



15+



30 min



2+



You need

7

What can you say?



Help participants explore responses to racist or problematic remarks, build confidence in speaking up, and understand the importance of allyship. Through reflection and discussion, they will develop practical responses that feel authentic and achievable.



Materials

Sets of Scenario Cards with suggested responses on the back and Reflection Cards

Groups Exercise

1. Divide participants in smaller groups of 3-5
2. The facilitator hands out a set of cards with scenarios along with a reflection card
3. One group member starts by reading out loud one of the cards (on the scenario side)
4. The group discusses possible responses they would feel comfortable saying
5. To ease the process there will be suggested responses on the backside of the card if the group finds it difficult to come up with responses. The suggested responses also serve as a guideline for tone and constructiveness
6. After each scenario the group takes a look at the reflection card and discuss the question in relation to the response
 - a. Is there something that feels difficult about responding?
 - b. How can you make it less uncomfortable?
7. When the groups have been through all the scenarios, evaluate the exercise together. The facilitator can ask the participants questions about personal responsibility and allyship to support a more inclusive environment, particularly for those not directly targeted by racism



Why Speak Up?

When someone says something problematic or racist, it's important to address it. Speaking up - whether by expressing disagreement or sharing a different perspective - can lead to positive change. Nobody wants to be called racist and people will most likely stop certain behaviors if they understand the consequences of their behavior.



Civil Connections
Building robust communities



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OUR 3-STEP GUIDE TO ADDRESS RACIST BEHAVIOR

1. **Call it out:** We put into words what we perceive as problematic. It is often helpful to express yourself as objectively as possible, that is, without interpreting what the other person meant, among other things.
2. **In my shoes:** We express what has become problematic, for example "I find that belittling and degrading". Many times the conversation improves if we can describe how the situation makes us feel.
3. **Talk about what we want:** Finally, we can talk about how we want the person to act. It could be to acknowledge the harmful or problematic behaviour and hopefully apologize, to learn more about something, or to try to imagine what it looks like from someone else's perspective.



Group Discussion

When It's Hard to React:

Sometimes, racist comments leave us stunned, making it hard to respond immediately. If this happens:

- Bring it up later with trusted friend, parent or teacher
- Present the topic and call for action to the student association or the management of the institution/school/workplace
- Strategize with allies for future situations

Acting in Solidarity:

Even if you're not the target of racism, you can take a stand:

- Speak up if something feels off without waiting for the affected person to react
- Avoid laughing at racist jokes or say explicitly that you don't find it funny
- Express solidarity by correcting offensive words or supporting those impacted

Practicing Responses:

Learning how to address racism takes practice. Try rehearsing responses in front of a mirror or with friends. The more you prepare, the easier it becomes to respond effectively in real situations.



Evaluation

- What did this exercise give you?
- Did you learn something new?
- What do you think about the idea to practice and prepare answers or your reactions for situations like the ones at the scenario cards?
- Do you have some good advice or experiences that can be helpful to the other participants that you would like to share?

