

Anti-Racism Kit: A Guide for High School Students

AUTHORS

JINYOUNG KIM AND SABINA PATAWARAN

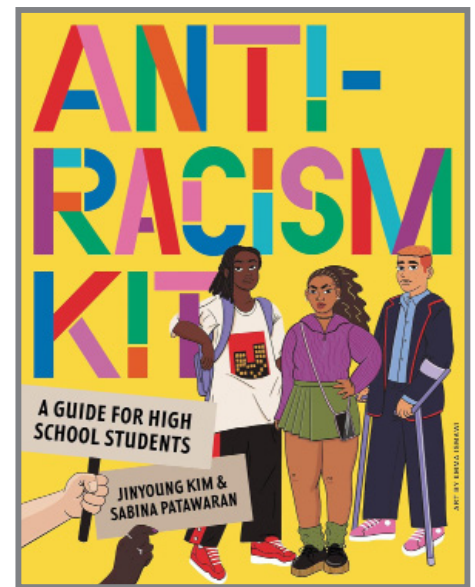
ILLUSTRATOR

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RECOMMENDED FOR: Lower to Mid Secondary



SYNOPSIS

Anti-Racism Kit is an essential classroom resource by Australian high school students for Australian high school students. Bite-sized and accessible, the kit aims to empower young people to start conversations about the way that racism affects their own lives and the lives of their peers and communities.

Authors Jinyoung Kim and Sabina Patawaran first developed the kit when they were in high school, publishing it as an online resource in collaboration with anti-racism training organisation Hue. On the website, they say: 'We made it because we want to build a future that doesn't need anti-racism kits in the first place.'

Racism impacts everyone, whether they have direct experiences of it or not. And the work of anti-racism, of identifying and rejecting racism, is work that needs to be taken on by everyone. *Anti-Racism Kit* is an introduction and invitation to unpack the way that racism operates within three main frameworks—the self, schools, and society.

ABOUT THE AUTHORS

Jinyoung Kim is an undergraduate at Stanford University majoring in mathematics. Recently a research assistant at the Stanford AI lab, he is interested in philosophy, data science, AI and their intersection with social impact. Jinyoung started his anti-racism activism during high school in Sydney, including starting the Anti-Racism Kit with Sabina Patawaran and co-establishing a bursary for First Nations high school students.

Sabina Patawaran is an undergraduate at the University of Sydney undertaking the Advanced Economics Program and majoring in international relations. Her involvement within the anti-racism space during high school—including co-founding the Anti-Racism Kit with Jinyoung Kim—and researching emerging technology governance during her policy fellowship at Global Voices have shaped her passion about intersectional and interdisciplinary approaches to social issues. Previously, her writing was featured by the Malala Fund.

In 2020, while they were both in Year 12, Jinyoung Kim and Sabina Patawaran co-founded the Anti-Racism Kit, Australia's first anti-racism resource for high school students.

ABOUT THE ILLUSTRATOR

Emma Ismawi (she/her) is a Sarawakian/Australian artist, designer and educator living and working on the unceded lands of the Woiwurrung and Boon Wurrung people. Emma currently balances her time as an independent illustrator/

designer, lecturer and volunteer literacy support program coordinator in refugee and migrant communities. She was an active member of BE. Collective Culture from 2017–2020 designing and facilitating events and programs with young creatives from historically excluded communities, giving young people a culturally safe platform to be seen and heard. Emma is committed to creating access to education and the creative industry and building an inclusive, sustainable world.

THEMES

- Racism and anti-racism
- Allyship and activism
- Privilege
- Equity vs equality
- Learning to speak up
- Leadership
- Social justice

The key theme/s of the book are (unsurprisingly) racism, defined in the book as political, social and structural, and anti-racism, the work of actively saying no to racism. By necessity, the themes underpinning this are those that intersect with the work of anti-racism and include:

- racial justice
- First Nations justice
- intersectionality
- allyship
- inclusivity
- activism

The kit explores the various themes of the book as they intersect with the discussions of self, school and society. The book's engagement with these themes is active, offering basic definitions, practical examples, and personal anecdote, then inviting the reader to reflect and consider next steps. Each chapter is punctuated with discussion questions that allow readers to evaluate their own learning as they read or provide a starting point for shared classroom discussions. The beauty of the *Anti-Racism Kit* is the way that it speaks directly to the lived experiences of teenagers in Australia, meaning that the language and examples used are relevant and peer-led. Given that teens and young people are leading the way with a number of social justice issues, learning within the context of lived experience is a far more immediate and accessible way to start engaging with anti-racism.

STUDY NOTES

WRITING STYLE

- A flow chart at the beginning of the book helps readers to explore the book in a non-linear way, directing them to reflect on existing knowledge and interests to recommend the best entry point. From there, the chapters unpack key issues, define terminology and summarise significant events in history. This information is presented in a variety of accessible ways (timelines, short text boxes, lists), and is supported by personal anecdotes, activities and discussion questions. The book is designed to be put into practice rather than read passively, and equips readers with the fundamental knowledge they need to instigate conversations and design initiatives that suit the needs of their communities. Invite readers to reflect on the various non-fiction techniques used in the book to convey information. Discuss the meaning of tone and narrative voice in writing. What kind of narrative voice do the authors of the book use?
- In his acknowledgements, Jinyoung thanks Sabina and says 'for anyone who's unclear on who brought the spice and panache to the writing—it wasn't me! Our collaboration is what made this writing process creative.' Why is 'panache' and 'spice' a useful tool to engage the audience of the book? What elements of the writing can we change to adapt the tone and narrative voice for a different audience, and why might we want to?

COMPREHENSION

- Why can't you have racial justice without First Nations justice? What is the difference between the two things?
- What is the difference between race and ethnicity?
- What is racism? Where does racism come from? What are some of the types of racism? Give an example for each.
- What do we mean when we call race a 'social construct'?
- Is racism always intentional? Does it matter if it's not intentional?
- Where do institutions get their power from? What institutions are you involved with? How do they challenge or uphold systems of racism?
- What evidence shows that structural racism exists?
- Why does Ibram X. Kendi argue that there is no 'neutral' ground between racism and anti-racism?
- What is the problem with phrases such as 'I don't see race'?
- What is the difference between equity and equality? Why doesn't equality ensure the same outcome for everyone? Discuss this with reference to the image on p 17. Is it 'unfair' that the character on the right is given a ramp while the other two characters are not? What are some arguments you've heard from people that prioritise equality over equity?
- What is 'white privilege'? If you're white, reflect on what forms of privilege you've benefitted from (remember, this doesn't mean that you haven't suffered or faced any challenges!). What challenge does white privilege pose to collective action?
- What does Whiteness encompass? Is this fixed?
- What are unconscious biases? Take the Implicit-Association Test as suggested in the book and discuss your potential biases <<https://implicit.harvard.edu/implicit/takeatest.html>>. Do you agree or disagree with your results? Discuss some of the biases flagged with your classmates. How can you address these if/when they do arise?
- What are some of the things that internalised racism can make you believe about yourself?
- What are some of the things that make you feel like you belong?
- What is your relationship to your race?
- What are the 5Ds? Which three should you follow if you're speaking up for yourself?
- How can you amplify the voices of people of colour?
- What's the most important thing to remember as an ally?
- What's the difference between an Acknowledgement of Country and a Welcome to Country?

DISCUSSION QUESTIONS AND ACTIVITIES

- 'Bring your parents to school day'—as an extension of this activity from the book (p 73), sit down and interview an older family member. Record and transcribe the interview—come prepared with some questions but don't forget to leave room for them to surprise you. How was their life different to yours? Share your interview and reflections in class—you might choose to present these creatively, as a short story, a photo-essay, a comic or something else!
- What are the most important qualities of a leader? Who are some of the leaders in your community that you respect and why?
- Use the plan on p 77 to prepare a discussion on *Anti-Racism Kit*. You might focus on a particular section, or a broad introduction to the concepts. Run your discussion for a group of people who haven't read the book (so not your class!). Back in class, share your experiences and discuss how teaching the kit has evolved your own understanding of it. What are some of the next steps you could take to ensure the longevity of these discussions?
- Reflect on the question posed at the end of Chapter 1. Is there anything that you should change and improve within your self first? (p 23) Do this for each chapter as you read.
- Write a response to each of the questions under 'who are you' (p 26). Take some time to sit with your responses and think about anything that might have surprised you.
- Draw a map of your local community. Who is a part of it? Show how different communities and people move through and use the space. If you don't see much diversity on your map, why might that be? Are there any 'racial boundaries'? How can you challenge or shift them?
- Do the exercise on p 29. Invite a friend to write down three words or phrases that best capture who you are as well and compare the two. This might give you some insight into how you see yourself, and how you're seen by others.

Now write down three words that capture who you would like to be—what will it take to get there?

- What are some of the things that stop you from speaking up? Think of an instance where you wished you'd said something that you didn't. Write down what you would have said and keep it to remind yourself to speak up next time.
 - Make a list of some of the ways that we can support each other to speak up. What are some of the things you can say in response to racist comments? Draw a comic that enacts a conversation between you and someone who has said something racist that you want to challenge.
- OK, you've finished reading the kit, and you've started some serious self-reflection. What else are you going to do? Make a list of five actions that you'll take to practise anti-racism. For each action, come up with three practical steps you'll need to take to achieve them. Who will you need to enlist to help you?
- Were you surprised by anything in the book? Choose something that you discovered through reading the book and think about how you can share your new knowledge with other people.
- How does your school deal with racism? Do an anti-racist audit on your schools, making a list of policies in place to deal with racism. Where can you praise your school for doing well? What recommendations can you make to help them improve?
- Reflect on the personal stories shared in the book—write your own to include in the chapter that inspires you most.
- Why are Acknowledgments of Country an important part of anti-racism in Australia? Read this article on writing a personalised and meaningful Acknowledgement of Country <<https://www.murdoch.edu.au/news/articles/a-meaningful-and-personalised-acknowledgement-of-country>> Use it to write your own Acknowledgement, and practise them at the beginning of your lessons.
- Is racism something that's openly discussed at your school? If not, why not? Come up with a way to embed a student voice in school discussions about racism. What might it look like? How would your student representative speak for the community? What kind of influence might they have? If you have a good system already, can you map it out as a template for other schools to use, and identify any areas for improvement in the process?
- What is intersectionality? Draw a diagram that represents the intersections of your experiences and your friends, whilst recognising those experiences that fall outside of the intersections. Why is it important that anti-racism is intersectional and allows for these experiences outside of the overlap?
- Use the information you've learnt in the kit to analyse one of the texts you've recently studied in English. What stereotypes or ideologies does it perpetuate or uphold? Which does it resist or reject?

AUTHOR OF NOTES
BEC KAVANAGH