

African Solidarity Education Project

Proposed Curriculum Outline

Goals

This project seeks to raise awareness about diversity, human rights, immigration issues, and xenophobia through lecture, discussion and activities. Students should develop a clear understanding of concepts such as identity, culture, stereotype, immigrant and xenophobia. Students should also understand the relationship between stereotyping, discrimination and xenophobic violence. Finally, through this new knowledge, students should facilitate understanding and tolerance within their communities.

Proposed Lesson Format

For each lesson, the chairs and desks should be arranged in a circle, if possible to allow the students to see everyone else and to feel included.

- Ice-breaker (10 minutes)
 - Introductions
 - Random question
 - Game
- Lecture (15 minutes)
 - Definitions and explanation of key concepts
 - Explanation of the lesson's goals
 - Handouts
- Activity (20 minutes)
- Discussion (30 minutes)
- Creative Reflection (15 minutes)

Lesson 1: Diversity and Multiculturalism

- **Discuss Culture**
 - Do students see the word *culture* as synonymous with race or ethnicity?
 - What does multi- mean?
 - What does cultural mean? (dictionary/personal definition)
 - Discuss the concept: multicultural
- **Discuss Identity**
 - How do students identify themselves? Race? Gender? Community? Nationality? Religion? Economic status?
 - Why do students identify with the particular things they mention? Family history? Friends? Pressure? Media? Education?
- **Discuss Stereotypes**
 - How are stereotypes formed?
 - How can they be overcome?
 - What stereotypes have students heard in their everyday life?
 - Personal experiences?
 - Do all stereotypes universally apply to the collective?
 - Explain that individuals should never be defined in terms of a collective, BUT as an individual in their own right—this is the beginning of a discussion on breaking down stereotypes
- **Activity:** Give the students an index card and have them define themselves in three words. The idea is that students will define themselves by character traits and not so much by national

identity. Have them discuss why “honest” “caring” “hardworking” is more important to them than “South African”

- **Optional Activity:** Read the list of statements and have the students describe the ritual with adjectives (e.g. bizarre, disturbing, exotic, normal, amusing, etc..). This activity highlights the fact that the way in which we describe customs can make them sound strange and even frightening, but if we take the time to truly understand them, they may be perfectly ordinary.
 - **Statements**
 - They have a ritual involving the use of certain garments, only worn in certain seasons. The robbing and disrobing of this garment and the timing of this has great significance in the hospitality ritual. [Taking off your coat as you enter someone’s house]
 - They eat a food from a paste made from the seeds of a type of grass, cooked once and then burnt near a flame, smeared with the fat from an animal. They eat this with the albumen from a bird. Traditionally they can only eat it at certain times of day. [Eating egg on toast for breakfast]
 - Almost the entire population is addicted to a plant substance which they drink with water and other animal or plant substances. They speak openly about this addiction apparently without shame and have evolved certain rituals around its use. [Having a cup of tea]
 - Women seem to have a hard time. Modernisation only seems to have brought them more work to do and men don’t seem to respect them at all. [Describes the position of women in Britain and many other women]
 - Sometimes women rub this substance made with fish scales, fat from a pig and seaweed on their faces when they want to look nice. [Putting on lipstick]
- **Optional Activity:** Draw a line on the floor. Have everyone stand on the line and close his or her eyes. Several statements will be read and when students agree, they are to step forward. After everyone has moved forward, they are to open their eyes to see who else agrees with the statement.
 - **Statements**
 - Have you ever felt discriminated against?
 - Have you ever been called a derogatory word?
 - Have you ever been stereotyped?
 - Have you ever felt inferior because of your identity (nationality, race, economic status, age, sex)?
 - Do you know someone who had been treated differently because of his or her identity?
 - Have you ever been treated differently because of your identity?
 - Do you know someone who has been attacked, verbally or physically because of your identity?
 - Have you ever been attacked, verbally or physically, because of your identity?
 - Do you know someone who has been denied for an opportunity or opportunities because of their identity?
 - Have you ever been denied for an opportunity or opportunities because of your identity?

Lesson 2: Immigration

- **Discuss differences between these designations**
 - Immigrant: a person who leaves one country to settle permanently in another

- Refugee: a person who has been forced to leave his or her home for reasons of safety
- Internally Displaced Person: people who are forced to flee their homes because of war or fear of persecution, but who, unlike refugees remain within their country's borders
- Asylum Seeker: a person who has fled their own country and applies to the government of another country for protection as a refugee
- **Relate definitions to discussion on stereotypes**
 - Many people respond negatively to the terms refugee and Immigrant but not to Asylum Seeker or Internally Displaced Person, why is this? Lack of understanding
- **Discuss Immigration**
 - Global context versus Southern African context
 - What causes immigration?
 - Employment? Conflict? Forced Removal? Etc.
 - Country Profiles
 - Zimbabwe
 - Democratic Republic of Congo
 - Somalia
 - Malawi
 - Angola
 - Ethiopia
 - Benefits of immigration
 - Diversity
 - Larger Workforce
 - Opportunity for immigrant
 - Economic gain for the receiving country
 - Discuss the relationship [both positive and negative] between immigrants and South Africans
 - How can we promote a more positive relationship if the students see immigration as primarily negative?
 - How can the relationship be improved in general? Individual level? National level?
- **Activity:** Quiz on statistics from other countries.
- **Optional Activity:** Divide group into 5-7 groups and give each group a posterboard with one identity printed on it (South African, Zimbabwean, Congolese, Malawian, Ethiopian, Somali, American). Have the group write down all stereotypes (derogatory terms, character traits, jobs, etc..) of each identity—good and bad—and rotate until all groups have written on each poster. Discuss validity of stereotypes.

Lesson 3: Xenophobia

- **Discuss xenophobia**
 - A general dislike, fear, or hatred of foreigners or strangers from different national backgrounds. Examples?
 - Xenophobia in the South African context. Tie this discussion to the previous discussions on immigration and stereotypes
 - Where do sentiments of xenophobia originate?
 - Negative effects of xenophobia:
 - Panic, persecution, and community instability
 - Break down of law and order
 - Criminal activity as a result of xenophobic violence

- Incidences of arson
 - Social disintegration that results from xenophobic tensions and violence makes it difficult for communities to respond to disasters
 - Arson and vandalism is very costly to the community because a lot of community infrastructure is destroyed
- **Discuss human rights**
 - What are human rights?
 - Universal
 - Indivisible
 - Inalienable
 - What is the Universal Declaration of Human Rights?
 - What rights do refugees have? In South Africa?
- **Activity:** Give each student an identity card to be placed on their forehead. Students will have to ask each other questions to figure out their own identities. Identities include South African, Zimbabwean, Congolese, Malawian, Somali, Ethiopian, American. (NOTE: A list of stereotypes for each nationality must be compiled and discussed prior to this activity.)
- **Optional Activity:** When do you stand up? A list of scenarios will be read to students. Students will remain seated until they would “stand up” if the scenario were a real-life situation. Discuss why each student “stood up” when he did.
 - Scenarios
 - One Green spits on a Red and the rest of the Greens laugh.
 - All the Green people start ignoring the Red people.
 - All the Greens start spitting on the Reds and the Reds are helpless.
 - A couple of Greens start calling the Reds derogatory names.
 - A couple of Greens beat up a Red guy and steal his belongings in the street after calling him names.
 - A couple Greens decide to spread lies about Red.
 - A couple Greens decide to burn down the house of a Red.
- **Optional Activity:** Create list of rights of foreigners for community. Examples can include the freedom from discrimination, right to be treated with respect, etc.