

Part 3

Prejudices. You too?

Teaching materials on discrimination, racism and anti-Semitism
Anne Frank House, OSCE/ODIHR



Netherlands Sample



Meet Ashley, Shinelva, Bilal, Jouke, Kaweh, Genesis, Karima, Eva, and Büsra. They met in the Anne Frank House in the spring of 2006. They did not know each other, but freely discussing prejudices and discrimination was not a problem. They all had something to say about that.

1 What's in a name?

Kaweh:

I often just write KW. I was named after an Iranian freedom fighter from long ago.

Bilal:

Bilal was a slave who could sing really beautifully. He sang the first call to prayer.

Jouke:

I have a French surname because my father is French. My first name is typically Friesian, but I'm not from Friesland.

Karima:

Karima means "bountiful lady". I think it's a beautiful name. I was named after a sister who died.

Büsra:

Büsra means "good news". I was given that name when I was six years old. I'm often called Bush. That's fine with me.

Eva:

It was going to be Eva or Ada, but my mother got her choice.

Genesis:

My name comes from a television programme my mother used to like watching.

Shinelva:

My aunt actually chose my name. It was what she wanted to call her own daughter, but I was born first. Otherwise I might have been called Yaba. That is the African day name for all girls born on a Thursday.

Ashley:

I was named after my godmother.

Your name

What are your names and do you know why you have them? Do they tell you anything about your family history? What do you want to be called?

My names:

This is what I know about my names.

(For example, write down if you were named after someone, and what your names mean.)

This is what I want to be called:

Prejudices. Who doesn't have them?

A prejudice is a judgement about a person or a group of people that you have in advance. You've already made a judgement even before you know that person or group. Everyone has prejudices, but you are not born with them. You get them because of what you hear about groups of people, or what you see, for example, on television, or because of what your parents or friends say.



Eva: "We all put people in boxes."

To understand the world, people often divide everything and everyone into groups. They do that to be able to learn. For example, a child may call everything that flies a "bird". If he sees a butterfly, he will say "bird", because it flies through the air. He only learns the difference later on. This is how people learn to distinguish things. First we recognize groups of people by what they look like or what they do: Danes speak Danish, Africans have dark skin, the English drink tea, and the Dutch can't dance. If you take a closer look, you will see that these generalizations aren't always right.

However, images of groups often contain negative or positive judgements or prejudices. You can't change them very easily. Or do you know that Dutch people can dance?

Does it matter?

Of course, you can think what you like, but the problem of a prejudice is that you don't see someone as a person or an individual, you only see him or her as an example of a whole group: the skateboarder, the Dutchman, the dumb blonde, the farmer, the Goth, the Moroccan. This means you miss a lot of aspects of people.

Can you get rid of prejudices?

We all have the tendency to see what we want to see at first, or to see what we already think. That's why we don't realize very quickly when we get things wrong. That usually only happens when you get to know someone personally. Then the differences turn out not to be so great. But as long as you go on emphasizing the differences, nothing will change.



Genesis: "You should always try to see the person behind the prejudice."

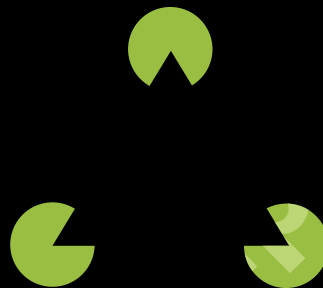
What's a prejudice?

A prejudice is a preconceived judgement or opinion about a person or a group of people.

Assignment

Try looking at things from a different angle

Do you see the triangle?
Is it really there?



Is this really a "liar"?



1. Groups

Everything you do and everything you experience, where you come from, and what you want to be all contribute to making you unique. The groups you belong to are also important, e.g., whether you're a man or a woman, a member of a sports club, a fan of a particular team, etc.

A. Write down four groups that you include yourself in.

B. Are there any incorrect ideas about you? Are you unjustifiably put into a box? Which one?

C. Write down why this is or is not a prejudice.

Mohammed Allach (right) tackling Robin Nelissen.

For no good reason

Professional footballer, Mohammed Allach: "It was always painfully clear when trying to find holiday jobs or work experience. I was the last one in my class to get a job. Often I was already rejected on the phone as soon as I said my name."

Of course, it can happen that an employer doesn't like you. For example, because you arrive an hour late for your interview. Or because you let your mobile phone go off twice during the interview. But if you don't get the job because of your name, your gender, the colour of your skin, or your background, this is not a good reason. This is discrimination. None of these things have anything to do with what you are capable of.

2 Discrimination. Just ignore it.

Bilal and Büsra have experienced for themselves that prejudices and unfamiliarity can lead to discrimination. Just like Ashley, they take into account the fact that people discriminate. They give advice about what you can do yourself.

Ashley: Discrimination is often the result of prejudice. For example, some people think that people with dark skin are less intelligent. There's a history behind this. That's why you have to prove yourself twice over, because of the colour of your skin.



"Don't mess around with the bouncer"

Bilal: I can't get into a club just like that. I'll give you an example. I'm waiting outside a club. But the bouncer refuses to let me in. He points at my feet and says: "You're not complying with the dress code. I can't let you in wearing trainers." I know that changing shoes won't make a difference. The next time I'll be refused entry for some other reason.

Protest? That's not so easy. It's not easy for the other people in the queue either. You really can't mess with a guy like that. There's nothing you can say to him. You know he'll think of some excuse, and then sometimes he'll suddenly let a Moroccan in. Then where is your reason to protest?



Assignments

1. Bilal says that there's no point in protesting if you're refused entry to a club.

Do you think he's right? Explain your answer.

2. A. Explain why Büsra felt she was discriminated against.

B. Would you call what happened to her sister discrimination as well?

3. So when can you really call something discrimination? Sometimes it's right to make a distinction, and this cannot be called discrimination. In the following situations, think of good and bad reasons for making a distinction.

A. You're standing in a queue to go into a club and you see that someone is refused entry.

Good reasons for this:

Bad reasons for this (discrimination):

B. A classmate tells you that she did not get the work experience she wanted.

Good reasons for this:

Bad reasons for this (discrimination):

What is discrimination?

You discriminate if you deprive or exclude a person or a group and if you do this on the grounds of characteristics that should not play a role.

"Sometimes you have to do something"

Büsra: I can give you so many examples. Once, a boy in the street shouted at me: "Hey, Halloween's come and gone, you know!" I quickly called back: "So why don't you take off your ugly mask?" This was not in Amsterdam, but in another city. I think it's because there are fewer immigrants there. Really you should just ignore it. You should always think: It's not my problem, it's his.

Sometimes you do have to do something, when it all gets to be too much. For example, what happened to my sister.

She was buying two newspapers, a Turkish and a Kurdish newspaper, but the man at the counter refused to serve her. He just ignored her. When she said that she wanted to pay, he snapped at her: "We do more than enough for you lot already!" She was perplexed, and asked more loudly, so that the other people in the shop could also hear whether he would repeat what he'd said. She filed a complaint with the Anti-discrimination Office.





Combat

Sara: "It's a shame I couldn't come to the discussion at the Anne Frank House. It was on a Saturday when I can never go because I work as a leader for a children's club. I also go to the synagogue with them."

"I took up martial arts because I was threatened by a boy. It all started with his statements about Jews. I was at the homework club and told somebody that I lived near the synagogue. He heard that and said: 'Hey, isn't that the Jew church? They should burn it down.' Because I became angry, he asked, in surprise, if I was Jewish."

3 Would you dare?

What do you do when someone is called names or excluded? It's not always easy to react. Perhaps you wouldn't dare to do anything. Jouke is not supported by his classmates and opts for another school. At Sara's school, the teachers introduce measures. Sara also takes steps: she takes up martial arts.

"I said I would report his comment to the head. It made him very nervous and he said he hadn't meant it like that. But I went anyway. The head took my complaint seriously and suspended that boy. But that wasn't the end of it. The boy was so angry with me that he told a girlfriend to tell me that he'd kill me. I didn't dare leave the house. I talked about it with my mother. What could I do? I went to combat classes. I have been doing it for a year and a half now and I feel far more confident."

Homophobia

Prejudices and fear can lead to the discrimination of, and violence against, homosexuals.

Anti-Semitism

Anti-Semitism is prejudice against, or hatred of, Jews.

**“You don’t become gay”**

It’s strange that some people think that you only become gay in adolescence. You don’t become gay, you are gay. Actually, I wouldn’t just walk across the street with my boyfriend. You might think that it’s enough to ignore it and just walk across the street with your head held high, but it isn’t. Someone has to have the courage to support you, for example, by stopping people calling you names.

Leaving school

Jouke: I was really bullied at my old school. I was called names for being gay. I was beaten up and thrown down the stairs. You can’t imagine how bad it was. Of course I wanted someone to do something. You want justice, but I was afraid. My friends from primary school dropped me when I went to secondary school. You can tell the teachers there’s something going on, but if you’re on your own you’re not going to point out the culprits. I don’t really know if the school could have done anything. My tutor talked to the class, but it didn’t make any difference. At my new school, there are no problems at all. I’m simply accepted and I get on with everyone.

Assignments

1. Away with taboos!

Bilal: “We should get rid of the taboo surrounding gays. It should be talked about a lot, also by teachers. And you should have the courage to put people straight. Suppose someone in your group suddenly starts to be offensive, then you should have the courage to say: ‘Don’t be so stupid.’ But you must be confident that they’re your friends, because before you know it, someone will say: ‘Are you gay too or something?’”

A. How do people around you talk about homosexuality?

B. Are you comfortable with this or not? Explain your answer.

C. Do boys talk differently about homosexuality than girls? Explain your answer.

2. Who are you talking to?

A. The boy asked Sara if she was Jewish.

Is her answer relevant?

Yes, because....

No, because....

B. How would you respond if someone made an extreme comment about a synagogue, church, or mosque?

3. What about you?

Everyone knows of examples of discrimination or name-calling. What can you do?

A. Think back to a time when you witnessed something like this. Briefly describe the situation.

- This is what happened:
- This is what I did:
- I was/was not satisfied about this.
- This is what I could also have done:

B. Choose one situation with the other members of your group. Think of the best solution together. Make a note of it.

You have the right to say what you think, but discrimination is prohibited by law. The freedom of expression and the right not to be discriminated against sometimes conflict.

4 What's your limit?

Tackling discrimination

"Rejected for work experience or a job because of your surname? Sacked from the supermarket because you're too old and therefore too expensive? Do you have friends who are called names because they are homosexual? These are cases of discrimination, and they should be reported!" This is what it says in the folder of the Amsterdam Anti-Discrimination Bureau. There are offices like this in many places in the Netherlands. Their addresses can be found at www.lvadb.nl. You can go there if you want to report a case of discrimination. You can also ask for advice there. If the discrimination is clear, you can report the case to the police, together with someone from the office.



Shinelva: "Sometimes you just feel it."

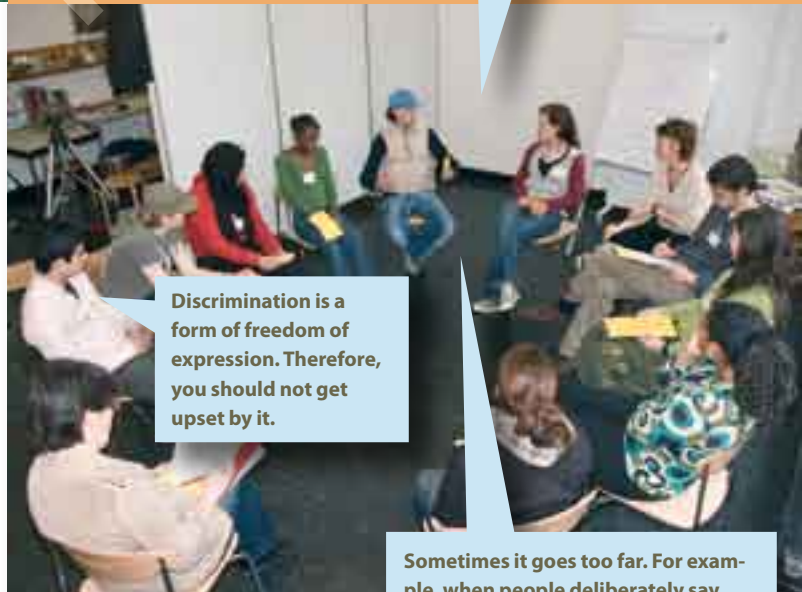
It's often not clear whether a particular action is a case of discrimination. Or, as Shinelva says: "Sometimes you just feel it." This means that it is not so much about what someone says or does but about how someone looks at you or says something. In that case, it's difficult to comment or respond appropriately. What one person might find hurtful or discriminating is not a problem at all for someone else.

What's your position?

Join in the discussion and write down your own point of view in the empty balloon. Also add your explanation.

Handwritten text in a blue speech bubble:

Discrimination is a form of freedom of expression. Therefore, you should not get upset by it.



Sometimes it goes too far. For example, when people deliberately say insulting things about the Prophet Mohammed. This means they are also insulting me, because I am a Muslim.

Posters from the Anti-Discrimination Office

in Amsterdam. *Rejected. Called names. Spat at. Jeered at.*



Assignments

Funny or not?

Look at the cartoons. For each one, write down whether you can identify a prejudice and what it is. Write down who would feel insulted by this example.

1. Frau Antje has been the advertisement for Dutch cheese in Germany for forty years. This cartoon dating from 1994 comes from an article about the decline of the Netherlands.



Prejudice? No/Yes, because

Possibly insulting? No/Yes, for whom....

2. **The bicycle**
Chaim Berkani asks his father if he's Moroccan.
"Yes, of course. I'm Moroccan, so you're Moroccan."
Then Chaim asks his mother whether he's Jewish.
"Yes, of course. I'm Jewish, so you're Jewish."
Then Chaim's parents ask him why he wants to know.
"Well, I saw a rather nice bike for sale, and I wanted to know whether I should bargain for it, or just nick it."

Prejudice? No/Yes, because

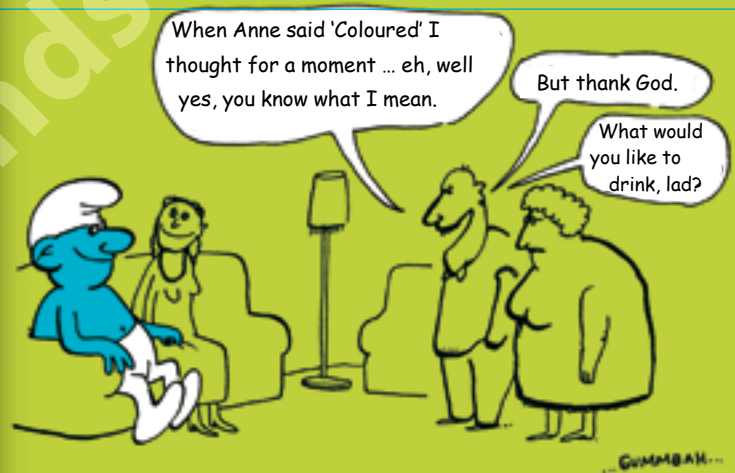
Possibly insulting? No/Yes, for whom....



3. Madonna giving a concert, the Confessions Tour, 2006.

Prejudice? No/Yes, because

Possibly insulting? No/Yes, for whom....



4. Who is being made fun of?

Why do you think that?

5. A. Who would you never make fun of?

B. Do you think the joke or one of the illustrations strengthens prejudices? Explain.

In the past, scholars tried to divide all people into so-called races. Sometimes they said that the white race was the best. Jews were also considered to be a race. This is completely wrong, because all people together form one race: the human race.

5 Do different races really exist?



Measuring skulls

This shows children having their skulls measured on the island of Urk, in the Netherlands (1910). By measuring skulls, noses, or height, it was thought that it was possible to describe the races precisely. The National Socialist regime tried to determine the measurements of the ideal race. They believed that the white Aryan race was superior.

Racism begins when you believe that people are inferior because of the colour of their skin, their culture, or their origin. Often, you also treat these people as though they are inferior or exclude them. In that case, racism is a form of discrimination.

Racism

Racism divides people into groups by their physical characteristics, labelling some groups as inferior to others. You still hear people use the word "race", but scientists no longer use it. Ideas about race mainly date from the 19th and 20th centuries, when scientists tried to classify all people into races. Above all, they looked at the colour of people's skin and their height.

fiercely opposed to the mixing of races. These ideas were widely held, including by politicians.

The starting point now is that all people together form one race. Obviously we look different, but this in itself does not say anything about your character or your abilities. That depends on other things.

Anti-Semitism

Anti-Semitism is another word for hatred against Jews. It also covers all sorts of prejudices, some of which have existed since the Middle Ages. At that time, Christians were in the majority and sometimes they were suspicious of Jews because of their beliefs. Jews were often excluded from jobs and persecuted.

In the 19th century, Jews were also viewed as a race. Anti-Semitic people thought that they were inferior and dangerous. Nowadays, Jews are still a minority but no longer discriminated against so much because of their religion. In contrast with other groups, they are not socially or economically weak as a group. For example, they don't have fewer opportunities to find good jobs. But one prejudice that goes back centuries still exists: the idea that Jews will do anything to be rich and powerful, even by tricky means. Uncovering and challenging this prejudice are central to combating anti-Semitism.

In the past, pupils at school also had to know the differences between races. This illustration comes from a textbook dating from 1980. It shows what scientists once called the three main races: the white, yellow, and black races.

When more became known in Europe about other parts of the world, scientists wanted to describe and explain the differences between people. But that wasn't all. There were scientists who thought that the so-called white race was superior. This idea was used to justify the submission of other people in the Americas, Asia, and Africa. Many people were

Assignments

1. Why do you think scientists used to divide people into races and no longer do so?



2. Focus on racism and anti-Semitism

- A. The National Slavery Monument in Amsterdam
Is this monument related to racism, anti-Semitism and/or discrimination?



Look at the picture and write a suitable caption.

- B. Rotterdam (The Netherlands), 2006.
'NOS news is a Jewish lie'
Explain why this is connected to anti-Semitism.



- C. A meeting of Sharon Stone with Palestinian and Israeli children.
What's on the banner and what does it mean?

- D. This postcard from a Dutch school reads:
"Black and white have always existed in our country."
Think of a slogan for your school.



3. Find your own illustration about racism, anti-Semitism, and/or discrimination. Write down what it is, if possible where it is, who made it, and why.



Discrimination, prejudices, and racism. They're big words. Often there's nothing you can do about it. But you can make sure there's a good atmosphere in the class or in your neighbourhood. With your class, you can also make a plan to bring people closer together.

MaroquiStars

Mohammed Allach: "I really hate racist comments by the public or by other teams. You have to learn to accept that you will always have to deal with this, but you should always respond, because if you don't say anything, this can be taken as approval."

Mohammed knows that sport can also bring people together. That is why he founded the MaroquiStars Association. The association organizes special sports days. Its slogan is: You don't always have to win to feel like a winner. And he also makes films about Dutch society with pupils at school.

6 How would you deal with it?



At first sight, everyone looks very different. But when you get to know each other better, you can always think of similarities. What characteristics do you share with others? Eva, Jouke, and Genesis think the three of them are actually quite friendly.

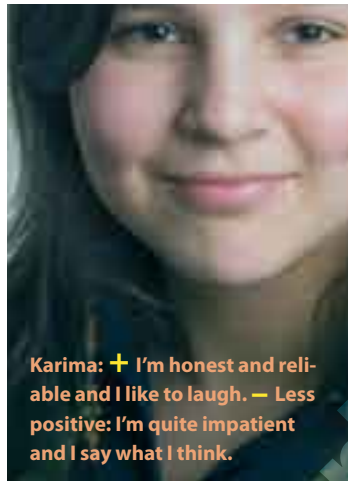
Ashley: + I'm cheerful and I can stand up for myself. I'm determined and I'm a good listener. — However, I don't like to say no to my girlfriends. I like chatting on the phone for hours and I'm not hot on housework.



Kaweh: + I'm interested in people and good at adapting, — but I find it difficult to listen and concentrate.



Jouke: + I'm honest and kind. — I'm also stubborn and very direct.



Karima: + I'm honest and reliable and I like to laugh. — Less positive: I'm quite impatient and I say what I think.

Contact

Shinelva, Karima, Bilal, and Genesis discuss what you can do to bring people closer together. Because that's necessary, too. Shinelva thinks that people should forge links with each other. This is important because we are all so afraid of the unknown. According to Bilal, the only solution is for us to live more closely together and go to school together.

Action

This group also thinks you should certainly do something about discrimination if possible. Karima: "You have to point out the culprits and punish them. They have to realize it's wrong to think like that. You do have to involve the parents. That can really help sometimes. For example, I would be really ashamed if my parents found out that I had bullied others or discriminated against them."

Calling names

Genesis thinks that the way that you are brought up is important. But when you're at school, peer groups and classmates are more important. You have to stick up for each other. Is it OK to call people names? Not really.

Assignments

1. Positive

List three of your own positive qualities.

a

b

c

2. Do what they do

Find three classmates with whom you have the most in common (but not your best friends). Choose one quality together. Think how you can express this quality together. Practise your presentation. Take turns showing your presentation to the rest of the class. If it's not clear, change your expression. Take a photograph.

3. What are you going to do?

A. Work with your group. Decide together where there could be improvements. Put a cross by:

Your class

Your school

Your neighbourhood

Anywhere else

Choose what you want to work on

Contact

Action

Name-calling?

Anything else

B. Write down your plan. Write down what the problem is, what you want to change, and how you want to do that.

C. Think of a slogan and make a poster encouraging everyone to join in your activity.

D. Present your poster. Choose the best plan with the class and carry it out.



Rosa Parks (1913-2005)



Bono (b. 1960)



Rigoberta Menchú (b. 1959)

~~Nawal el Saadawi (b. 1931)~~

Nkosi Johnson (1989-2001)



Aung Sang Suu Kyi (b. 1952)

Assignments

1. Your hero

These people have fought and are fighting against discrimination and racism and for equal rights without the use of violence.

Complete each description. Do this by adding the name of the person and the country where he or she comes from.

- a. Like her father resists the oppression of the Maya Indians on coffee and sugar plantations in the mountains of **Guatemala**.
- b. In daily life is the singer of the band U2. This pop star from has also championed human rights and fights against poverty.
- c. was not prepared to sit at the back of the bus and sat down in a seat for whites only. This is how she started her campaign for equal rights for blacks in the
- d. **Nawal el Saadawi** wrote the book *The Hidden Face of Eve*. This writer from tried to oppose violence against women.
- e. At a very young age from stood up for the rights of children with HIV/AIDS.
- f. Although has been under house arrest for many years, she has continued to campaign peacefully for human rights and democracy in

United States

Burma (Myanmar)

Ireland

South Africa

~~**Guatemala**~~

Egypt



2. Your song

Ali B., *Refused.nl*

Going clubbing, for him there was no point
That was the reason he hung about outside the joint
Chilling with his mates he did his own thing
Didn't go to the disco 'cos he couldn't get in.

I'm a good boy, I want the best for everyone
But I still lose out because others mess my fun
I ask myself, do I look so bad
But I've come to dance, not to fight, I'm not mad,
But still I get refused though it's quite unjust
Bet that if they knew me then like me they must

Osdorp Posse, *Scapegoats*

You've no idea how much you can hurt
By throwing dirt, until a spurt
Of suppressed rage will explode and your own acts will implode.
Break through this circle of the scapegoat theory
And stop this stupid tyranny,
You may look self-assured, but to yourself you're not true
Cause deep in your heart, sadness is you
But you go along with it, so the bullying goes on
Much too afraid that you attract attention
If you really had some guts, you'd stop all that stuff
And tell your tormentors that you've had enough
But if you're too weak, then with any luck
One day you will come unstuck
But if you're too weak, then with any luck
One day you will come unstuck

The raps of Ali B. and Osdorp Posse are about discrimination, being refused entry, scapegoats, prejudices, etc. Make up your own song, rap, or poem about these subjects.

P.S. If you have difficulty starting, take one of the lines from the Osdorp Posse or Ali B. and do something with it.

If you prefer to draw, you can make a cartoon about one of the above themes.

This booklet is part of a package of teaching materials covering three main themes:

1. The history of Jews in Europe and anti-Semitism until 1945;
2. Contemporary anti-Semitism in Europe today;
3. Prejudices, discrimination, racism, and anti-Semitism.

The materials have been adapted for use in schools in several countries and are available in the official language of each partner state. In each case, the materials were prepared by the OSCE/ODIHR and the Anne Frank House in co-operation with experts from the countries concerned.

OSCE/ODIHR

The Organization for Security and Co-operation in Europe is a security organization with 56 participating States from Europe, North America, and Central Asia. Its Office for Democratic Institutions and Human Rights supports the implementation of initiatives in the field of tolerance and non-discrimination, human rights, and democracy. For more information, please visit www.osce.org/odihr.

Anne Frank House

The Anne Frank House preserves Anne Frank's hiding place as a museum. It also promotes Anne Frank's ideals, not only in relation to the times in which she lived, but also in terms of their contemporary significance. Educational projects are developed to combat present-day forms of anti-Semitism, racism and xenophobia and to encourage tolerance and respect for others. For more information, please visit www.annefrank.org.

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Getting together

Shinelva, Sara, and Būsra meet up for the first time. All three of them like chatting on the Internet, Gillmore Girls, and Will & Grace. All three believe in God, and Amsterdam is their city. A second home? That would be somewhere else.



Shinelva: The Hague would be a possibility, but Suriname would be even better. The Netherlands is my mother country. Suriname is like my adopted child.

Būsra: My house would be in the west of Istanbul.

Sara: In Jerusalem, without any doubt, even though I do not agree with everything Israel is doing.

Būsra: My head scarf goes with who I am. It is part of me and my belief. In summer, it can be quite hot. Then I'd rather let my hair blow in the wind, but I don't do that. More than a year ago, I decided to really become a Muslim myself. I started to become more aware of the things I was doing.

Sara: For me, that was last year, when I was fifteen, after I had spent some time thinking about it.

Shinelva: I wish I felt so sure about things. I go to church a lot, but I don't want to have my confirmation until I feel quite sure about my belief.

It's fun to get together, isn't it? Shinelva, Sara, and Būsra think it is. In the future, they will meet in chatrooms.

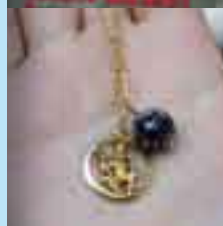
How can you have contact with people who are different? For example, visit www.allinn.nu or www.dutchkids.nl.



Sara: This pendant tells you who I am, a Star of David with the Hebrew letters for "life".



Būsra: I put this sign of peace on my coat myself. I think Che Guevara is important, but I don't feel a special admiration for anyone in particular. I respect anyone who really goes for what he believes in.



Shinelva: This chain was my grandmother's. She wasn't rich, but she did leave a personal memento for everyone. When you wear it, it becomes significant.