

Educating your players on racism

First Encounters with Racism





Lesson Plan 1 for Coaches (Module 2-related)¹

Developed by UPIT

Lesson Title	First encounters with racism
Target Group	Young players in grassroots football
Learning Outcomes of this activity	Upon completion of this activity, your players should be able to: <ul style="list-style-type: none">• Provide the definitions of racism and discrimination;• Explain racism and discrimination;• Name, explain and provide example on various forms of expression of racism
Activity duration	1 hour
Preparation	Prepare the theoretical content of the lesson and the practical exercises and make sure you have at your disposal all educational resources and material you will need. Players' prerequisites: basic knowledge and information regarding diversity and inclusion

¹ Adapted from <https://www.nytimes.com/2017/09/27/learning/lesson-plans/first-encounters-with-race-and-racism-teaching-ideas-for-classroom-conversations.html>





Topics	Learning Activities	Duration in minutes (indicative)	Training Methods (e.g. presentation, group activity etc.)	Materials & Equipment Needed
Racism and discrimination: definitions, examples, forms of expression	<p>Introduction</p> <ul style="list-style-type: none"> - Welcome the team and inform them that you will be conducting a different session today and you will be discussing racism. Highlight the importance of the issue and note that if any of the participants feels uncomfortable at any point of the training, they can let you know or take a break - Use a Powerpoint presentation to introduce the participants on the issue. Your powerpoint can be based on the content of Module 2 of the TACKLE Curriculum and should cover the following: <ul style="list-style-type: none"> o Present the various definitions and forms (individual and institutional) of racism and discrimination; o Explain that racism may be overt/covert, direct/indirect (casual), conscious/ unconscious and gives example o provide examples of racist acts and highlight why such incidents have a destructive effect on individuals and society. Note: make sure that the examples are catered to the age group of your players 	15 minutes	Presentation	PPT created by the coach – using information provided by Module 2 of the TACKLE Curriculum Laptop/PC PC projector Internet connection



	<p><u>Individual Reflection</u></p> <p>Building on the information provided by the presentation, give pieces of paper and pen/pencils to all players. Ask them to:</p> <ul style="list-style-type: none"> - Explore the question: <i>“What is your earliest experience dealing with race and/or racism?”</i> - <i>Write about their experience – note that they can keep it private</i> 	15 minutes	Reading Individual Work	Annex 1 (sheets of paper and pens/pencils for all players)
	<p><u>Group Work</u></p> <ul style="list-style-type: none"> - Split the team into 4 groups - Give each group one story from the series “First encounters with racism” (Annex 1) - Ask players to read the story they were provided individually and write down any words or phrases that stand out for them, feelings that emerge or thoughts they have (and save these notes for a later activity) - After they have read the stories individually, ask them to discuss within their group a series of questions (Annex 2) - Ask each team to identify a representative who will present to the rest the story they have read and discussed along with their reflections on the questions provided by the coach - During the presentations, urge the rest of the participants to write down any thoughts or things that have made them an impression 	30 minutes	Group Work	<ul style="list-style-type: none"> - Sheets of paper and pens/pencils for each group - Annex 1 - Annex 2 - Annex 3





	- After the presentations, lead a group discussion using the Questions found in Annex 3			
Recap	Make a short recap on the issues covered by the training and ask players to share their thoughts on the experience	10 minutes		
Further/Follow-Up activities	<p>Ideas for further activities (in a next lesson or in case of lessons longer than 1 hour):</p> <p>(1) You can have players take out the words and phrases they jotted down while reading their own stories and hearing others' stories being read, record the words in a word cloud, share the word cloud with the class, and discuss what they see by asking them:</p> <ul style="list-style-type: none"> • <i>What do you see in the word cloud?</i> • <i>Is it mostly negative, positive or neither?</i> • <i>What are your thoughts and feelings?</i> • <i>Are some words larger (or repeated more than once) than others, and if so, why?</i> • <i>What patterns do you notice?</i> <p>(2) Ask players to write their own stories about race and racism. They might use the writing they did at the beginning of class about their first encounters with race or racism, or they might write about some other time in their lives when race or racism played a role. When writing their stories, you may ask them reflect on the following:</p> <ul style="list-style-type: none"> • <i>How did you feel while this was happening or watching?</i> • <i>What was your response and what was the response of others around you?</i> 	30 minutes		



	<ul style="list-style-type: none">• <i>What impact did it have on you? What did you learn from the experience?</i> <p><i>Did the encounter change you in some way, and if so, how?</i></p>	30 minutes		
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Annex 1:

First encounters with racism – Story 1: Followed by a Police Officer



Riley Lockett, 16, Youth Radio

Oakland, Calif.

Black

About two months ago, I was walking to the BART station from school, sipping on soda and listening to a podcast when I noticed a blue uniform following me like a shadow. It was a white police officer. He scanned me as if he were the Terminator, trying to see if I posed a threat. I had never been stopped by a cop before. But I wasn't scared or even nervous. I was prepared.

My mother was always gearing me up for something: a good education, future job security and, most of all, institutionalized racism. Every time we passed a police car, she would drill my sister and me on what to do if and when a police officer stops us. We would begrudgingly repeat what our superior said: "Maintain eye contact, stand straight, speak when spoken to, no sudden movements."

As children, we never understood why she grilled us like that. Then, when I was 12, Trayvon Martin was killed. Even though it wasn't a cop who killed him, I started to comprehend what she was preparing us for. Although we live in a quiet suburb of Oakland, we are in a city where a police officer is usually seen as more of a threat than a friend. As a young black man, I know an officer of the law can shoot me no matter where I am — and maybe especially in the middle of Orinda, the mostly white city where I was being stopped for the first time.

"Is there a problem, officer?" I asked in my most articulate, mature, but nonviolent voice.

"No. What's your name?"

"Riley Lockett."

"How old are you?"

"Sixteen."



“Where do go to school?”

“Orinda Academy, just up the hill. But I live in Oakland.”

“Do you have ID?”

“Yes, here you go.”

I felt like I was performing a one-man show I’ve been rehearsing my whole life. He eyed my ID, then looked through me while handing it back. He turned on his radio and mumbled some breaker-breaker nonsense into it, and in a few seconds he got a few squawks back.

“You’re free to go,” he said to me in a tone that made it sound like his mind was on something else.

I felt bold enough to ask, “What was the problem, officer?”

“Oh, some guy robbed a convenience store a couple streets over,” he told me. “He fled in this direction, and you matched the description.”

I’ve never had to face the color of my skin in anything but a mirror. So as far as police interactions go, I’d say my first one went pretty well. I know there will be plenty more as I get older.

So, as the cop was questioning me, I decided to practice what my mom preached.

Having to spend my childhood rehearsing for the day a police officer would pull me over may sound scary. And I’m aware it’s not something parents of all races feel the need to teach their kids. But the day it actually happened, I was grateful, at least, that my mom made sure I was ready.



First encounters with racism – Story 2: A Slur Directed at Me



Marianne Nacanaynay, 15, Youth Radio

Mountlake Terrace, Wash.

Filipina

The first time someone directed a racial slur toward me I was at a pizza place in Everett, a town in western Washington State. One of my friends who works with me on our high school newspaper wanted to get lunch early, and the place was already crowded with a line stretching around the block. I was waiting outside of the restaurant and chatting on the phone when out of the corner of my eye, I saw two dudes walking by. They were young looking — teenagers or 20-somethings — with light skin and blond/brown hair. As they passed me, I heard them laugh and say, “(expletive) chink.”

It took me a few moments to process what I had just heard. I was taken aback, but not exactly surprised. After all, there I was, a Filipina reporter covering a Trump rally.

Washington State tends to be super liberal. We had the first elected married gay mayor of a major American city. We’ve legalized recreational marijuana. Until recently, Republicans I knew here were mostly “in the closet” in the sense they didn’t talk much about their opinions in public. But I’ve learned that doesn’t mean racism doesn’t exist in Washington — it’s just typically a less overt brand of racism.

Growing up, I lived in Auburn, a suburb south of Seattle, and there weren’t a lot of other kids who looked like me. Back then, it didn’t bother me, because I didn’t think too much about race. My family raised me with phrases like “People are people,” and “It’s who you are inside that counts.”

I remember the time I had a white classmate come over to my house for dinner. We served **adobo**, which is chicken or pork that’s been marinated in soy sauce or vinegar then fried, and **ube**, a dessert made of purple yam. The girl politely tried everything but mostly pushed the food around the plate. When I asked her about it later, she said the flavors weren’t familiar to her.



Then in sixth grade we moved to Mountlake Terrace, a suburb about 20 minutes north of Seattle with a noticeable Asian population. Being around more Asian friends, I found myself reflecting differently on my interactions with white peers.

I brought a plate of the same *adobo* to a party, and people loved it. Having people like my culture made me feel more comfortable with it, too.

So, after years of slowly opening myself up to having pride about my race and culture, hearing two boys call me a chink in the middle of a pizza place was a snap back to reality. On the one hand, it was so over-the-top, it was almost comical. I mean, it's not even the right racial slur, since I'm not Chinese.

Sometimes I think back on that incident, like when I hear about other people being called a racial slur, or when I hear about people harassing others at Trump rallies. And I remember how I felt vulnerable. It's a reminder that there are some places where I am still considered the "other."



First encounters with racism – Story 3: A Lesson from Kindergarten



Maya James, 19, Youth Radio

Traverse City, Mich.

Mixed Race (Black/White)

Shortly after enrolling in kindergarten, one of my classmates threw the N-word at me in a small scuffle. I cannot remember what the little boy was so upset about — it was probably something elementary school students usually get upset about. Maybe I was hogging the markers; maybe I cut in line, or vice versa.

It was the first time I had ever heard that word. I didn't know how to react. I had many questions. Should I be upset? Could I call the white student the N-word, too? Who invented this word? Do adults use the word?

Before that moment, I had no idea what race was or what class meant. Now I had to grow up.

My teachers tried to intervene — yanking the little boy's arm and demanding he look in my eyes and "see the pain she feels!" They forced him to stay in and write apology letters during recess in their words, not his. "I should have thought before saying black people are bad," says one note I've kept all these years, "To me, you are a good friend."

But the letters didn't stop the name-calling or the rock throwing at recess, at the bus stop or after school.

Back then I had a lot of loud temper tantrums. I was not a picnic for my parents. I cried a lot, I was irritable. That's when my father — who grew up in Longview, Tex., at the height of Jim Crow politics — started talking to me about race. After my teachers told him about the incident, he had no choice; he had to teach his 5-year-old daughter the tragic story of African genocide and white supremacy that was the American slave trade.

My dad's struggle and the struggle of his parents were now rubbing off on me at such a young age. No longer a little girl in the suburbs, but a descendant of people considered cattle. No reparations.

I remember thinking: This is unfair! What did I do to be born black?



Traverse City, Mich., is 94 percent white. So it's no wonder I felt alone growing up as a half-black, half-white little kid.

I am biracial, but in the United States, more often than not, I am always going to be labeled a person of color. I constantly have to choose between one side of my culture and the other — always seeking a greater identity. I feel like a puzzle piece that got lost, always trying to find some way to fit.



First encounters with racism – Story 4: What I Wish to Tell



Jose, 16, Youth Radio (*Jose is undocumented. He is using his first name only to protect his privacy. His essay has been translated from Spanish.*)

Los Angeles

Salvadoran

I remember the first day I learned what American racism means. My friend and I were walking home from school and we walked by a white couple. They looked at us and started talking to each other in hushed tones. We couldn't understand everything they said, but we caught some bad stuff about Latinos and immigration, and we knew they were talking about us. We just kept on walking. It's not worth getting into a back-and-forth. It's better to just be quiet.

They don't know the stuff that we had to go through back home.

I wish I could tell them about my life in El Salvador. Back there, things are really tough with gangs. There was a time when I was walking to the store and a couple of gang members stopped me and asked, "What do you bang?" I don't, I told them. "So what are you doing in this area?" they replied. It was clearly a threat.

I would tell them how hard it was to say goodbye to my friends and family. I wasn't going to go to same school anymore. I wasn't going to have the same friends. I wasn't going to live with the family I grew up with all my life. I asked God to help me, asked him to guide me, to bless me and keep me safe during this journey.

I would tell them about the day I left home, how I woke up at 3 a.m. nervous and sad. I didn't know what to expect. I envisioned the United States as this big city where things were so close and everything was accessible, like hospitals and businesses. When I finally got here, everything felt strange to me, from the language to the streets. Everything.

I would tell them about how hard I've worked for people to accept me. At school, I've tried to be friendly, but there have been times when people have said things to me because I speak Spanish. You know, racist people who say, "This is America. You should speak English." I don't care what people say. At the end of the day, they don't pay my bills.



Back in El Salvador, I didn't really know what racism was. I knew it had something to do with discriminating against someone. After being in the United States for a while, I learned the meaning and impact of that word. It's sad that people can be hurtful. They just don't understand. It's hard to be an immigrant kid. Our backgrounds haven't been easy, and we just want something better.





Annex 2: Questions for the small group discussion

Story 1: Followed by a Police Officer

- What happened to Riley and what was his response?
- What is your personal reaction to this story?
- How was Riley prepared for his encounter with the police officer?
- Why does Riley say that in his community, a police officer is usually seen more of a threat than a friend?
- What impact do you think his needing to “prepare” has on him?

Story 2: A Slur Directed at Me

- What happened to Marianne and what was her response?
- What is your personal reaction to this story?
- Why do you think Marianne wasn’t initially surprised when she heard the slur directed at her?
- What does Marianne mean when she says Washington has a “less overt” brand of racism?
- In what ways did Marianne think differently about her interactions with white peers after she moved to a town with more Asian-American people?

Story 3: Lesson from Kindergarten

- What happened to Maya and what was her response?
- What is your personal reaction to this story?
- Why do you think Maya’s father starting talking to her about race and racism when she was 5 years old?
- Why does Maya feel she has to choose one race over the other in how she defines herself?
- How do you think this affected Maya differently as a biracial person than it might someone who is one race or with a different racial identity?

Story 4: What I Wish to Tell

- What happened to Jose and what was his response?
- What is your personal reaction to this story?





- How did Jose and his friend know the white couple was talking about them?
- What were some of the hardships Jose faced in his journey, and why did he wish the white couple knew that?
- Why do you think Jose said he didn't understand discrimination?





Annex 3: Questions to Discuss Reactions as a Team

- After reading and hearing about the stories, what stands out for you?
- What were your thoughts and feelings while reading your story or hearing others talk about the stories they read?
- What are some common themes?
- What did you learn that you didn't know before?
- Did anything challenge what you know or thought you knew?
- How did each of the people's encounters with racism affect them?
- How were these effects similar and different from one another?
- What is the difference between interpersonal racism (individual acts of bias, meanness or exclusion) and institutional racism (policies and practices that are supported by power and authority and that benefit some and disadvantage others) in these stories?
- How did each person's encounter with racism change them?



