



LLP/LdV/TOI/10/IT/551



Lifelong Learning Programme

TOOL n. 9

VERBALIZE THE CONTACT – Analysis of a situation of intercultural encounter The traveller in black: possible didactic activators

Goals:

- Learn to recognize racist behaviour.
- Realize that the “Swiss law against racism” is rather clear about its key points, but nevertheless it does not cover many common racist behaviours, and such behaviours are still not punished.
- Reflect upon the lady's statements and relate them to one's attitude and prejudices.
- Realize that a passive behaviour indirectly fosters hostile attitudes toward foreigners.
- Be able to judge in which situations it makes sense to have passive or active behaviours
- Develop, train and apply a simple repertoire of possible suitable behaviours every day

Activation 1 – What is racism really?

- the teacher watches the film with the students until the scene where the black boy asks the lady if the nearby seat is free. Here the volume is turned down and the students watch the continuation (about 90 sec.) silently.
- After, students are paired. Students have about 5 minutes to prepare a scene that replaces the silent scene they have actually watched and that, in part, already contains a continuation. The teacher sets a time for the discussion of the scenes acted by students.
- Finally the teacher shows the scene with audio (until the controller arrives). The teacher asks students to sum up the woman's statements.

After class discussion, the teacher hands out a copy of the article “Racial discrimination” of the Swiss law against racism (worksheet 1) and a sheet with the woman's statements (worksheet 2). Students do the exercises on worksheet 1 and analyse the woman's statements with worksheet 3

- that they would define as “racist”,
- that, in their opinion, should be punished on the basis of the Swiss law against racism,
- that they would have wanted to say once or have already said.

When and how does the teacher intervene? The teacher shows the film end and opens a brief discussion. The teacher questions 3 statements about the film (worksheet 4). The statements describe 3 basic attitudes:

- Meddle / intervene: certain situations should not be accepted by those who watch them. It should be necessary to react, and meddle.
- Stay out/ avoid to meddle: as a general rule one does not meddle in these situations in public.
- Neither – nor: in actual fact, one would want to react and take a stand, but does not know how and often lacks courage.

During the discussion it is important that the teacher expresses their own ideas (but not in the initial stage), and that the fear of exposing oneself be treated as a topic. The teacher divides the students in groups of 4 (minimum) and assigns the task of put on act again the bus monologue , but this time they must make either the victim or the other passengers react. The different scenes will be eventually presented.

Activation 2 – What is racism? How does it manifest itself?

- Tell true life experiences, where for example, Blacks and Whites met (or did not meet).
- Pay attention to racist images sometimes found in books and comics for young people, how characters are represented (intelligent/stupid, well-read/unlearned, dressed up/half-naked, in a dominant position/in a subordinate position..).
- Get in touch with the resident foreign people in one's municipality. Discuss about the way people see each other, from one's own perspective.

Activation 3 – Racism and social poverty in our country

- Analyze what the woman says: what does her intentions hide? Let the imagination run free: where does she live? How does she feel?
- Study statistics: where and when xenophobic behaviours increase? They are not connected to the number of foreigners, rather to the social and economic development.
- Start a discussion with local politicians: where do they feel the root of racism is? What could be done in order to prevent it?

Activation 4 – We are witnessing racist behaviours. What can we do?

- Perform in class the episode showed in the film and experiment new possibilities. What if, in the role of passenger, one decides to intervene? Maybe someone will find the way to manage the tension and aggressiveness of the scene.

Activation 5 – And what about the racism that is inside us...?

- Talk about personal experiences, the distrust and fears one feels towards people whose language is not comprehensible, and whose costumes and traditions are unknown – is this enough to be called "racist"? How do we deal with these feelings?

The traveller in black

(sheet for groupwork)

I identify myself with:

- (a) the silent passengers (b) the black person (c) the traveller without ticket (d) the child's mother

Processes	Reflective path
RECOGNIZE ONE'S EMOTIONS	How do I feel about what is happening?
NOTICE	What strikes me about the situation when I am living it?
	What strikes me about the final outcome (the elderly woman is "punished")
TRANSFORM	What new things am I learning, what are the patterns of thought that are challenged by what I have seen?
TRANSFER	How could I behave if I were the character I am identifying with, now that I have reflected upon the situation?