

HUMAN RIGHTS DIALOGUE

RACISM AND DISCRIMINATION



SCHOOL HANDBOOK

AMNESTY
INTERNATIONAL



"I want to shed more light on it (racism) because there are so many who say it doesn't exist, but there are many things I don't believe exist because I haven't experienced them myself."

– GRACE BULLEN,
Norwegian sports personality 2020

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In the new curriculum, Kunnskapsløftet 2020, human rights are central. Human dignity, equality, critical thinking, and ethical awareness are among the principles highlighted in the curriculum's general part. It is stated that:

Students should contribute to safeguarding human dignity and reflect on how they can prevent it from being violated.

Amnesty Norway therefore offers **Human Rights Dialogue** for use in schools, an activity that aims to help students reflect on various human rights issues, in this case racism and discrimination.

INTRODUCTION:

THE ACTIVITY IS SUITABLE FOR 8TH TO 10TH GRADE AND 1ST TO 3RD YEAR OF UPPER SECONDARY SCHOOL.

Timeframe: 1-2 school hours

Subject and target audience:

Secondary school:

Social Studies and Religious Studies

Upper secondary school:

Social Studies, History, Religion and Ethics, Social Science, Sociology, and Social Anthropology, etc.

Method: The activity provides students with an opportunity to reflect on how to address racism and discrimination and how they can make active choices to combat it. Through dialogue, they can share perspectives, listen, empathize with others, and reflect on their own attitudes.

Equipment and preparations:

The teaching material can be downloaded from Amnesty International.



<https://amnesty.no/teaching-plan-racism-and-discrimination>

- If desired, download and send information about the activity to parents
- PowerPoint
- Large sheets of paper and colored pens for group tables
- Print out the Universal Declaration of Human Rights
- Scissors for the teacher

Everything the teacher needs to conduct the activity is in the attached PowerPoint presentation. If desired, dialog cards for students and moderator cards for the teacher can be printed and cut out. The number of dialog cards is adjusted to the length of the lesson.

ABOUT THE GOAL OF THE ACTIVITY

*Amnesty works towards ensuring that everyone can benefit from the human rights enshrined in the Universal Declaration of Human Rights. **The Human Rights Dialogue provides students with increased insight into human rights and their significance in our daily lives, as well as the challenges we face in Norway related to racism and discrimination. Students will gain a broader knowledge base by exploring a human rights topic from various perspectives.***

Amnesty's human rights education aligns with the general purpose of education by providing insight and experience with values such as equality, solidarity, and respect for human dignity.

The education aims to contribute to creating **democratic citizens**. In addition to meeting the school's overall goals and interdisciplinary topics, the Human Rights Dialogue also addresses competency goals in several different subjects.

**ACTION WITHOUT
THOUGHT IS EMPTY.
THOUGHT WITHOUT
ACTION IS BLIND.**

– **KVAME NKUMAH**,
founder of panafricanism and Ghana's first president

A SELECTION OF RELEVANT COMPETENCE GOALS:

Secondary school:

Social studies:

explore and describe how human and indigenous rights and other international agreements and cooperation are important for national politics, human life, equality, and equal worth.

KRLE (Christianity, Religion, and Ethics):

explore others' perspectives and handle disagreements and differences in opinion.

Upper Secondary School:

Social studies:

evaluate causes and measures that can prevent racism, discrimination, and hateful speech, and discuss the limits of freedom of speech.

Religion and ethics:

discuss issues related to group-based prejudice, racism, and discrimination.

Sociology and social anthropology:

discuss the importance of cultural understanding and intercultural competence in a democratic and diverse society.

ACTIVITY PACKAGE:



The activity package consists of:

- This handbook
- A PowerPoint
- The Universal Declaration of Human Rights: a simplified version. Download PDF from Amnesty International.



<https://amnesty.no/teaching-plan-racism-and-discrimination>

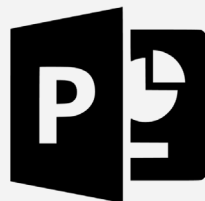
Optional to print and cut out:

- Dialogue cards
- Moderator cards for the teacher
- 2 table cards for the students: conversation guidelines and tips for follow-up questions
- The Universal Declaration of Human Rights: a simplified version.

It is assumed that you as the teacher have familiarized yourself with this handbook beforehand.

Execution:

The activity can be carried out without printing out all the documents. The PowerPoint presentation takes you and the students through the entire program.



There are two ways to conduct the dialogue activity: Either by using the PowerPoint presentation and/or by printing out :

- ✓ 2 statement cards and 31 dialogue cards with prompts for the teacher
- ✓ 2 statement cards and 31 dialogue cards for the students

The moderator cards for the teacher differ from the students' cards in that they have prompts on the back. *These prompts can also be found in the notes section of the PowerPoint.*

The table cards should be handed out to the students before the dialogue exercise so that they are readily available.

The package contains more dialogue cards than you will likely have time to use. This is because you should be able to select the cards that best suit your group and the time available. The statement card and dialogue cards you want to use must be selected in advance.

We have created two suggestions for a selection of dialogue cards if you do not wish to choose the cards yourself.

Suggested selection of dialogue cards:

★ *The star-marked cards - these provide a general introduction to the topic of racism and discrimination.* ♥ *The heart-marked cards - these focus specifically on the topic related to indigenous peoples and national minorities.*

STEP-BY-STEP INSTRUCTIONS

Each point is linked to its own PowerPoint slide. As a help for the teacher during the presentation, you will find notes for each card in the PowerPoint.



STEP-BY-STEP INSTRUCTIONS:

1. Instruction – 5-10 min
2. Topic: Racism and discrimination – 5 min
3. Brief introduction to human rights – 5-10 min
4. Present the activity – 2 min
5. Discussion of the statement – 5 min
6. The dialogue – 50 min
7. Summary
8. Going forward – 10-15 min

STEP-BY-STEP

INSTRUCTIONS:



1. INTRODUCTION

Start by telling the students what they will be participating in. Briefly explain what Human Rights Dialogue consists of, and the goal of the activity: Students will learn more about human rights related to racism and discrimination, as well as reflect on what they themselves can do to prevent this.

Set group rules:

Some of the topics may be taboo or difficult to talk about. It is therefore important to emphasize that there are no right or wrong answers in this activity, and students should be able to express their opinions without fear of saying something wrong. Human Rights Dialogue requires patience, listening, and understanding. Emphasize that it is important for this to remain a dialogue, and not a debate.

Explain that the activity consists of three parts:

- 1 An introduction to human rights and the topic of the day.
- 2 A dialogue activity in which the students are expected to actively participate.
- 3 A summary where the students discuss how they themselves can prevent and combat racism and discrimination.

2. TOPIC: RACISM AND DISCRIMINATION

The students make their initial reflections on the topic.

- What do the students immediately think of when they hear these terms?

If necessary, feel free to ask some follow-up questions such as:

- What is the situation in Norway like?
- Do you have any experiences with this topic?



3. BRIEF INTRODUCTION TO HUMAN RIGHTS

Start by showing the video in PowerPoint. Before starting the video, it can be beneficial to ask the group what they know about human rights.

After they have watched the video clip, the students can delve into the Universal Declaration of Human Rights.

Hand out the Declaration of Human Rights and give the students a few minutes to see which articles address the topic of racism and discrimination.

When they have looked at the declaration, you can quickly go through what they think is most relevant, as well as emphasize that many articles indirectly address the topic.

Highlight articles 1, 2, and 7.

4. PRESENT THE ACTIVITY

Brief description before the discussion begins:

- Students will talk and share their opinions on a statement. There is no right or wrong answer to the statement, it is meant to set the framework for the further discussion.
- The dialogue cards presented at regular intervals are meant to shed light on the statement from various angles and provide students with new insights into the topic.
- Present the guidelines and emphasize the importance of listening, respect, and good dialogue in the groups. The topic is sensitive for some and everyone should have the opportunity to speak.
- Distribute conversation guidelines and suggestions for follow-up questions to the groups. Go through these. Encourage students to ask questions, be curious and participate in the conversation.
- Check if there is anything unclear, and encourage students to ask questions, be curious and participate in the conversation. Refer to the cards with follow-up questions if necessary.



Your role as a teacher

Your role as a teacher is to guide the students through the introductory presentation, conduct and facilitate the dialogue exercise, and finally round off with a summary task. You should not share your own opinions, but ensure that the dialogue is driven forward, in addition to helping with follow-up and input to the individual dialogue cards. On the back of the teacher's dialogue cards, there are helpful points and tips to assist you with this.

5. DISCUSSION OF THE STATEMENT

Choose one the statements.

The statement "everyone discriminates" assumes that discrimination is a common phenomenon and that the students may also have some prejudices themselves.

The statement "A world without racism is possible" is intended to promote understanding that racism exists at different levels and why it is important to combat this.

The goal for the students is that through the dialogue they will gain increased knowledge of what discrimination is:

The goal for the students is that through the dialogue they will reflect on and gain increased insight into:

- which groups are often subjected to discrimination
- how to prevent discrimination and prejudice in oneself and others
- what racism is
- which groups are exposed
- how to prevent racist actions and prejudices in one's own circle.



6. THE DIALOGUE

This is the main part of the activity, and it is important that the students have enough time to discuss the dialogue cards.

- If you do not wish to select the dialogue cards yourself, we have marked some of the cards. The marked cards are a recommended selection to achieve the learning goals and consist of between 5-8 cards.
- Alternatively, choose between 5-10 dialogue cards that you want to use in the activity.
- Allocate the time as you wish. You can determine how much time the students need to discuss each card.

All the dialogue cards are also included in the PowerPoint, so you will need to skip those you do not wish to use if you are conducting the activity digitally.

7. SUMMARY

There are to options for summarizing:

- 1 Display the statement card that the groups are to answer on a large screen/board. Have them answer the statement collectively and present their arguments.
- 2 If you have chosen one of the alternative dialogue methods presented below, the summary can be tailored to the exercise you have chosen. Instead of answering the statement, the groups can have a presentation of a mind map or present the arguments they have noted along the way.

FINALLY:

Display the statement again and ask if anyone has changed their opinion along the way. Take the answers collectively.

8. GOING FORWARD

This step is crucial for the students to leave the activity with a feeling that they can make a difference in their own daily lives.

The students may want to share some extra thoughts when the activity is over, or they may feel particularly affected. It is important that they are followed up afterwards by the teacher or someone they can talk to.

Read the quote out loud.

Highlight the importance of good conversations and prevention of the topic. Refer to Amnesty or other organizations working on the prevention of racism and discrimination.



Quote

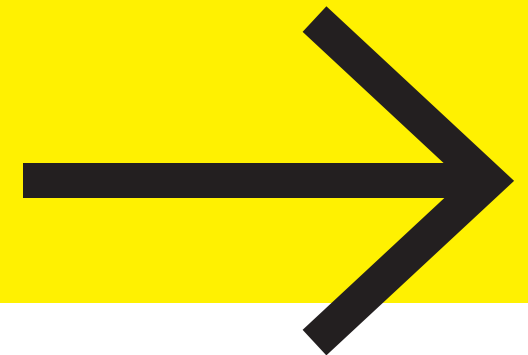
By inspiring people to take injustice personally and by mobilizing the humanity in all of us, we collectively bring the world closer to a place where everyone has their human rights fulfilled.

**EDUCATION IS THE
MOST POWERFUL
WEAPON WHICH YOU
CAN USE TO CHANGE
THE WORLD.**

– **NELSON MANDELA,**
Human rights activist from South Africa.

DIALOGUE METHODS

Here are some tips if you want to try an alternative method to the dialogue itself.



FISHBOWL DIALOGUE

Number of students: 10–30

There should be enough space to form 2 circles.

- 1 Arrange chairs to form an outer circle and a smaller inner circle. For example, set 10 chairs in the outer circle and 5 chairs in the inner circle. The students in the inner circle are the "fish" while the outer circle is the "bowl" that protects the fish.
- 2 The students in the inner circle are the only ones allowed to speak. The outer circle listens. To ensure active listening, students in the outer circle can take notes and identify arguments.
- 3 The teacher introduces new help cards every 5-15 minutes.

There are two variations of this dialogue format.

Option 1:

The students in the inner circle talk to each other for about 5-10 minutes before giving the floor to the students in the outer circle. The students switch circles and the new students in the inner circle get to speak for about 5-10 minutes. Continue this until everyone has had a chance to speak.

Option 2:

To make the dialogue more dynamic, you can leave 2 extra chairs in the inner circle empty. If someone in the outer circle has something they want to add to the discussion, they can sit in the empty seat to speak. At the same time, another student from the inner circle must move to the outer circle so that there are always one or two empty seats. Note: make sure all students have the opportunity to speak in the inner circle.

ARGUMENT- DIALOGUE

Number of students: 5–30

- 1 Distribute paper and pens to write arguments. Choose one student in each group to write down the arguments being discussed.
- 2 Remember to create an inclusive atmosphere.
- 3 The groups will discuss the cards based on the pros and cons of the main statement. Thus, this exercise will be rigid, which can be a good experience.
- 4 The teacher will introduce one card every 5-15 minutes.
- 5 The group will discuss and conclude the arguments with pros and cons to the statement. They will ultimately discuss why one side weighs more than the other.

MIND MAP- DIALOGUE

Number of students: 5–30

- 1 Distribute a large white piece of paper and various coloring pensils for all groups.
- 2 The teacher has prepared an example of a mind map in advance, with the main statement in the center and some keywords. This is to guide the groups on how a mind map can look like.
- 3 The teacher can form groups based on the number of students.
- 4 One student in each group will be responsible for keeping track of time and noting the arguments of everyone in the group.
- 5 The group leader writes keywords or draws figures, etc. on the cue cards.
- 6 It can help to use color codes for negative and positive keywords to create greater distinctions.
- 7 The teacher can hand out new cards every 5-15 minutes or hand out the entire stack if the teacher ensures that the groups discuss each of the cards.
- 8 Mind map dialogue can be positive creativity.

YES/NO DIALOGUE

Number of students: 10–30

This dialogue format encourages students to discuss the topic from different perspectives.

- 1 The teacher forms two groups. One group must argue positively (yes) for the help cards, while the other group must argue negatively (no) for the help cards. After each help card, students can choose to switch sides if they wish, but they must then argue for the opposite group on the next card.
- 2 The teacher ensures that the groups list arguments in favor of whichever group they are in, but encourages the groups to ask each other questions independently of the teacher.



I HAVE A DREAM THAT
MY FOUR LITTLE
CHILDREN WILL ONE
DAY LIVE IN A NATION
WHERE THEY WILL
NOT BE JUDGED BY
THE COLOR OF THEIR
SKIN BUT BY THE
CONTENT OF THEIR
CHARACTER.

– MARTIN LUTHER KING,
From the speech "I have a dream", 1963





Check out more human rights education in
Norwegian: <https://amnesty.no/alle-opplegg>

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