



ANTI-RACISM IN SPORT

Taking Action

Terms to Practice Using

Human Rights: Are moral values and principles that guide our actions as a community and individuals. They belong to everyone.

Discrimination: Being treated differently based on a specific identity group the individual belongs to instead of their individual merits and achievements.

Race: Is used as a way to categorize people based on physical or genetic traits. Science research into the human genome has indicated that there is more diversity between men and women than between people of different 'races'. Therefore, there has been a shift to looking at race as socially constructed instead of a product of a group of genetic markers.

Racism: Any attitude with action that results in lesser treatment of people based on their skin colour, culture, nationality, religion or language. It is rooted in historic experiences of exclusion.

Model Minority: The perception that a specific minority group has a higher socioeconomic success than others.

Ethnicity: Is sharing common culture, religion or language within a group.

Country of Origin: Is the country from which someone has come from and is usually used in reference to immigrants and refugees.



Learning Objectives

The goal of this workshop is to create sports environments without racism.

In this workshop we will:

- Review some examples of systemic and interpersonal racism in the Canadian history.
- Identify three types of racism in sports including: interpersonal, institutional, and internalized.
- Explore how to address interpersonal racism when experienced.
- Discuss different ways to create social change.





Changing How People Think about Human Rights

Formed in 1978, the Manitoba Association for Rights and Liberties is a non-profit, non-governmental, human rights and civil liberties organization. MARL envisions a society where diversity is valued, liberties are respected, and rights are lived. We take action in education and advocacy for human rights and civil liberties toward greater social justice in the province.

MARL educates and creates awareness for rights and liberties within the province of Manitoba. We build engaged communities and empower citizens to improve our society.

We are dedicated to:

- Raising awareness: We focus strongly on youth empowerment through workshops and activities that measurably increase awareness of human rights and civil liberties.
- Making a difference: With the ultimate goal of societal shift, we influence government and public institutional policy changes to reflect and protect human rights in Manitoba
- Community involvement: We facilitate dialogue about human rights and civil liberties to build an informed and engaged community.

Thanks to the many sponsors that have sponsored this project.



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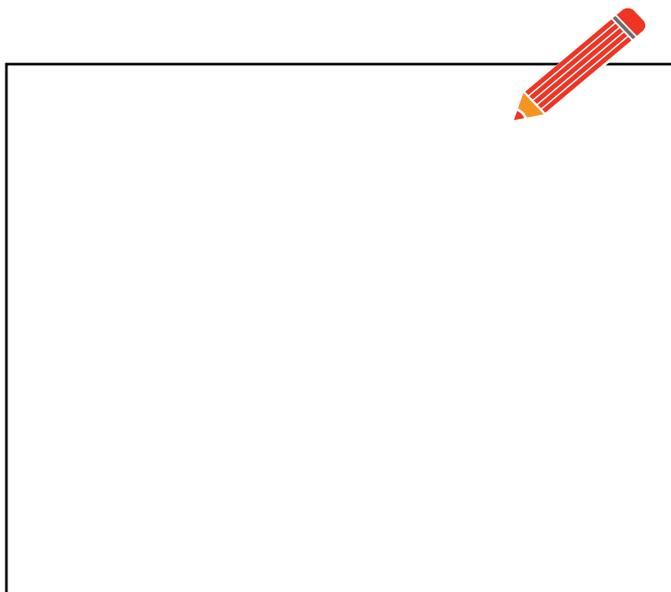
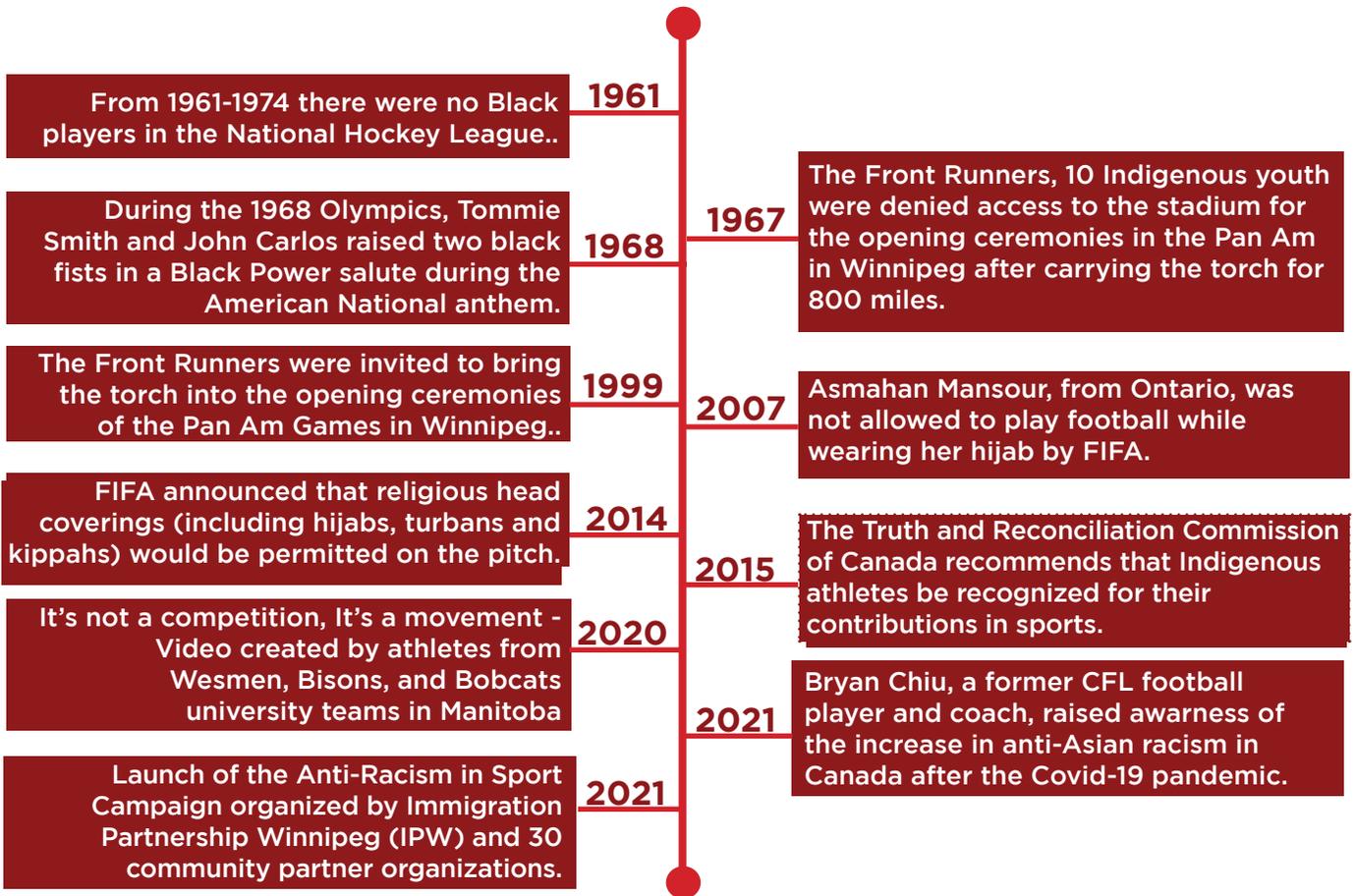
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Racism & Anti-Racism in Sports

There are many examples of racism and anti-racism in sports in Manitoba and Canada. Below are just a few.



Questions

- What did you find surprising in this timeline?
- What does this timeline say about Manitoba and Canada's history of racism & anti-racism?



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Racism

Racism is when individuals experience cruel and unjust treatment which can cause emotional and physical distress based on their skin colour, culture, nationality, religion or language. Racism can be experienced in a number of different ways, including:

- **Institutional:** When is a system where one group exercises power over another group based on race. This occurs when rules and laws discriminate against specific groups of people based on race.
- **Interpersonal:** An opinion that a specific group is superior, making it is socially acceptable to disrespect and mistreat specific people. This may be expressed in jokes, stereotypes, threats, and bullying.
- **Internalized:** When the idea that one group is better than others in the form of stereotypes and prejudice is internalized. As a result, people start to believe the stereotypes and negative characteristics about themselves and start to think that they are not as good as others in society.

Racism is a layered process where systemic racism can support interpersonal racism that can in turn cause Internalized oppression.

Read the following scenarios. Indicate if they are an example of interpersonal, institutional or internalized racism.

1. _____ A referee asks a girl to take off her hijab during a tournament.
2. _____ Mohammad's family can't afford the registration for the summer soccer camp.
3. _____ No one on the track and field team at Jan's school is Indigenous. When she sees tryouts for the team she doesn't go because she doesn't think she can't make the team.
4. _____ When Kambili goes to tournaments he often hears racial slurs from the opposing teams players.
5. _____ Zara does not have as much energy to play during Ramadan. Her coach threatens to cut her from the team if her performance does not improve.
6. _____ A group of white boys in Mateo's hockey will routinely stick and other pieces of equipment before practice.
7. _____ A fan throws food at Jeffery while he is playing soccer with his team.
8. _____ After being called out about a racist comment a coach says, "It's just a joke".



Types of Interpersonal Racism

Interpersonal Racism involves interaction between two or more individuals. There are multiple ways that interpersonal racism is expressed.

Avoidance and Aversion: Individuals not speaking, avoiding, or not interacting with someone from a specific group. As a result of this behaviour individuals being discriminated against are excluded from participating in a specific social groups and activities.

Micro-aggressions: Micro-aggressions are small comments and questions that are based on specific assumptions of an individual based on a specific characteristic of their identity. These comments can be subtle.

For example: An Asian Canadian is asked “Where do you really come from?” This assumes that the person

could not have been born here based on their race, and the comment highlights that they are considered a foreigner or outsider.

Overt Racism: Specific comments, actions or behaviors that identify someone as an outsider with a negative value placed on that group individual and group.

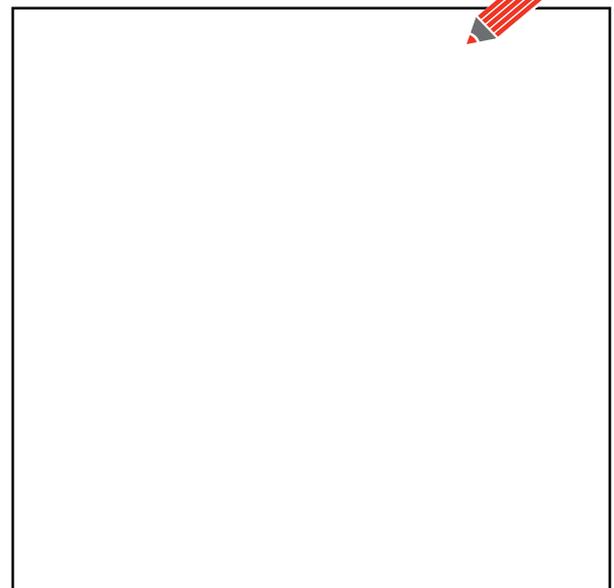
For example: Saying to someone, “You should go back to where you came from.”

Scenarios: Witnessing Racism

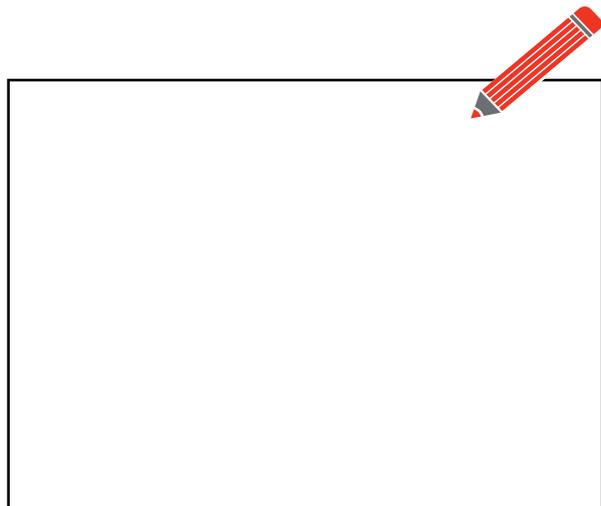
Answer these questions for the following scenarios:

1. Is this a form of Avoidance/Aversion, Micro-aggression or Overt Racism?
2. What are your reactions/thoughts/feelings to this case?
3. What would you do in that situation?

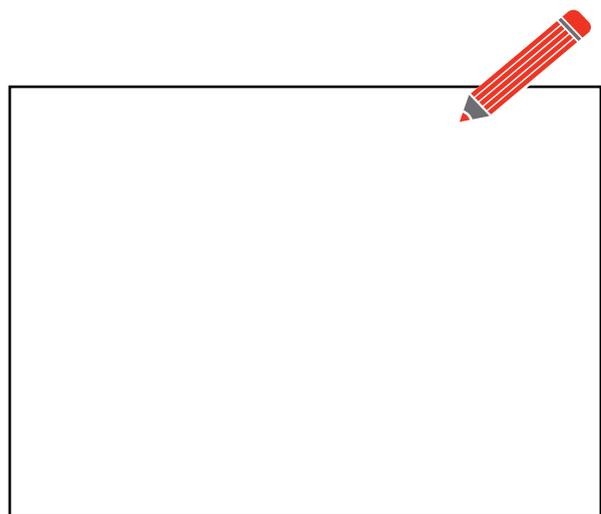
1 You are in the locker room before a hockey game. You see some of your teammates hiding the stick and hockey pads of a Indigenous player. You have seen them tease this individual before, making racist comments, but the coaches seem to ignore this.



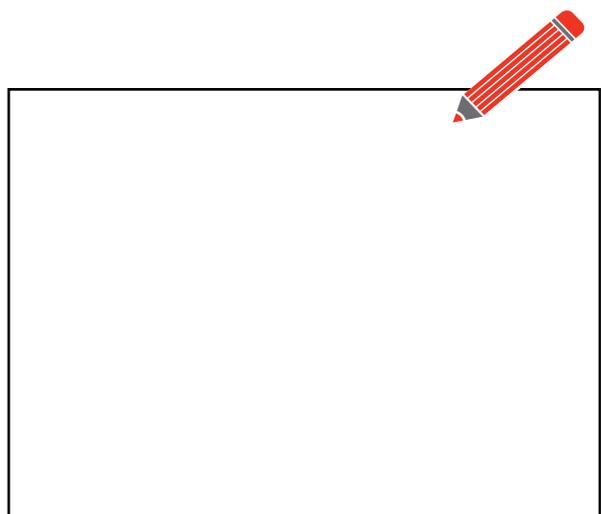
2 You are watching a baseball game with your relatives. A player that is a person of colour strikes out. Your uncle says, “What good is he? He should just go back to where he came from.” No one else in your family says anything.



3 You are on the soccer field and several players from the opposing team are intentionally hitting and tripping a specific player on your team. They are doing this when the referee is not looking. You suspect that this is motivated by racism.



4 Jamile lives in a neighborhood where there is a large police presence. As an Indigenous youth, he does not feel comfortable going for a jog in his neighborhood. He knows that if a police officer sees him, they will assume that he is running because he has committed a crime and he could be arrested. He wants to be active, but he can't afford a pass to the local community centre.



Addressing Interpersonal Racism and De-escalation

The first step in addressing racism is to recognize when it is happening in subtle or direct ways. See the list below for some pointers on what to keep in mind when faced with an example of racism.

Decide if a situation is an incident of racism or discrimination and assess the level of distress or potential harm to individuals involved.

Ensure that you feel safe entering into the situation and assess the safety of the individual experiencing the racist incident. Respect the personal space of all people involved.

Form a connection with the individuals through body language or discussion. This may be as simple as making eye contact or stopping and indicating that you are a witness to the event. Assess body language to see if the parties are interested or willing to engage in discussion.

Utilize interests. Acknowledge the concerns of the people involved. Repeat what you hear and ask for clarification to understand how they might want you to respond.

Set limits. Provide individuals with options of what they can do next and state clear consequences involved in the different options.

Enforce and Evaluate. If there is increased aggression or indicators that violence will occur separate yourself and the victim and look for help.

Reflection questions:

1. Describe an incident of racism that you have seen in your community.
2. Who witnessed this incident?
2. How did individuals respond?
3. What else could have been done to keep people safe and healthy?
4. What could you do to address racism in your community?



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Roles in Social Change

There are many different roles needed in social change. Listed below are a number of different roles that people take when addressing social issues.

Ally

An ally is someone who supports individuals who experience oppression that don't necessarily come from that group. Being an ally requires the ability to listen and learn about the experiences of others. An ally doesn't plan events and actions but will attend and help prepare for actions.

Advocate

An advocate works towards changing policy that impacts a specific group of people. Advocates speak up for specific groups and work to gain public support for policy changes.

Activist

An activist is an individual who plans events and educates others on a specific social issue. They may speak to governments and organizations that have the resources to support their cause. Some activists start non-profit organizations to expand the reach of their message.

There is some overlap between them, but they each fulfill unique roles in social change. When moving down the list, there is an increase in engagement and the role of the individual in social actions change.

An ally may go to an event to support a specific case, while an advocate may speak at the event, and an activist would be leading the movement and organizing the event.

Education / Awareness / Action

There are three different steps when preparing to plan a social action.

Step 1. Education

This involves educating yourself on the social issue that you are passionate about. Social media is an excellent resource, however it is important to check facts and be critical of opinions.

Step 2. Awareness

Creating awareness involves telling people about a specific issue so that they understand why it is important. Some examples of awareness can include starting conversations, putting up posters, hosing speakers, having discussion panels or film screenings.

Step 3. Action

Action involves doing a specific task that supports a specific community or makes a change in your social, political, or physical environment. For example: protests, public demonstrations, letter writing campaigns or fundraisers.

Are there any protests or advocacy activities in your community you have seen recently?





Kinds of Awareness and Action Activities

There are many ways you can raise awareness and take action on social justice issues. The possibilities are only limited by your imagination.

- Tell a friend or family member about what you have learned about anti-racism.
- Share a story about an athlete who is First Nations, Metis, Inuit, Black, or a racialized or religious minority.
- Share posts from the Anti-Racism in Sport Campaign.
- Invite a guest speaker to talk to your class, club or community group.
- Take photographs relating to racism in sports and organize an art display. Research PhotoVoice for more ideas.
- Create a mural or community art project that raises awareness about the issue.
- Write a blog post to educate people on the topic.
- Plan a documentary or movie screening with a film that raises awareness.
- Create a podcast on the topic.
- Organize a protest.
- Create a video on the topic and share on social media.
- Create a petition or letter writing campaign to local politicians and community leaders.
- Plan a fundraiser to support youth that don't have access to sports.
- Organize a tour of a local non-profit organization to promote the work that they do in the community.
- Create a story bank. This is a collection of community stories about anti-racism in sports.
- Plan a community clean-up or food drive to raise awareness.
- Organize a day of action where individuals can choose what they want to do to support the cause and post actions on social media.
- Create a theater performance on the issue.
- Organize a community dinner and sharing circle on the topic.
- Request submissions for art or postcards and display them online or in public places.
- Organize a walk, run or sports event to raise awareness.
- Create a community scavenger hunt of important places in your community like parks, green spaces and monuments. Highlight spaces where community members can participate in sports. Identify spaces of exclusion.
- Make lawn signs to raise awareness.
- Create a timeline of athletes in your community that support anti-racism.
- What other activities would work in your community?



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Organizing for an Action

There are a number of steps to organize and prepare for social action. In order to be sure that all youth have a chance to participate in sports there are many different options.

- How might you educate yourself further on the issue?
- What are different ways you can spread awareness?
- What actions could you take to support social change in this area?

Education

Awareness

Action





Additional Activities

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