

MOSAIC

Pathway on What is White Supremacy?

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 MOSAIC Pathway aims to cultivate awareness, promote empathy, and inspire critical reflection around the topic of white supremacy. Given the historical context of Aotearoa New Zealand as a settler colony and the white supremacist attack in Christchurch, this pathway emphasises the importance of recognising and understanding white supremacy on both a local and global scale.

The session has been designed for young participants aged 16 and above, recognising the maturity essential for engaging in conversations about white supremacy. The pathway provides resources and prompts for participants to navigate the nuanced nature of white supremacy. This includes creating an environment where young people feel empowered to engage in challenging conversations, fostering informed, empathetic, and dedicated communities committed to inclusiveness.

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.

Please consider further exploration through the Discrimination and Racism pathways.

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.
 - a. **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.
 - b. **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.
6. **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.

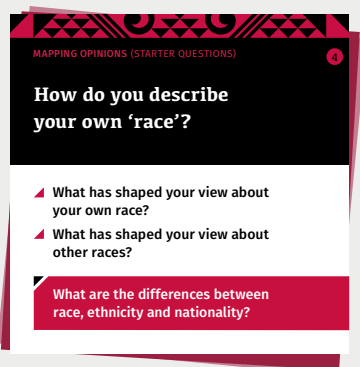
4. **Anti-Racist Practice:** Incorporate anti-racist principles into facilitation by emphasising the importance of dismantling racist structures and promoting inclusivity. Encourage young people to explore how they can actively contribute to anti-racist practices in their lives and build a sense of collective 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 white supremacy.

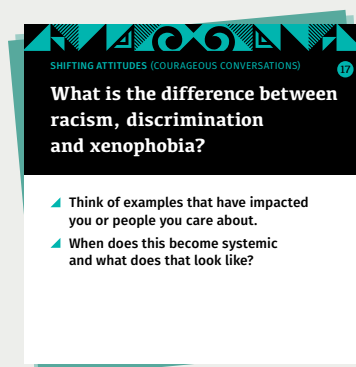
CARD 4

How do you describe your own race?



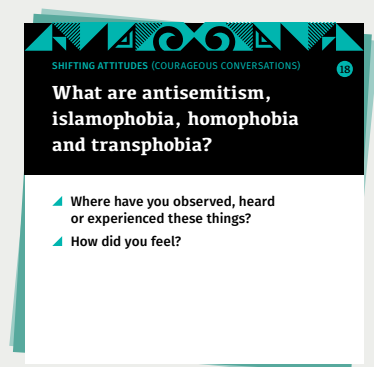
CARD 17

What is the difference between racism, discrimination, and xenophobia?



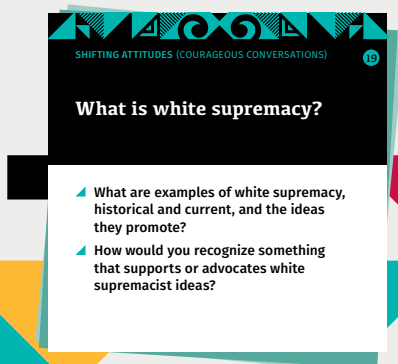
CARD 18

What are antisemitism, islamophobia, homophobia, and transphobia?



CARD 19

What is white supremacy, and what are examples, both historical and current, along with the ideas they promote?



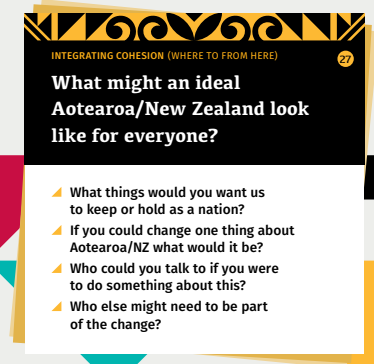
CARD 26

How would you describe the collective society of Aotearoa/New Zealand?



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 white supremacy. We recommend that you engage with the resources beforehand; however, they may also be built into the structure of the session where appropriate.



Article

“UNDERSTANDING RACISM IN THIS COUNTRY” (2018)

Moana Jackson explores the nuances of racism in New Zealand, offering insights into historical and contemporary perspectives. It critically examines the complexities of racism within the country.

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



Illustration & definitions

COVERT VS OVERT RACISM

Race and Religion provides an illustration of white supremacy and brief definitions of terms to understand the iceberg of white supremacy.

60 minutes

Where to find it

<https://www.r2hub.org/library/overt-and-covert-racism>

Level of understanding:

Basic



Article

THE INVENTION OF WHITENESS: THE LONG HISTORY OF A DANGEROUS IDEA

The article explores the historical origins and implications of the concept of whiteness, unraveling its complex evolution.

30 minutes

Where to find it

<https://www.theguardian.com/news/2021/apr/20/the-invention-of-whiteness-long-history-dangerous-idea>

Level of understanding:

High



Music

“ALRIGHT” BY KENDRICK LAMAR

A powerful song addressing police brutality and systemic racism.

Explicit language, 4 minutes

Where to find it

Various streaming sites

Level of understanding:

Basic



Article

THE PROBLEM IS WHITE SUPREMACY

Barbara Smith discusses the persistent issue of white supremacy, exploring its implications and impact on societal structures, as presented in an opinion piece on *The Boston Globe*.

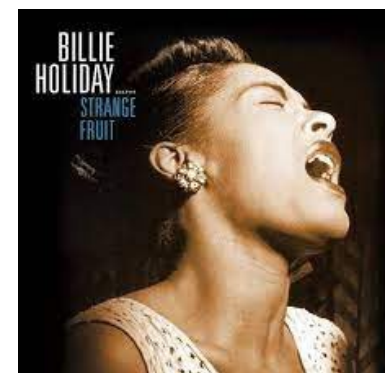
5 minutes

Where to find it

<https://www.bostonglobe.com/2020/06/29/opinion/problem-is-white-supremacy/>

Level of understanding:

High



Music

“STRANGE FRUIT” BY BILLIE HOLIDAY

An iconic song highlighting the horrors of racial violence and lynching in the United States, with poignant lyrics and haunting melodies.

3 minutes

Where to find it

Various streaming sites

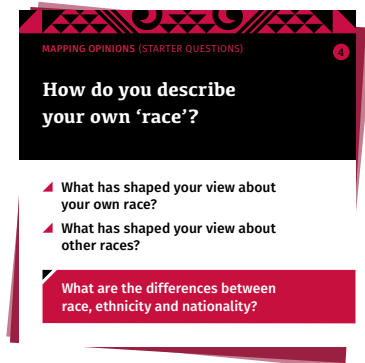
Level of understanding:

Moderate

The Conversation

A. Getting started

CARD 4 – HOW DO YOU DESCRIBE YOUR OWN RACE?



Begin with this question to encourage participants to reflect on their own racial identity.

This self-reflection sets the stage for understanding the nuances of race and its impact on individuals.

Follow up question:

- **Why do you think it's important to explore and understand our own racial identities?**
This question aims to spark initial thoughts on the significance of personal racial identity and its role in shaping perspectives.

B. Getting deeper

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



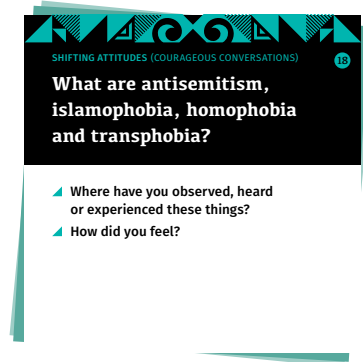
By exploring differences between these terms, participants gain a deeper understanding of the complexities surrounding racism.

Follow up question:

- **How do you think these distinctions influence our perceptions and actions in society?**

Encourage participants to reflect on the real-world impact of these terms and how they manifest in society.

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

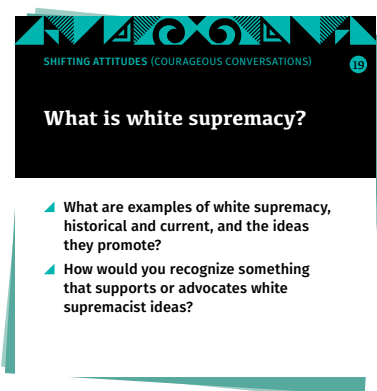


This question connects the discussion to specific forms of discrimination. This card allows participants to broaden their perspectives around white supremacy by understanding the unique challenges faced by different communities.

Follow up question:

- **Why is it important to recognise and address specific forms of discrimination?**
This question prompts participants to consider the significance of acknowledging and confronting discrimination in all its forms.

CARD 19 – WHAT IS WHITE SUPREMACY, AND WHAT ARE EXAMPLES, HISTORICAL AND CURRENT, AND THE IDEAS THEY PROMOTE?



This question addresses the core concept of white supremacy and how it has presented in history and in contemporary society.

Follow up question:

- **How do the concepts discussed so far influence or intersect with the idea of white supremacy?**
Encourage participants to connect the dots between previous concepts and the overarching theme of white supremacy.

C. Wrapping up

CARD 26 – HOW WOULD YOU DESCRIBE THE COLLECTIVE SOCIETY OF AOTEAROA/NEW ZEALAND?



This card shifts the focus of the discussion to the local context, bridging the global issue of white supremacy with the specific experiences of the participants in Aotearoa/New Zealand.

Follow up question:

- **In what ways do you think the collective society in Aotearoa/New Zealand reflects or challenges the broader issues we've discussed?**
This question prompts participants to consider the unique dynamics of their own society.

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



Conclude the conversation by envisioning a more inclusive and equitable future. This card invites participants to reflect on their aspirations for a society that embraces diversity and equality.

Follow up question:

- **How can our understanding of these issues contribute to building a more inclusive Aotearoa/New Zealand?**
Encourage participants to consider their role in shaping a positive future based on the insights gained from the conversation.

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 white supremacy?
- How might you apply your experience of this Pathway conversation?



After the Conversation

More learning

You might be keen to continue with your learning about white supremacy. Here are some extra resources to deepen understanding.



Book chapter

WHAT IS WHITE PRIVILEGE

This case study explores the concept of white privilege using real-life examples to highlight systemic advantages and the often-overlooked dynamics perpetuating inequality. It serves as a comprehensive resource for understanding white privilege.

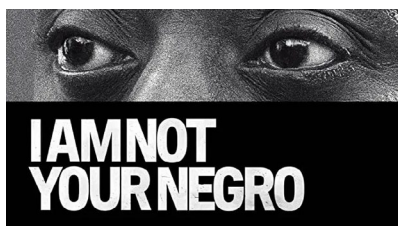
30-60 minutes

Where to find it

http://www.mpassociates.us/uploads/3/7/1/0/37103967/sec_2_ch_6.pdf

Level of understanding:

Moderate



Documentary

I AM NOT YOUR NEGRO (2016)

A documentary based on James Baldwin's writings, reflecting on race relations in America.

M, disturbing violent images, thematic material, language and brief nudity
93 minutes

Where to find it

<https://www.kanopy.com/en/product/i-am-not-your-negro>

Level of understanding:

High



Article

THE DISRUPTION OF WHITE SUPREMACY

The article addresses the history of colonialism and white supremacy and how indigenous knowledge can help us challenge colonial systems.

8 minutes

Where to find it

<https://www.yesmagazine.org/issue/decolonize/opinion/2018/02/28/the-disruption-of-white-supremacy>

Level of understanding:

Moderate



Documentary

BASTION POINT - THE UNTOLD STORY

The article addresses the history of colonialism and white supremacy and how indigenous knowledge can help us challenge colonial systems.

9 minutes

Where to find it

NZ on Screen

<https://www.nzonscreen.com/title/bastion-point-the-untold-story-1999>

Level of understanding:

Moderate



Article

RACISM AND WHITE PEOPLE

Tina Ngata discusses the concept of whiteness and racism in the settler colonial context of Aotearoa.

5 minutes

Where to find it

<https://tinangata.com/2023/09/02/racism-and-white-people/>

Level of understanding:

Moderate



Movie

AMERICAN HISTORY X" (1998)

A film that explores the impact of racism on an individual and his family, addressing issues of identity and redemption.

R16, graphic brutal violence including rape, pervasive language, strong sexuality and nudity

120 minutes

Where to find it



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 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>

