inspired by anti-immigrant rhetoric he heard from Marine Le Pen from France's Front National and Donald Trump. This racist act caused many Muslims to question their safety in their own communities and places of worship - even in Saskatchewan. This was partially countered by many acts of solidarity and compassion by community and politicians. (<https://www.theglobeandmail.com/canada/article-mosque-shooter-told-police-he-was-motivated-by-canadas-immigration>)



Photo: <https://www.ctvnews.ca/canada/people-gather-to-mark-one-year-anniversary-of-quebec-city-mosque-shooting-1.3779771>

Mary Pitawanakwat

“Mary [Pitawanakwat] was a warrior for human rights”, wrote Victoria Wotherspoon. She was a social justice activist whose experiences of systemic racism in the workplace resulted in one of the largest employment settlements in Canadian history.

Originally from White Fish River First Nation, Mary lived in Saskatchewan when she worked for the Secretary of State. In 1984, she filed a racial and sexual harassment complaint with the Canadian Human Rights Commission. Within two years she was fired and, as a single mother, took on what would be an eight-year legal battle.

She was awarded a landmark settlement, but it did not represent the full loss of pay nor the toll it took on her. Mary passed away from cancer in 1995. She triumphed by making the barriers the government created visible in order to surmount them. (Mary Pitawanakwat. Wotherspoon, Victoria // Canadian Dimension; Oct/Nov95, Vol. 29 Issue 5, p23 | <http://connection.ebscohost.com/c/articles/9510025818/mary-pitawanakwat>)



I Recognize Racism by...



**Reject
Racism
Content**

Anti-Racism Education

Racism affects everyone.

The benefits of anti-racism education are for everyone. Individuals experience racism differently and each person will develop their awareness and understanding based on self-identity, group identity and experiences.

Goals of Anti-Racism Education:

1. To deepen self-knowledge by developing self-identity; recognizing personal attitudes, beliefs and behaviours toward others; and understanding the impact of racism on their own development.
2. Acquire an understanding of the dynamics of racism and how it influences and impacts on the world around us.
3. De-centre and extend empathy by gaining awareness, knowledge and appreciation of the cultural realities, life experiences and histories of individuals and groups different from their own racial and ethnic background.
4. Become leaders for change by developing the skills and confidence to take action for change in and out of school.

This is the beginning of a new approach to thinking, feeling and acting. It is a new door that opens that prompts you to see the world around you differently. To raise our consciousness and behaviour about racism means we will have the self-awareness, knowledge and skills - not to mention the confidence, patience and persistence - to challenge, modify, erode and eliminate all manifestations of racism within our own sphere of influence.

Adapted from Derman Sparks, Louise and Carol Brunson Philips. Teaching and Learning Anti-Racism: A Developmental Approach. Teacher's College Press, New York. 1997.

Example of taking action in a respectful and effective way: <http://jezebel.com/5946643/reddit-users-attempt-to-shame-sikh-woman-get-righteously-schooled>.

Racism: Recognize it. Reject it!



An important aspect of fostering healthy and respectful relationships is embracing diversity in all its forms. We need to recognize and reject racism to create welcoming and inclusive communities.

Commemorate March 21, the International Day for the Elimination of Racial Discrimination. Participate in anti-racism campaigns. Learn about racism, its impact, and what you can do. Register for Arrêt/Stop Racism Youth Leadership Workshops, like those hosted by MCoS annually across Saskatchewan.

Recognize many forms of racism:

- Cultural racism is the social production and reproduction of values and standards which privilege one group's cultural heritage and identity over those of another.
- Systemic racial discrimination is embedded in institutional systems.
- Individual racism is between people.
- Internalized racism occurs when people targeted by racism come to believe that the stereotypes and prejudices of racism are valid.

Understanding Prejudice and Discrimination:

- Guilt is the glue that holds prejudice in place. People rarely change their attitudes or behaviours when they are

blamed or shamed. Guilt behaviours include moralizing, condemnation, judging, giving polite shallow responses.

- Prejudice and discrimination affect people at the mental, spiritual, emotional and physical level; healing must also address these levels.
- Deeply connecting with other peoples' stories is healing to both the speaker and the listener and is a more effective way to shift attitudes than lecturing.
- Prejudice can be “in your face”, but is often subtle. Practice real-life skills to question ordinary instances of racism, e.g. jokes. This empowers us to understand oppression and inspire change.

**Recognize and
Reject Racism**

#MarchOutRacism

12 Things You can Do to Address Racism

1. Be aware of your privileges (as well as ways you are disadvantaged). Break the invisibility of privilege.
2. Listen, listen, LISTEN!
3. Take responsibility without being defensive when your actions are questioned. Ask questions and learn more about power in any situation.
4. Work towards liberating yourself from supporting oppression.
5. Try to help others with similar privileges understand how power, privilege and oppression work.
6. Unlearn prejudices and stereotypes. This is a lifelong process. Join with others on this journey towards change.
7. Canada's colonial legacy is everyone's responsibility. The Truth and Reconciliation Commission has 94 Calls to Action. Read them. Make a personal commitment to one (or more) that is meaningful to you.
8. Realize that feeling guilty is very unhelpful for everyone and that a useful role is to take part in recognizing and rejecting racism/oppression.
9. If you hear an oppressive comment or see an example of oppression, be an ally, not a bystander.
10. Try to avoid the trap of "knowing what is good for them" for members of oppressed groups.
11. Learn what you can about an oppressed group - read, ask questions, listen. But do not expect everybody to be willing to teach you now that you are ready to learn.
12. Be yourself. Do not try to claim the roots and connections that a history of oppression can give to a community, if it is not your own. The best thing you can do is to dig into your roots, history, connections.

Adapted from Ann Bishop, 1994. Becoming an Ally: Breaking the Cycle of Oppression, pp. 96-101. Halifax: Fernwood.

Racism: Recognize it. Reject it!

Culture as an Iceberg

Surface / External Top 10%

Visible Cultural Expressions:
food, clothing, music, dance, popular culture...

Language & Communication Verbal and Non-verbal

Facial expressions, gestures, eye contact, personal space, touching, body language, conversational patterns in different social situations, handling and displaying of emotion, tone of voice

**Relationships
& Roles**

Gender roles, ideas about leadership, decision-making models, friendship, designation of status based on positions (e.g. age, gender, job) dating and courtship practices, marriage, notions of childrearing (and children's behaviour in a place of worship), courtesy and manners, elders, adolescents, dependents, age

Beliefs & Values

World view, concept of humans in relation to the world, religious beliefs and practices, ideas about modesty, concepts of time, understanding past and future, fairness and justice, cooperation vs. competition, relationship with animals, virtues, sin, death

**Attitudes
& Norms**

What we expect of ourselves and others: authority, power, cleanliness, modesty, beauty, rules, expectations

Deep Bottom 90%

Deeper Conversations and Actions

1. Identify and share some ways in which you see racism in your daily life (home, school, work, place of worship, community, media, social media, sport and cultural organizations, etc.).
2. How does it make you feel?
3. What does it remind you of? What do you connect it to?
4. How often does this happen? How many people does it affect?
5. Discuss what type of racism it is.
6. What are the causes?
7. What do you think might address these causes?
8. Brainstorm actions you could take to combat the racism that you have identified.
9. Decide the timeframe for each action (short, medium and long-term).
10. Identify some of the barriers you might encounter.
11. Identify the kinds of support, information and other resources you will need.
12. How will you know you have succeeded in your efforts to address racism?





Photo: <https://imgur.com/gallery/juPXMID>

Viola Desmond

Viola Desmond
Activist (1914 - 1965)

Viola challenged Canada's segregation laws by sitting in a movie theatre seat in Nova Scotia reserved for white patrons. Her decision to "sit down" for her rights preceded Rosa Park's equally courageous action in the US by nearly a decade.

“It is my great privilege to announce that Viola Desmond will be featured on Canada's new 10 dollar bill. Her story will remind all of us, and future generations, that big change can start with small moments of dignity and bravery.”

Bill Morneau, Minister of Finance



Thomas Shoyama



Retrieved: http://esask.uregina.ca/entry/shoyama_thomas_kunito_1916-.html

Thomas Shoyama was denied employment in his native BC because he was of Japanese ancestry. He was prominent among the young civil servants who set up the machinery for new social programs in Saskatchewan under T.C. Douglas. Shoyama was economic adviser to the premier when he left in 1964 to become a senior economist with the Economic Council of Canada. He held many senior positions with the federal government, including deputy minister of energy, mines and resources, deputy minister of finance, special adviser to the Privy Council on the Constitution and chairman of the board of Atomic Energy of Canada Ltd. Shoyama became an Officer of the Order of Canada in 1978.

Yee Clun, a Regina restaurant owner, came to prominence in 1924, fighting a Saskatchewan law that required him to secure a municipal license to hire “white women” as employees. Hearings were held that reflected both the racial prejudices of the time, but also significant support for a well-respected businessman and member of the community. Ultimately, Yee Clun’s request was rejected, but the city’s actions were overturned by the Saskatchewan Court of King’s Bench.

In the end, this is a story of racial prejudice, but also one of **the courage of Yee Clun to challenge the law and of others who stood by him.**

Yee Clun



Photo: <http://loststories.ca/regina/index.html>

Elijah Harper

Elijah Harper was the first Indigenous Manitoba MLA. He is best known for his opposition to the Meech Lake Accord, an attempt to amend the Canadian Constitution by strengthening provincial powers and declaring Québec a "distinct society", on the grounds that First Nations had not been consulted or recognized in the constitutional discussions in 1990.



Retrieved: <http://i.huffpost.com/gen/1143877/images/o-ELIJAH-HARPER-DEAD-facebook.jpg>

CP

After the Canadian government under Stephen Harper passed a new law that paved the

way for tar sands pipelines and other fossil fuel development on native lands in 2012, four Saskatchewan women swore to be “idle no more.” Their initiative to provide education and demonstrations in the form of round dances took off and

Idle No More

went global.

Photo: <https://warriorpublications.wordpress.com/2013/01/30/idle-no-more-starts-to-idle/>

They continue to encourage everyone to join in a peaceful revolution to honour Indigenous sovereignty and to protect the land and water. “INM will continue to build allies in order to reframe the nation to nation relationship, this will be done by including grassroots perspectives, issues, and concerns.”
(<http://www.idlenomore.ca>)

CFL Diversity is Strength



Photo: <https://www.cbc.ca/news/canada/manitoba/cfl-diversity-is-strength-t-shirts-released-after-racial-violence-in-u-s-1.4246831>

The Canadian Football League created a Diversity is Strength campaign to demonstrate their values as opposed to what they saw in Charlottesville, Virginia. “This League, like this country, prides itself on its diverse makeup. We know that our strength comes from diversity - be that of heritage, orientation, religion, ability, thought, and so much more.

This League has a long-standing tradition of welcoming players, people, from all types of backgrounds; from signing the first black quarterback to the first openly gay player, we consider diversity to be an integral part of who we are.” Saskatchewan Roughriders fully embraced this initiative. (<https://www.cfl.ca/dis/>)



Photo: <https://www.riderville.com/2018/08/17/diversity-is-strength/>

Justice for our Stolen Children Camp

The Justice for Our Stolen Children tipi camp at the Saskatchewan Legislative Building brought attention to issues adversely affecting

Indigenous people in 2018. Activists were motivated in part by the killing of Colten Boushie and acquittal of Gerald Stanley, police investigations such as in the death of Haven Dubois, as well as child apprehension practices.

While only 30% of Saskatchewan's children are Indigenous, they represent 80% of children in social services care. Indigenous youth make up 92% of incarcerated

Photo: https://www.ucobserver.org/justice/2018/09/sask_legislature_protest_camp/



boys and 98% of girls. These figures show the impact of systemic racism. Activists requested meetings with government officials to address provincial policy while sparking dialogue for education and connection to the community. (<https://www.facebook.com/justiceforourstolenchildren/>)



**EQUAL RIGHTS
FOR OTHERS
DOES NOT MEAN
LESS RIGHTS
FOR YOU.
IT'S NOT PIE.**



I Reject Racism by...



Downloads and Resources



Racism: Recognize it. Reject it!

March 21: International Day for the Elimination of Racial Discrimination

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Racism: Recognize it. Reject it!

March 21: International Day for the Elimination of Racial Discrimination

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March 21
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Recognize and
Reject Racism

#MarchOutRacism

Download Sticker (jpg)
High Res File for Print



Download Sticker (jpg)
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Anti-Racism Resources



- March 21: International Day for the Elimination of Racial Discrimination
- March 21 Campaign
- March 21 events and resources
- Anti-Racism 101
- Anti-Racism Facilitator Training
- Anti-Racism Youth Leadership Workshops
- We Are SK Stories of Integration Project
- National Centre for Truth and Reconciliation



Racism:
Recognize it. Reject it!

March 21: International Day for the Elimination of Racial Discrimination

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Visit mcos.ca to view these resources.



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