

WHAT CAN PARENTS DO TO PROMOTE CULTURAL/DIVERSITY ACCEPTANCE IN THEIR CHILDREN?

(Ponterotto, J., Utsey, S. & Pedersen, P., 2006, p. 187-189)

1. Examine your own biases and prejudice.

Bias development and subtle prejudices affect everyone. Methods for self-examination and self-reflection might include reading books, viewing multi-ethnic films, discussing this topic with people from diverse backgrounds.

2. Model multicultural/anti-racist reflection for your children.

When children see parents reflecting, they learn that self-reflection is healthy. Look for teachable ('parental') moments and discuss some of your own prejudices and how you came to understand them and break through those prejudicial beliefs.

3. Be proactive in initiating talks with your children about prejudice, discrimination and other related topics.

Calmly, yet assertively confront prejudicial remarks when heard in the company of children (e.g.: TV, other children, other adults etc.).

4. Model diverse friendships.

Do people from your circle of friends represent various ages, ethnicities, genders, socio-economic levels, sexual orientations, religions etc? Teach your children that you value, learn and grow from talking with and being with others from various diverse backgrounds.

5. Encourage your children to associate with people from diverse backgrounds.

Associating with people from diverse backgrounds is an educational and rewarding experience and is a strong empathy-building tool (e.g.: travelling to countries where English is not the primary language; choosing a school for your children in a diverse community)

6. Create a physical home environment that honours various cultures.

Display artwork that represents various cultures in your home. Have a collection of read-aloud books that teach about cultural pride. Watch movies which represent cultures different from your own.

7. Committing to change.

The very act of discovering one's hidden biases can propel one to act to correct for it. It may not be possible to avoid the automatic stereotype or prejudice, but it is certainly possible to consciously rectify it. Recognizing that the problem is in many others (as well as in ourselves) should motivate us to try to understand and to act on it.

“Be the change you want to see in the world.”

-Mahatma Gandhi

“Prejudices, it is well known, are most difficult to eradicate from the heart whose soil has never been loosened or fertilized by education; they grow there, firm as weeds among stones.”

-Charlotte Bronte

POLICIES PROMOTING ACCEPTANCE OF DIVERSITY

United Nations Convention on the Rights of the Child (1989)

This convention lists 54 articles to provide for special protection and rights appropriate to minors and to prevent discrimination against children. (To view the full UN document please visit: www.unhcr.ch/html/menu3/b/k2crc.htm. For a poster version in child-friendly language, please visit: www.rcmp-grc.gc.ca/pdfs/NCD-poster_e.pdf)

The Canadian Human Rights Act (1985)

Under this act, the grounds of protection from discrimination are: “race; national or ethnic origin; colour; religion; age; sex (includes sexual harassment, pregnancy discrimination, and transgendered discrimination); sexual orientation; marital status and family status; disability; conviction for an offence for which a pardon has been granted” (BC Human Rights Coalition, 2003, p. 21)

The BC Human Rights Code (1996)

Under this code, the grounds of protection from discrimination are: “race; colour; ancestry; place of origin; political belief; religion; marital status; family status; physical or mental disability; sex (includes sexual harassment, pregnancy discrimination, and transgendered discrimination); sexual orientation; age (19-65); criminal or summary conviction offense that is not related to the employment or intended employment” (BC Human Rights Coalition, 2003, p. 21-22).

The BC Multiculturalism Act (1996)

Purpose of the Act:

- to recognize that the diversity of British Columbians as regards to race, cultural heritage, religion, ethnicity, ancestry and place of origin is a fundamental characteristic of the society of British Columbia that enriches the lives of all British Columbians;
- to encourage respect for the multicultural heritage of BC;
- to promote racial harmony, cross-cultural understanding and respect the development of a community that is united and at peace with itself;
- to foster the creation of a society in BC in which there are no impediments to the full and free participation of all British Columbians in the economic, social, cultural and political life of BC. (BC Ministry of Education, 2004, p. 31).

MANIFESTATIONS OF DISCRIMINATION

(BC Human Rights Coalition, 2003)

PREJUDICE

Prejudice is a 'pre-judged' feeling or attitude towards a person, group or thing.



BIAS

When prejudiced feelings or attitudes are accepted, they lead to bias, which is a preference that holds impartial judgment about an individual or group.



DISCRIMINATION

When prejudice and bias move from a state of mind to behaviours and actions, the result is discrimination. Discrimination is unequal or unfair treatment of an individual or group based on age, class, race, ethnicity, language, religion, gender, sexual orientation, physical or mental ability, etc. When the behaviours and actions involve hate, hate crimes or hate propaganda may result, where an individual or group publicly promotes their hatred against another individual or group.



RESOURCES

Affiliation of Multicultural Societies and Service Agencies of BC (AMSSA)
Phone: 604-718-2780 or 1-888-355-5560
www.amssa.org

BC Disability Sports
www.disabilitysport.org

BC Human Rights Tribunal
www.bchrt.bc.ca

BC Multiculturalism Act
www.qp.gov.bc.ca/statreg/stat/M/96321_01.htm

Canadian Anti-racism Education and Research Society (CAERS)
Phone: 604-687-7350
www2.vpl.vancouver.bc.ca/dbs/redbook/orgpps/2/277.html

Canadian Association of the Advancement of Women and Sport and Physical Activity
www.caaws.ca

Canadian Centre for Ethics in Sport
www.cces.ca

Canadian Human Rights Commission
www.chrc-ccdp.ca

Canadian Strategy for Ethical Conduct in Sport
www.truesportpur.ca/index.php/category/42

Gay and Lesbian Educators of BC (GALE BC)
www.galebc.org

Immigrant Services Society of BC (ISS)
Phone: 604-684-2561
www.issbc.org

Media Awareness Network
www.media-awareness.ca

Multilingual Orientation Service Association for Immigrant Communities (MOSAIC)
Phone: 604-254-0244/254-9626
www.mosaicbc.com

Tolerance.org
www.tolerance.org

UN Convention on the Rights of the Child
www.unhcr.ch/html/menu3/b/k2crc.htm
(UNICEF's Child-friendly language poster):
www.rcmp-grc.gc.ca/pdfs/NCD-poster_e.pdf

Vancouver and Lower Mainland Multicultural Family Support Services
Phone: 604-436-1025
www.vlmfss.ca/main.html

For a directory of some ethno-cultural organizations in BC, please visit:
multicultural.educ.ubc.ca/pages/directory.htm

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BC Ministry of Education (March 2004). *Diversity in BC schools: A framework.*

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Ishiyama, F.I. (2002 spring). *The anti-racism response training program: an active witnessing training method for prejudice reduction, human resource enhancement, and organizational and community development.* Canadian Association for Prevention of Discrimination and Harassment in Higher Education Newsletter, 22-24.

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Anti-Discrimination in Sport and Recreation

RESOURCE SUPPLEMENT



Anti-Discrimination in Sport and Recreation

VOCABULARY AND DEFINITIONS

Ableism: discrimination against people with disabilities

Acceptance: favourable reception or approval of the uniqueness of others

Ageism: discrimination against people from a particular age group

Bystander: a person who observes a discriminatory act or event

Compassion: being able to read others, and based on this awareness, being moved to take appropriate action to lessen the suffering of a person(s)

Diversity: the ways in which we differ from each other (e.g.: ethnicity, gender, age, class, sexual orientation, ability etc.)

Empathy: the ability to take the perspective of others including accurately perceiving the feeling(s) they are experiencing

Ethnicity: one's common culture, language, or nationality, which can include dress, art, food, and religious/spiritual beliefs etc. (a social and political construct used for the purpose of self-identification)

Gender: one's internal feeling or sense of oneself as male or female, or both or neither

Harass: To bother or upset someone repeatedly through words and/or actions.

Heterosexual: a person(s) who forms affectionate and sexual relationships with a person(s) of the opposite gender ('straight')

Homophobia: a fear or hatred of and discrimination against homosexuals or homosexual behaviour

Homosexual: a person who has affection or a sexual attraction predominantly to the same gender (e.g.: 'lesbian', 'gay', or 'bisexual')

Immigrant: A person who enters and lives in one country from another country

Power: the ability to have influence or authority and privileged access to social, cultural and economic resources

Privilege: unearned entitlement (which may lead to dominance and power) due to one's race/ethnicity, age, gender, class, physical and mental ability, sexual orientation, level of education, language etc.

Race: socially created categories which have no biological basis. People are predominantly included or excluded from these categories based on physical features such as skin colour, hair type, shape of nose etc.

Racism (Fleras & Elliot, 2003):

. . . **as Hate:** beliefs and practices that label, rank and evaluate people along a hierarchy for the purpose of exclusion

. . . **as Power:** power held by an individual or group that results in dominance or control over another individual or group on the basis of their appearance, intelligence, moral worth etc.

Forms of Racism (Fleras & Elliot, 2003):

Individual Racism: Attitudes, behaviours and individual acts that maintain the power of some cultural groups (e.g.: using racial slurs, reinforcing stereotypes, physical violence)

Cultural Racism: Beliefs and cultural rules of behaviour that teach that one cultural group is dominant over another cultural group (e.g.: the cultural standard for what a beautiful, trustworthy, competent person looks like)

Institutional Racism: Rules, behaviours and structures that are built into various systems and services in society (e.g.: school calendars that recognize particular statutory, cultural holidays; not allowing a child to wear a turban or hijab because it is not part of the 'official' sports team uniform)

Respect: to appreciate or admire someone and to express these feelings through positive words or behaviour

Sexism: beliefs, assumptions and actions based on the idea that one gender (male) is 'superior' to the other (female)

Slur: a disrespectful term that is intended as a putdown

Stereotype: A false or general belief of a group of people that ignores the individual, unique differences within the group

Target: a person that others aim to offend

White privilege: unearned entitlement received by 'White' people in society simply by virtue of their skin colour (e.g.: access to resources, social rewards, power to shape the norms and values of society etc.)

Witness: a person who observes an act or an event and may respond to the situation with action

BARRIERS TO PARTICIPATION IN SPORTS

[Barriers to Participation in Sports; (2003) Donnelly, P. & Kidd, B.; Canadian Centre for Ethics in Sport]

Did you know?

- Barriers to participation in sports include lack of access due to the following factors: discrimination, social class, disability, ethno-cultural heritage, age, gender, and geographical location.
- In the 2002 CCES (Canadian Centre for Ethics in Sport) survey, high costs, and lack of facilities, programs and resources were identified as serious barriers.
- Poverty is the most significant barrier to access and there is an increasing gap between rich and poor Canadians.
- Recent analyses of Statistics Canada surveys show that children of single parents, high-school dropouts, very young parents, and low-income families were least likely to participate in organized activities.
- Barriers to participation also result from assumptions about the way sports should be played. For example, the focus on professional potential provides fewer opportunities for less-skilled children.

HOW CAN WE CREATE A DISCRIMINATION-FREE SPORT AND RECREATION ENVIRONMENT?

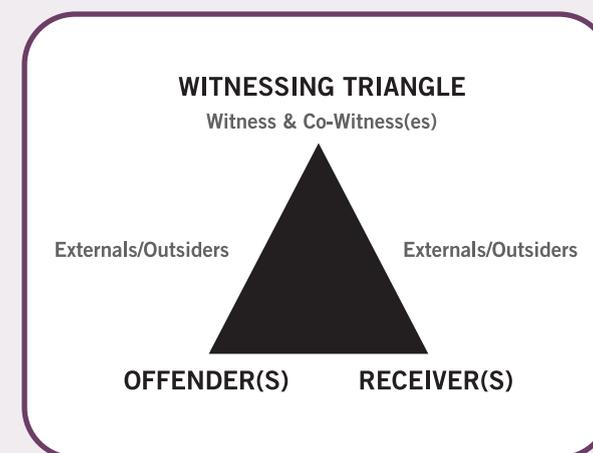
[Barriers to Participation in Sports; (2003) Donnelly, P. & Kidd, B.; Canadian Centre for Ethics in Sport]

- Policies on equity and harassment must be implemented.
- Facilities must be welcoming and wheelchair-accessible.
- Programs must be affordable or free.
- Scheduling must take into account the availability of the targeted populations.
- Activities must be designed to involve targeted populations and must respect cultural ways (cooperative and diverse activities).
- Targeted populations must be made aware of their rights and of resources available to them.
- All members must voice their concerns to uncover and confront intentional and unintentional discrimination.
- Support should be provided for isolated groups who need help to participate (inclusion).
- Young people need to be safe, valued, socially connected, economically supported, empowered, and hopeful about the future.
- Leaders and volunteers must have appropriate social, cultural and technical training and must play a key role in policy and program development.
- Volunteers should be models of good citizenship and character for the athletes in their programs.
- In organized youth sports, the major determinants of the quality of the experience are the relationships with adults involved. Youth need opportunities for an unconditional relationship with an unrelated adult.

HOW CAN YOU RESPOND TO DISCRIMINATION?

Anti-discrimination Response Training Program (A.R.T.)
(Ishiyama, F.I., 2002)

This program empowers witnesses to take an active role, rather than remaining silent and passive during a discriminatory incident.



Five main parties are involved in a discriminatory incident:

1. **Self as WITNESS:** you as an observer to an incident who might respond with action
2. **The CO-WITNESS(es):** an observer(s) to an incident who might respond with action
3. **The OFFENDER:** the person(s) who makes an offensive remark or acts offensively towards another in an incident
4. **The RECEIVER:** the person(s) who receives the offensive remark or treatment in an incident
5. **The EXTERNALS/OUTSIDERS:** those who are not present at the time of an incident but may assist

4 Levels of Witnessing

1. **Dis-witnessing:** joining the offender; blocking awareness; denying or avoiding the situation. "Not hearing, Not seeing, Not feeling, Not doing"
2. **Passive Witnessing:** keeping silent; thinking about responding but feeling confused. "Hearing, Seeing, Feeling but Not Doing"
3. **Active Witnessing:** responding with actions; response may be immediate or delayed. "Hearing, Seeing, Feeling and Doing"
4. **Ethical Witnessing with Social Action:** recognizing unfair treatment; having a desire to change behaviours; and teaching and encouraging others to make change. Moving Beyond "Hearing, Seeing, Feeling and Doing"

What can YOU do when you witness discrimination?

11 Response Categories

The following is a list of sample responses that you may use when responding to the 'offender', 'receiver', 'co-witness(es)' or 'externals/outside(s)' after witnessing a discriminatory incident.

1. Interrupt

- Wait a moment.
- Could we stop and think about what you just said?

2. Express upset feelings

- I don't feel comfortable with what you've just said.
- I'm surprised to hear you say this.

3. Call it "discrimination"

- That's discrimination.
- Maybe you don't mean it but that sounds like a stereotype.

4. Disagree

- That is an unfair/prejudiced thing to say.
- I must disagree.

5. Question validity

- Everybody? Always?
- Where did you get that idea/information from?

6. Point out how it offends and hurts people

- Have you ever been treated this way?
- Ouch! That hurts.

7. Put the offender on the spot

- You don't mean it do you? You should take that back.
- Can you repeat what you just said?

8. Help the offender to self-reflect

- You sound annoyed. Are you okay? (with a concerned look)
- Can you tell me what's going on with you?

9. Support the receiver

- Are you okay? If I were you, I would be upset.
- This is terrible. I'll come with you to get help.

10. Ask others for involvement and help

- I trust you. Can I talk to you about something serious?
- I need your advice. This is what happened today . . .

11. Approach other witnesses at the scene

- I'm scared to say something but I can't ignore this. Will you back me up?
- We can't just stand here, let's do something about this.