

E.50

The English-speaking world – Society

Rassismus erkennen und Diskriminierung bekämpfen – “This Book Is Anti-Racist”

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„This Book Is Anti-Racist“ ist ein Aufklärungsbuch, das den Schülerinnen und Schülern die Themenkomplexe Rassismus und Diskriminierung bewusst macht. Es fordert sie dazu auf, die eigene Identität in Relation zur dominanten Kultur ihrer Gesellschaft zu sehen und Gesellschaftsstrukturen sowie Lebensgewohnheiten zu hinterfragen. Ganz nach dem Motto „*being non-racist is not enough*“, hilft es ihnen, Wege zu finden, um Strukturen zu überdenken, herauszufordern und zu ändern – kurz: zum *anti-racist agent* zu werden. Die Einheit begleitet die Lernenden mit *guiding questions* und Aufgaben durch das Buch und bietet zusätzliche Materialien zur Ergänzung und Vertiefung der darin angesprochenen Themen.

Auf einen Blick

1. Stunde

Thema: Introduction

M 1 Author's note and preface / Ein Akrostichon ergänzen; eigene Erfahrungen mit Rassismus reflektieren (EA, PL)

M 2 Reading response sheet

Hausaufgabe: Kapitel 1 (pp. 6–17) lesen und das *reading response sheet* (M 2) ausfüllen

2. Stunde

Thema: Understanding identity

M 3 Chapter 1 / Die eigene Identität erkunden; zentrale Begriffe diskutieren; Rassismus reflektieren; toxische Männlichkeit erforschen (PA, PL)

Hausaufgabe: Kapitel 2 (pp. 16–23) lesen; das *reading response sheet* ausfüllen

Benötigt: Digitale Endgeräte, Internetzugang

3. Stunde

Thema: Social identities

M 4 Chapter 2 / Sich über Privilegien austauschen; einen Text analysieren; eine Collage gestalten; die eigene Position reflektieren (EA, PA, PL)

Hausaufgabe: Kapitel 3 (pp. 24–29) lesen; das *reading response sheet* ausfüllen

4. Stunde

Thema: Race and ethnicity

M 5 Chapter 3 / Begriffe klären; Kategorisierungen reflektieren; Kritik an colour-blindness diskutieren (EA, PA, PL)

Hausaufgabe: Kapitel 4 (pp. 30–35) lesen; das *reading response sheet* ausfüllen

5. Stunde**Thema:** Personal racism**M 6** Chapter 4 /Personal racism definieren; Vorurteile reflektieren; eine Kampagne zur Vielfalt entwerfen (EA, PA, PL)**Hausaufgabe:** Kapitel 5 (pp. 36–43) lesen; das *reading response sheet* ausfüllen**Benötigt:** Digitale Endgeräte, Internetzugang**6. Stunde****Thema:** Institutional racism**M 7** Chapter 5 / Ein Gedicht analysieren; institutionellen Rassismus an Schulen untersuchen; Geschichtsbücher kritisch prüfen (EA, PA, PL)**Hausaufgabe:** Kapitel 6 (pp. 46–53) lesen; das *reading response sheet* ausfüllen**Benötigt:** Digitale Endgeräte, Internetzugang**7. Stunde****Thema:** Prejudice**M 8** Chapter 6 / Vorurteile, Mikroaggressionen und internalisierten Rassismus definieren; den Fall Trayvon Martin recherchieren (EA, PA, PL)**Hausaufgabe:** Kapitel 7 (pp. 54–61) lesen; das *reading response sheet* ausfüllen**Benötigt:** Digitale Endgeräte, Internetzugang**8. Stunde****Thema:** Impact of history**M 9** Chapter 7 / Kolonialisierung definieren; die Folgen reflektieren; nationale Vorurteile im eigenen Land untersuchen (EA, PA, PL)**Hausaufgabe:** Kapitel 8 (pp. 62–73) lesen; das *reading response sheet* ausfüllen**Benötigt:** Digitale Endgeräte, Internetzugang

M 3 Chapter 1: "Who Am I?"

Tasks

-  1. Your response to chapter 1.
 - a) Meet a partner and share the responses of your reading response sheet.
 - b) Together, define the concepts "dominant culture", "subordinate culture" and "normal". Discuss: What is problematic about these labels?
2. Who am I? Who are you? Who are we?
 - a) Do activities 1 and 2 on pp. 14/15. Feel free to design your identity map (see p. 15) as a collage and illustrate the different aspects of your identity map creatively: write, draw, stick and paint your various identities. Let your map represent you.
 - b) In a milling around activity, share your identity map with your peers and get to know their various identities.
 - c) Then reflect: What have you learned about your peers and your group?
3. As you continue reading, document your path to becoming an anti-racist agent. Collect your reading response sheets to every chapter and your responses to the activities of each chapter in a portfolio.
-  4. White, able-bodied, heterosexual and cisgender males are the social identities that define dominant culture according to the author (see p. 20). The identity aspect of cisgender male as access to power has been challenged by the concept of toxic masculinity in recent years.
 - a) Work in groups of four students. Draw a grid with four categories: definition, consequences, solutions and challenges. Distribute the categories among your group members.
 - b) Research your category online and identify 5–8 key aspects or facts about it.
 - c) Meet in your groups, share your findings and complete the grid together.
 - d) Then discuss these questions:
 - Which aspects of toxic masculinity do you find shocking, disturbing or worrying?
 - Which problems do you see in the connection between toxic masculinity and dominant culture?
 - Which solutions do you consider most promising?
 - Which challenges do you consider particularly difficult?
5. Watch Rudy Francisco's slam poem "Rifle": <https://raabe.click/Rifle>. Discuss: How does it connect to toxic masculinity? What is its message? What do you think about the solution it proposes?
6. Read chapter 2 (pp. 16–23) and complete the reading response sheet.

Chapter 7: "The History We Carry"

M 9

Tasks

1. Your response to chapter 7.
 - a) Meet a partner and share the responses of your reading response sheet.
 - b) Define the term "colonialisation" and collect the effects of it in a mind map.
2. In this video, Barack Obama labels the Trayvon Martin case a result of America's "original sin": <https://raabe.click/Obama-Trayvon-Martin>.
 - a) Explain what he means by this and elaborate how it connects to chapter 7.
 - b) Shocking, surprising, disturbing, worrying? Share your thoughts on the video.
 - c) "We carry our history with us. We are our history" (p. 54). Chapter 7 starts with this quotation by James Baldwin. Explain the quotation in the context of the video.
 - d) Reflect and research: Is there any comparable national bias in your culture?
3. Do the activity on p. 61.
4. Read chapter 8 (pp. 62–73) and complete the reading response sheet.



Chapter 8: "Knowing Our History"

M 10

Tasks

1. Your response to chapter 8.
 - a) Meet a partner and share the responses of your reading response sheet.
 - b) Define the term "collective history".
 - c) What are events of collective history in your culture of reference? Collect ideas.
2. Discrimination and collective history.
 - a) Form groups of 3 or 4 students. Each group focuses on one of these examples of collective history: residential school (pp. 62/63) / stolen generation (p. 63) / Windrush generation (p. 64) / Brown vs. Board of Education (pp. 66–68) / the Macpherson report (pp. 68–70).
 - b) Use chapter 8 and pp. 72/73 as a start and find out more about your topic.
 - c) Design a poster about your topic. Show the importance and effect of your topic.
 - d) Exhibit your posters in class. Walk around and inform yourself about the topics.
 - e) Discuss: What do all the topics have in common?
3. Use your ideas from task 1c). Add events of the collective history from your own culture of reference to your exhibit. Remember to stick with the overarching topic "Discrimination and collective history".
4. Do the activity on p. 71.
5. Read chapter 9 (pp. 73–83) and complete the reading response sheet.



M 18 Post-reading activities

Tasks

1. Browse your portfolio again (see M 3, task 3).
 - Choose the three chapters that had the biggest learning effect on you.
 - Polish up your reading response sheets and the responses for the activities for these chapters.
 - Add a reflection in which you explain to what extent and in what way the content of the chapters influenced you on your way to becoming an anti-racist.
 - Submit your reading response sheets, your activity results and your reflection for grading. Use the rubric provided by your teacher to doublecheck whether you included all essential steps in your assignment. The same list will also be used to grade your assignment.
2. From all the activities you handed in in task 1, choose the one that taught you the most about yourself.
 - Prepare a 5-minute talk about the activity, your result from it and the insight you gained through it.
 - Add visuals to your talk.
 - Practise your presentation. Use the rubric provided by your teacher to make sure you included all essential aspects in your presentation. The same list will also be used to grade your presentation.
 - Give your presentation in front of the class.
3. Reflect: What would you like to remember from "This Book Is Anti-Racist"? Which aspects of it would you like to add to your anti-racism toolbox?
4. Your learning path towards anti-racism: Who do you want to become? Which abilities and strategies do you aim to develop? Which of your thought patterns do you need to reframe? In what kind of society do you hope to live? Write a letter to your future self and document your hopes and ideas for your own future.



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