

MOSAIC

Pathway on Racism

Thank you for being here!

Welcome to a community of people who are motivated to create cohesion through courageous conversations. We hope that these MOSAIC Pathways will support you to have healthy conversations about complex topics, so that we can collectively move closer to a more peaceful and inclusive society.

We know how busy life can get and that it can be difficult to find the time to be fully prepared for these conversations. Our team has designed this pathway as one possible way to structure a conversation around this topic. We welcome your feedback and suggested changes for this pathway, and any ideas you have for other pathway topics.

Introduction

This pathway explores the concept of racism in a straightforward and relatable manner, making it accessible for young people aged 12 years and older.

By creating a comfortable space, we encourage participants to share their thoughts and experiences. The focus is on supporting understanding, empathy, and a sense of community among young people.

We hope that participants leave the session with a clearer understanding of racism. Participants will have engaged in inclusive and open dialogue where they feel heard and supported. The pathway should spark curiosity and a willingness to learn more about these topics, fostering a positive and respectful atmosphere for future conversations.

Setting up the Conversation

Before getting stuck into the conversation, think how you might create a space that encourages open dialogue, vulnerability with purpose, and constructive engagement, where everyone involved feels empowered to share their experience without fear of judgement.

We encourage appropriate ice breaker and safety check out activities. We believe alongside those activities that this pathway can range in time from 1.5 hours to 3 hours.

Please consider further exploration through the Pathways on Discrimination, White Supremacy and Allyship.

FACILITATORS NOTE: *Thank you for guiding this crucial conversation on racism with young people. It's essential to approach these discussions with sensitivity, recognizing that experiences of racism and discrimination are deeply personal and impactful.*

CREATING A SAFE AND ACCOUNTABLE SPACE:

1. **Acknowledge Diverse Experiences:** Begin by acknowledging the diverse experiences present in the room. Everyone brings unique perspectives shaped by their backgrounds, identities, and lived experiences. This recognition lays the foundation for understanding and empathy.
2. **Variation in Knowledge Levels:** Recognise the varying levels of knowledge about the topic. Some participants may be well-informed, while others may be exploring these concepts for the first time. Encourage an open mind and an attitude of curiosity for learning from one another.
3. **Sharing Personal Stories:** Emphasise the importance of sharing personal stories, which can humanise the discussion and deepen understanding. Participants should feel empowered to share their experiences, knowing that doing so enriches the conversation.
4. **Ground Rules for Support:** Establish ground rules for supporting each other throughout the conversation. Encourage active listening, empathy, and validation. Create a space where participants can express their thoughts and feelings without fear of judgement.
5. **Checking Comfort Levels:** Set guidelines for checking in on comfort levels. Acknowledge that discussions around these topics can evoke strong emotions. Encourage participants to communicate when they need a pause or additional support.
6. **Check-in with Young Indigenous & People of Colour:** Recognise that these topics/conversations may be more personal for young people of colour. Consider checking in with them

individually before the session to gauge their comfort levels and address any concerns. During the conversation, be attentive to their reactions and provide opportunities for them to share or opt-out as needed.

7. **Addressing Power Dynamics:** Be mindful of power dynamics within the group. Ensure that everyone has an opportunity to speak, and actively intervene if dominant voices overpower marginalised perspectives. Facilitate with an understanding of the intersectionality of identities and how they contribute to varied experiences of discrimination.
8. **Respecting Dissenting Views:** Acknowledge the potential for differing opinions and viewpoints. Create an environment where dissenting views are acknowledged and discussed constructively through respectful dialogue.
However, dissenting views do not mean participants are entitled to express views that are violent, discriminatory, or question the existence of other people. Respect for differing views does not include tolerating hateful and harmful speech. Ensure that conversations remain within the bounds of respectful communication, within an atmosphere where participants feel safe and valued. Encourage discussions that promote understanding rather than perpetuating harm and address any language or behaviour that may be harmful or disrespectful to others.

SUPPORT AND CARE FOR YOUNG PEOPLE:

1. **Recognise Vulnerability:** Understand that young people, especially those from marginalised communities, may feel vulnerable discussing these topics. Create an atmosphere that respects and values their emotions and perspectives.
2. **Provide Resources for Support:** Offer resources and information for additional support. Encourage participants to seek help if needed, offer a post workshop support sheet.

3. **Empower Through Education:** Empower young people through education. Provide resources that help build resilience and self-esteem. Highlight positive stories and examples of resilience within their communities.
4. **Anti-Racist Practice:** Incorporate anti-racist principles into facilitation by emphasising the importance of dismantling racist structures and promoting inclusivity. Encourage young people to explore how they can actively contribute to anti-racist practices in their lives and build a sense of collective responsibility in creating a more equitable and just society.
5. **Encourage Allyship:** Encourage participants to support one another, learn from shared experiences, and work together towards a more inclusive and equitable future.

MOSAIC CARDS

These are the recommended MOSAIC cards you can use to explore the topic of racism. Please note we have suggested an order for the cards below in the Conversation section.

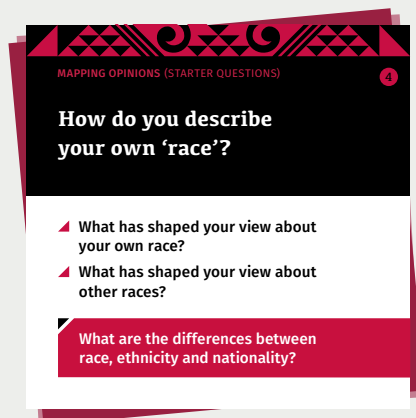
CARD 17

What is the difference between racism, discrimination and xenophobia?



CARD 4

How would you describe your own race?



CARD 27

What might an ideal Aotearoa/New Zealand look like for everyone?



Supporting Resources

Here is a selection of relevant resources for facilitators and workshop participants to explore the topic of Racism. We recommend that you engage with the resources beforehand; however, they may also be built into the structure of the session where appropriate.



Movie

“ZOOTOPIA” (2016)

An animated film that addresses stereotypes and discrimination in a kid-friendly way.

PG, 1 hour 48 minutes

Where to find it

Disney +, Google Play

Level of understanding:

Basic



Movie

“THE HATE U GIVE” (2018)

A film that explores themes of race, identity, and activism from the perspective of a young African-American woman.

M, 2 hours 13 minutes

Where to find it

Disney +, Google Play, Apple TV

Level of understanding:

Basic



Documentary

“RAISED BY REFUGEES” (2022)

A comedy TV series that shows the multifaceted way racism and discrimination is experienced by refugees in Aotearoa.

M, 22 minutes episodes

Where to find it

Netflix and Neon

Level of understanding:

Basic



Television series

“SIS” (2020)

A TV series made by Pasifika creatives that talks about racism.

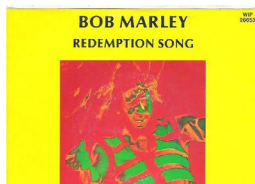
22 minutes

Where to find it



Level of understanding:

Basic



Song

“REDEMPTION SONG”, BOB MARLEY (1980)

An anthem addressing slavery and freedom

4 minutes

Level of understanding:

Moderate



Article

“UNDERSTANDING RACISM IN THIS COUNTRY” (2018)

This article by Moana Jackson is a commentary that contextualised Racism in Aotearoa and its continued impact on our many communities.

7 minutes reading

Where to find it

<https://e-tangata.co.nz/comment-and-analysis/moana-jackson-understanding-racism-in-this-country/>

Level of understanding:

Moderate

Aimed at facilitator to read



Website

THE NATIONAL MUSEUM OF AFRICAN AMERICAN HISTORY AND CULTURE

This website provides easily digestible information on race, racism and anti-racism and resources to aid in developing understanding.

From 9 minutes reading time

Where to find it

<https://nmaahc.si.edu/learn/talking-about-race/topics/race-and-racial-identity>

Level of understanding:

Basic/Moderate

The Conversation

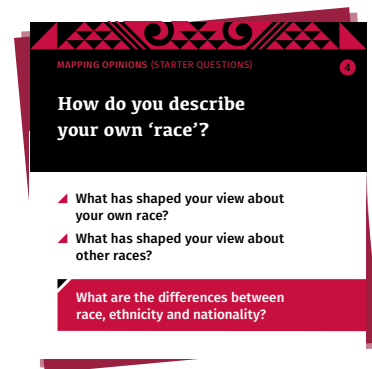
The structure of the pathway is designed to ease young people into conversations about racism and provide them with the basic tools and understandings in order to engage with these issues. We have included additional questions, as well as prompts, to the MOSAIC cards to help you support further reflection. We offer a separate pathway on the topic of Discrimination.

To support your capacity to facilitate these conversations, here is a definition of structural racism as defined by the European Network of Anti-Racism:
<https://www.enar-eu.org/>

Systemic racism: Structural racism refers to the systematic discrimination and disadvantage faced by racial and ethnic minority groups within social, economic, and political structures. In Europe, this manifests in multiple forms, including discriminatory immigration policies, racial profiling by law enforcement agencies, educational disparities, and labor market exclusion. Marginalised communities experience disproportionate rates of poverty, limited access to quality healthcare and housing, and barriers to social integration, all of which reinforce the cycle of discrimination and exclusion.

This card helps participants to develop an understanding of, and differentiate between, these key terms when talking about discrimination, race, and racism.

CARD 4: HOW DO YOU DESCRIBE YOUR OWN RACE?



Encourage participants to critically reflect on the idea of race and where these understandings of race come from. This card helps to develop an understanding of race as a social and historical construct.

A. Getting started

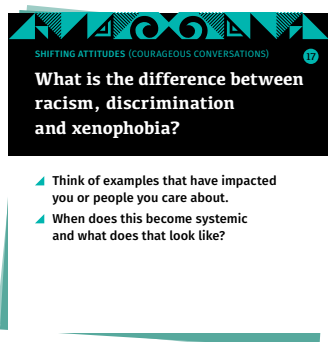
WHAT IS RACISM?

This question enables the participants to build a basic and shared understanding of racism.

Follow up questions or prompts could be:

- How would you define racism?
- Can you identify instances where discrimination is based specifically on a person's race?

CARD 17: WHAT IS THE DIFFERENCE BETWEEN RACISM, DISCRIMINATION AND XENOPHOBIA?



B. Getting deeper

WHAT ARE STRUCTURAL AND SYSTEMIC RACISM?

This question challenges participants to explore Structural and Systemic racism - including roles in institutions and societies. It can also support participants to develop a shared understanding **and** of the ways they impact community.

Follow up questions or prompts could be:

- What are some examples of structural and/or systemic racism in history and the present?
- In what ways can racism be embedded in systems, such as education, healthcare, or the justice system?
- How might structural and/or systemic racism contribute to perpetuating inequalities over time?

C. Wrapping up

WHAT DOES IT MEAN TO BE ANTI-RACIST?

Discuss the idea of actively working against racism and promoting inclusivity. Engage participants in reflective discussion on how they can practise anti-racism in their everyday lives.

Follow up questions:

- How can individuals contribute to creating a more inclusive and racially equitable community?

CARD 27: WHAT MIGHT AN IDEAL AOTEAROA /New Zealand LOOK LIKE FOR EVERYONE?

Encourage participants to reflect on this question in the context of racism.



This question supports participants to consolidate their learning on the topic and identify potential solutions to combat racism in their communities.

Follow up questions:

- What actions can individuals and communities take to stand up against racism and support those who experience it?

Here are some questions to help you reflect on the conversation you've just had.

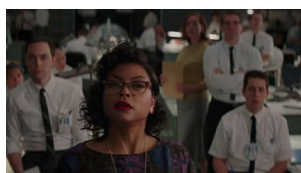
- What are some key learnings/takeaways?
How might these be shared with others and in what settings?
- How has this Pathway impacted your understanding of racism?
- How might you apply your experience of this pathway conversation?



After the Conversation

More learning

Facilitators and workshop participants might be keen to continue with their learning about discrimination. Here are some extra resources that you can check out to deepen your understanding of these concepts.



Movie

“HIDDEN FIGURES” (2016)

A movie showcasing the challenges faced by African-American women in the field of mathematics.

PG, 2 hours and 7 minutes

Where to find it



Level of understanding:

Basic



Online article

RACE AND RACIAL IDENTITY

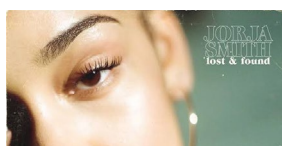
The National Museum of African American History and Culture provides easily digestible information on race, racism and anti-racism and resources to aid in developing understanding.

Where to find it

[Race and Racial Identity](#)

Level of understanding:

Moderate



Song

“BLUE LIGHTS” (2016) JORJA SMITH

A song about discrimination and police brutality in America.

4 minutes

Where to find it

[Jorja Smith - Blue Lights](#)

Level of understanding:

Basic



Movie

“RUBY BRIDGES” (1998)

A movie based on the true story of Ruby Bridges, the first African-American child to attend an all-white elementary school.

PG, 1 hour and 36 minutes

Where to find it



Level of understanding:

Basic



Poetry - Live performance

“STILL I RISE” (1987) MAYA ANGELOU

A poem in a collection of poems written by Maya Angelou that touches on the staunch spirit of black people.

3 minutes

Where to find it

[‘Still I Rise’ by Maya Angelou \(1987, Live performance\)](#)

Level of understanding:

Moderate



Book

“WHY I’M NO LONGER TALKING TO WHITE PEOPLE ABOUT RACE” (2018)

A book by Reni Eddo-Lodge that discusses the history of racism, structural racism and white privilege.

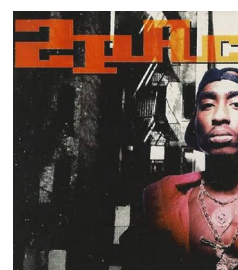
249 Pages

Where to find it

E-book platforms, library and book sellers

Level of understanding:

Moderate



Song

“KEEP YA HEAD UP” (1993) 2PAC

This song shines a light on systemic black poverty and the murder of Latasha Harlins, who was shot and killed for putting a bottle into her backpack.

5 minutes

Contains language

about Racism, rape, mass incarceration, violence

Where to find it

Youtube

Level of understanding:

Moderate

Support

We know these conversations can be difficult and bring up a range of experiences and deep emotions, which is totally valid. If you would like some support, here are some contact details for suggested support organisations and communities.

Here are some organisations that offer support and resources to people who have been discriminated against or experienced racism:

Net Safe:

<https://netsafe.org.nz/race-based-online-abuse/>

ActionStation:

<https://actionstation.org.nz/annual-reports/2018/blog/we-re-training-and-organising-volunteers-to-tackle-hate-online.html>

InsideOut:

<https://insideout.org.nz/resources/>

Aroā Wellbeing - a space created by rangatahi for rangatahi

<https://www.aroawellbeing.co.nz>

