

MOSAIC

Pathway on Discrimination

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 discrimination 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 discrimination.

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 discrimination, 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 judgment.

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.

FACILITATORS NOTE: *Thank you for guiding this crucial conversation on discrimination. It's essential to approach these discussions with sensitivity, recognising that experiences of 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.

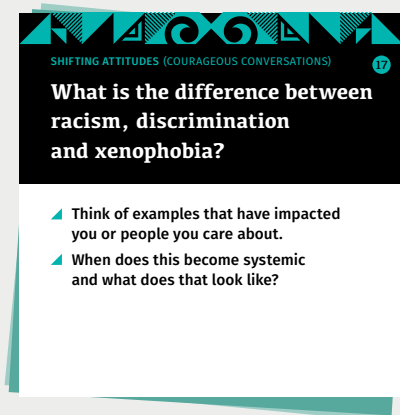
MOSAIC CARDS

These are the MOSAIC cards we recommend for exploring the topic of discrimination. Please note we have suggested an order for the cards below in the Conversation section.

Discrimination

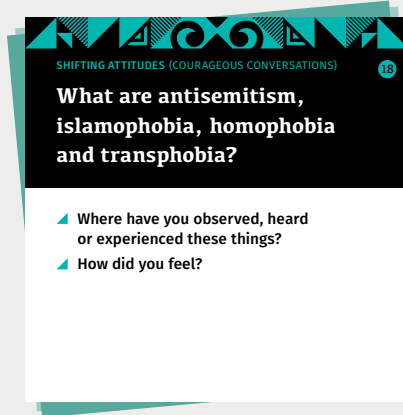
CARD 17

What is the difference between racism, discrimination and xenophobia?



CARD 18

What are **antisemitism**, islamophobia, homophobia and transphobia?



CARD 27

Thinking about discrimination: 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 Discrimination. 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 way that is accessible to younger audiences.

PG, 1 hour 48 minutes

Where to find it



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



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



Level of understanding:

Basic



Television series

“SIS” (2020)

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

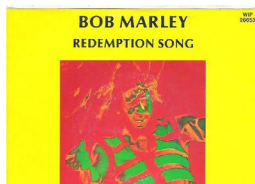
22 minutes

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 foster an understanding of discrimination and its many forms, and use that understanding as a platform for learning about racism. 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 Racism.

A. Getting started

Begin the session with a light ice breaker to create a comfortable atmosphere. Ensure that you're creating a safe and inclusive space for young participants to freely express their thoughts. It's important to emphasise the importance of open dialogue and mutual respect.

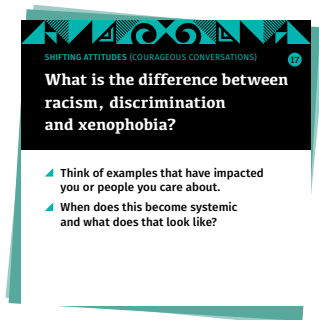
WHAT IS DISCRIMINATION?

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

Follow up question:

- Can you provide examples of discrimination in your everyday life or in the lives of people around you?

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



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

B. Getting deeper

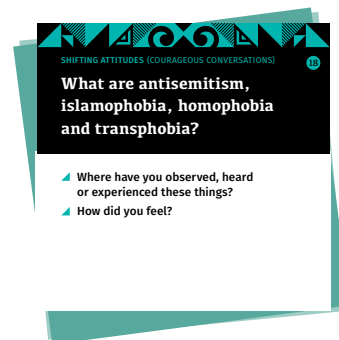
CAN YOU THINK OF INSTANCES WHERE PEOPLE WERE TREATED UNFAIRLY BECAUSE OF THEIR RACE, GENDER, ECONOMIC BACKGROUND, OR THEIR SEXUALITY?

This question encourages discussion about the various forms of discrimination, including racial, gender-based, and socio-economic discrimination or sexuality.

Follow up question:

- How might discrimination show up in different aspects of life, such as school, friendships, or extracurricular activities?

CARD 18: WHAT ARE ANTISEMITISM, ISLAMOPHOBIA, HOMOPHOBIA AND TRANSPHOBIA?



This question deepens participants' understanding of discrimination as they clarify some of the technical terms used to describe discrimination and in turn how it affects peoples lived realities. Encourage participants to make important distinctions between forms of discrimination.

FACILITATORS NOTE: To support your capacity to facilitate these conversations, here are the terms as defined by the European Network of Anti-Racism and InsideOut: <https://www.enar-eu.org/> <https://insideout.org.nz/>

Antisemitism: First used by Wilhem Marr in 1870, Antisemitism refers to hatred towards Jewish people, people perceived as Jewish, Jewish institutions, Jewish communities, Jewish culture, Jewish properties and in some cases the State of Israel as a Jewish collectivity. The definition which is most used by institutions such as the Organisation for Security and Co-operation in Europe, originating from the work of the former European Union Monitoring Center (EUMC), is: "Antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical

manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities”.

Islamophobia: Islamophobia is a specific form of racism that refers to acts of violence and discrimination, as well as racist speech, fuelled by historical abuses and negative stereotyping and leading to exclusion and dehumanisation of Muslims, and all those perceived as such. Islamophobia can also be the result of structural discrimination. Islamophobia is a form of racism in the sense that it is the result of the social construction of a group as a race and to which specificities and stereotypes are attributed. These characteristics are considered genetic (for instance “Islam is violent, thus Muslims and their kids are violent”). Consequently, even those who choose not to practice Islam but who are perceived as Muslim are subjected to discrimination. Islamophobia has nothing to do with criticism of Islam. Islam, as a religion, as an ideology, is subject to criticism as any other religion or ideology.

Transphobia: Transphobia is a form of discrimination based on negative stereotypes and attitudes towards trans and gender diverse people. Transphobic beliefs and norms can underpin intentional, harmful, and repeated bullying behaviours. This type of bullying and discrimination, based on someone’s perceived or actual gender diversity, is different to homophobia or biphobia, which is based on someone’s sexuality or who they’re attracted to. However, because gender and sexuality are often conflated, there can be overlaps between transphobia and sexuality-based forms of discrimination. As well as being harmful to trans and gender diverse students, transphobia also affects students who don’t conform to gender norms, who are perceived to be questioning their gender, or who have whānau members and friends who are gender diverse.

Transphobia can also occur through microaggressions – subtle, sometimes unintentional comments or actions – that can still cause harm or reinforce hurtful stereotypes about trans people. For example, a person might tell a trans man, “Wow, I never would have guessed you were once a girl!” While this comment might not be intended to make the person feel uncomfortable, it invalidates their gender and reinforces that there is a certain way to look or be trans. Microaggressions can be seen as part of a continuum that normalises marginalising people with diverse identities.

HOW DOES DISCRIMINATION AFFECT INDIVIDUALS AND COMMUNITIES?

This question asks participants to explore the emotional and societal consequences of discrimination. Encourage participants to reflect on the many ways discrimination is present in their everyday surroundings and how it affects their communities and/or the people in their lives.

Follow up questions or prompts could be:

- In what ways can discrimination contribute to inequality?

C. Wrapping up

CARD 27: WHAT MIGHT AN IDEAL AOTEAROA/NEW ZEALAND LOOK LIKE FOR EVERYONE?



Encourage participants to reflect on this question in the context of discrimination. This question supports participants to consolidate their learning on the topic and identify potential solutions to combat discrimination present in their communities.

Follow up questions:

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

Here are some additional questions to help participants reflect on the conversation they’ve just had.

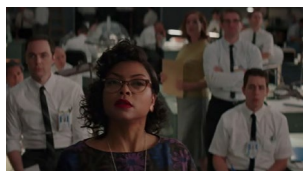
- What are some key learnings/takeaways? How might these be shared with others and in what settings?
- How has this pathway impacted your understanding of discrimination?
- How might you apply your experience of this Pathway conversation?



After the Conversation

More learning

Facilitators and workshop participants might be keen to continue with their learning about discrimination. Here are some extra resources to deepen understanding of these concepts. Please consider further exploration of this topic through the Racism and White Supremacy pathways.



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

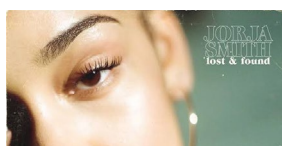
The National Museum of African American History and Culture provides easily digestible information on race, racism and anti-racism and resources to aid in developing understanding.

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.

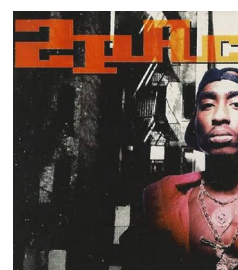
249 Pages

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:

Netsafe:

<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-one-online.html>

InsideOut:

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

Aroā Wellbeing - a space created by rangatahi for rangatahi

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

