

# Calling All Colors 2018-19 (High School Lesson #4)

## ***Fighting Human Wrongs with Human Rights - Responding to Racism and Bias in the Media!***

**Calling All Colors Charge:** After the CAC Fall Conference student groups will meet back at their schools and participate in rare, open, honest discussions about race issues within the school context.

**Lesson Goals:** Tolerating racism and or failing to correct it as wrong as being the one guilty of the racist actions. The goal of this lesson is to brainstorm as a group how we can defeat racism, bias and stereotypes in our school!

### **Supplies:**

- Enough copies of the lesson notes handout for each student and a facilitator guide for each facilitator
- The large butcher block paper from lesson 1-2 to record project ideas during this lesson's conclusion

**Agenda:** Activity Length 30-40 minutes

- This activity will provide 3 different scenarios. Each scenario will have a group of students assigned to discuss the problem and present some solutions to the addressing it as if it happened right in your very own school.
  - Pass out the notes handout.
  - Read the activity title and lesson goal(s)
  - Read the important term for this lesson.
  - Courts acknowledge that the right to freedom of speech is not definite. There are limits to free speech when it comes to libel, threatening elected officials, inciting riots, etc. National campaigns such as the ban on cigarette advertising also narrow freedom of speech.
    - **First Amendment:** "Congress shall make no law, abridging the freedom of speech." – racial discrimination undermines a person's or a group's humanity. Racist speech, which not only silences its victims, but denies them credibility in the eyes of the public at large, should be regulated." (Source: University of Dayton)
  - **What do you think this means? (Allow for 2-3 responses)**
  - With the First Amendment in mind, we will watch a some videos, then have some discussion.
  - Divide the CAC group into three equal groups with each group having a number 1-3 which corresponds to the video they are going to dialogue on, after the videos have been shown.
  - **Share this statement: *We are going to watch 3 videos of real incidents that occurred in middle and high schools in our very own country. The videos may offend or make you feel uncomfortable. However, the intent is to give us real life examples of racism, bias and stereotypes that affect schools every day. While watching think about ways to prevent this from happening in our school and how to address it if it does!***
  - Show Video 1 "Marching band spells out racial slur during half time show"  
<https://www.youtube.com/watch?v=IKx6bP9UFS0>
  - Show Video 2 "Idaho teachers dress up as border wall, Mexicans"  
<https://www.youtube.com/watch?v=gQudBe9IIzc>
  - Show Video 3 "Racist Facebook Post Investigation"  
<https://www.youtube.com/watch?v=5oUAM2YJkVI>
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### **Facilitator Questions**

- After the videos, allow the groups to reflect on their respective video questions for 5-7 minutes.
- You will need a copy of the Notes Page for the respective video questions each group will be working through.
- Allow each group to report out on their questions. Based on time you may have to have each group pick 1-2 questions to share on.

### **References:**

- University of Dayton - <https://academic.udayton.edu/race/06hrights/waronterrorism/racial02.htm>

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## Lesson 4# High School Notes Sheet



- **Video 1 “Marching band spells out racial slur during half time show”** - What is your response to those that may say this was a harmless prank? What action(s) should have been taken to help students understand the impact of their actions on others? How can the rest of the school and community begin their journey towards healing and forgiveness?
- **Video 2 “Idaho teachers dress up as border wall, Mexicans”** - What is the impact of the actions by the teachers on the school? What should happen to the teachers? What can other teachers learn from this?
- **Video 3 “Racist Facebook Post Investigation”** How has social media increasingly contributed to racism and hate? What is the impact of the football player’s actions on the morale of the team and the community? What should happen to the football player in question? How do you unite the two school communities after this incident?

### Video Questions: (Notes)

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### References:

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