

# Toolkit Workshop

## Racism isn't going to change on its own

# ACTIVITY

# RACISM ISN'T GOING TO CHANGE ON ITS OWN

🕒 2 - 2.5 H

## FOCUS

This exercise aims at fostering reflexivity in class by problematising everyday racism and institutional discrimination. It does so mainly by focusing on a ubiquitous element in current societies: the production and dissemination of audiovisual content in social media. This exercise works on two interrelated concepts defined by the group PAR Group in Barcelona: Identity and Structural Racism.

## OBJECTIVES

- To become aware of how social media contributes to naturalise racism and discrimination.
- To raise awareness of the importance of problematising spaces of everyday interaction such as social media platforms.
- To critically reflect on the positions and identities we adopt when participating in social media, as well as their implications

## DESCRIPTION AND TIME BREAKDOWN

- Pre-exercise preparation (1 H)
- Exercise presentation in classroom (10 MIN)
- Projection of the chosen videos (15 MIN)
- Reflection of the viewing (1 H)
  - Reflection 1st video on racist discrimination (20 MIN)
  - Reflection 2nd video on racist discrimination (20 MIN)
  - Reflection 3rd video on activism (20 MIN)
- Final collective reflection (30 MIN). Facilitate discussion among participants about their experience in this activity, and what it means. Guiding questions could be:
  - How did you feel about doing this activity?
  - Do we have agency in the reproduction or transformation of racism?
  - Do these situations provoke us in some way? Why/Why not?
  - What other variables appear to be linked to the axes of national origin or "race"? (i.e. gender, social class, age, religion, etc.

# **MATERIALS NEEDED**

*Projector and List of Videos*

## **GUIDANCE AND SUGGESTIONS**

- Social media are a platform for debate that actively participate in the social construction of reality. You may problematise different elements such as the context of the portrayed scene, the content of the video itself, the platform where it is embedded, the public comments section, or any news or public statements related to the case you study. Similarly, search for related information on individuals or activist groups related to the subject, and analyse their demands. For an example, see the guide.
- Elaborate questions that problematize the videos, but also reflect on how these situations challenge, define and/or mobilize us to take action. You may find a list of suggested questions to facilitate the discussions in the list of videos. If you choose to analyse controversial videos, it is mandatory to review the guide.
- If you wish to create your own selection of videos, you may review the selection methodology for this exercise in the guide.



This document is part of the BRIDGES Toolkit, a set of tools and strategies for addressing and dismantling structures of exclusion in Higher Education curricula. The Toolkit has been developed in the context of the Erasmus+ project **BRIDGES: Building Inclusive Societies: Diversifying Knowledge and Tackling Discrimination through Civil Society Participation in Universities**, whose working team consists of the following entities:

- Universitat Autònoma de Barcelona (Spain)
- Sindihogar. Sindicato independiente de Trabajadoras del Hogar y los Cuidados (Spain)
- Justus-Liebig-University Giessen (Germany)
- an.ge.kommen e.V. (Germany)
- Feminist Autonomous Centre for Research (Greece)
- Zaatar (Greece)
- Office of Displaced Designers. Prism the Gift Fund (United Kingdom)
- University of Brighton (United Kingdom)

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