



Islamophobia: what is it and why does it occur?

Speaking out against prejudice and discrimination



13-16



4 x 45 min.



smartphones/computer with internet access for students; computer with internet access and attached projector;



This module explores issues around Islamophobia as an example of discrimination and looks at ways of speaking out against it.



Social Studies/Civic Education



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Introduction

Background information and didactical perspective

Many schools in Europe have significant numbers of Muslim students on their rolls. Some of these pupils were born in Europe, while others arrived there from other regions at some point during their lifetimes. Studies have shown that Muslims in Europe frequently experience discrimination and prejudice due to their religion. This module explores issues around Islamophobia as an example of discrimination and looks at ways of speaking out against it.

The first two lessons in the module explore the workings of discrimination and look at various forms in which it occurs. A role-play exercise enables pupils to experience the diversity of perspectives and experience relating to discrimination. After this, pupils are introduced to the concept of Islamophobia as hostility towards individual Muslims.

The module's third lesson is intended to engage pupils with anti-Muslim discrimination and ways of tackling it.

Learning outcomes

Competencies

How discrimination works and its impact on people; stepping into someone else's shoes and empathising with their point of view (multiperspectivity); developing a view on political and social issues and reflecting upon that view; non-violent solutions to conflicts of differing interests; describing strategies for action against discrimination; open and non-violent conflict resolution and approaching others and their views with respect (values orientation)

Topics / National curriculum

People and society; accepting difference and diversity; rejecting inhumane attitudes and acts within society; respect for differences among people; recognising the subjective nature of emotions and points of view; pluralism and acting to protect and maintain democracy; issues around discrimination and speaking out against it. Supporting students to speak up for their views

Lesson plan

Abbreviations:

A = Activity

D = Discussion

GW = Group work

IW = Individual work

HW = Homework

PW = Partnerwork

PTS = Previous Teacher's Study

PO = Pupils opinions

PP = Pupil's presentations

TP = Teacher's presentation

Lesson No 1 : The workings of discrimination

Phase	Content	Media, Material
Role play (15 min.) TP A	Objective <ul style="list-style-type: none">Pupils will recognise various forms of discrimination and explore the effects of a range of characteristics of individual identity on societal mobility.They will gain an awareness of the unequal distribution of opportunity in society via a process of 'walking a mile in the shoes' of members of minority groups.Pupils will experience and explore empathy with people affected by discrimination and reflect on their own position in society. Preparation <ul style="list-style-type: none">The role-play exercise 'A step ahead' requires a room with enough space for all pupils to stand in a row and move forward a few steps.It is advisable to schedule a generous amount of time for discussion and analysis afterwards, as some pupils may find the exercise triggers memories of experiences of discrimination. Ideally, a double lesson or comparable period of time should be available, so the discussion is not rushed but there is still enough time in between for the 'All mix up' game, which is important for redirecting pupils' focus from differences towards shared experiences and factors.The pupils should be instructed to respond to the prompts/statements in the way they subjectively consider most appropriate. Their task will be to 'step into another's shoes', or, specifically, into the shoes of a person who is not necessarily aligned with the dominant societal culture. The purpose of the exercise is to provide pupils with a sense of how discrimination can arise from inequality. Execution <p>Step 1 After announcing the exercise, the teacher gives each pupil one of the role cards (Material 1). Depending on class size, the same card will probably have to be given to several pupils.</p> <p>Step 2 The teacher instructs the pupils to look at their role, but not to tell the others which role they have. Pupils are now given a couple of minutes to consider the possibilities and limitations that come with their role.</p> <ul style="list-style-type: none">The teacher might ask: 'What are you able or allowed to do [in your role], and what is closed to you?' <p>Step 3 Pupils form a row.</p> <p>Step 4 The teacher now reads out the seven statements in Material 2. If the pupils, in their roles, can agree the statement is true for them, they take a step forward. If not, or if they aren't sure, they remain where they are.</p> <div><p>It is important to tell the pupils to take steps (or not) according to their own subjective view. They should also be asked not to talk during the exercise.</p></div>	M1 Role cards "A step ahead" M2 Statements for role play exercise "A step ahead"

Discussion
(10 min.)

D PO

Step 1 Now the pupils will be standing in the room in their roles, some further forward and some behind. The teacher leads into an initial analysis of the experience by asking the pupils to think about where they are and why.

Step 2 The teacher should choose a few pupils – in various states of advancement – to report on their experience, asking them the following questions:

- How did you feel 'as' your role?
- How does it feel to be ahead of the others/behind/in the middle?
- When did the pupils who advanced quickly notice that others were being left behind?
- When did the ones left behind notice that others were getting ahead of them?
- How did it feel to be lagging behind while others advanced?
- What would they like to say to those further ahead?

Step 3 After this, pupils tell one another what their roles were.

Step 4 The teacher should point out to the pupils that those left behind soon realise that they are disadvantaged, while those who advance more quickly often don't notice until the end that others are not keeping up.

Leaving
the roles
(10 min.)

A

Step 1 The teacher asks the pupils to set up a circle of chairs, with one chair fewer than the number of pupils, and explains they are going to play a game called 'All mix up if you...'. This will help the pupils transition out of their roles and become 'themselves' again, and release any tensions caused by any past experiences the exercise may have triggered.

Step 2 The pupil without a chair stands in the middle of the circle and thinks of a characteristic that as many pupils as possible share with him or her: examples might be place of birth, clothing, religion, having siblings, etc. Then he or she says: 'All mix up if you... (have any brothers or sisters, live in [home town], are wearing red, use WhatsApp, etc.)'.

Step 3 Everyone who has the characteristic named by the pupil now gets up and finds a new chair. The pupil originally in the middle also tries to sit down somewhere. The pupil left without a chair at the end now has a turn at naming a new characteristic.

Step 4 The pupil in the middle has the option of saying simply 'All mix up'. Then everyone gets up and finds a new chair.

Discussion
(10 min.)

D PO

- The pupils stay in the circle (and the one without a chair fetches one and joins it). The teacher now leads a discussion as follows:
 - How did you feel during the role play?
 - Were you able to empathise with your role and the person's situation?
 - Was it easy or difficult to decide whether you could take a step forward or not? Why? Which statements were particularly hard to decide on?
 - Which statements are still making you think now?

Additional material

- white board

Lesson No 2 : Recognising Islamophobia

Phase	Content	Media, Material
Introduction (10 min.) D	Objective <ul style="list-style-type: none">Pupils will gain knowledge about the workings of Islamophobia and link it to the experience of the role-play exercise.They will learn about the current situation in Europe as regards Islamophobia and about various manifestations of the phenomenon. Preparation <ul style="list-style-type: none">The teacher should have read the background information on Islamophobia (Material 3) in order to be ready to give the pupils a brief outline of what Islamophobia is and how it manifests. Execution <p>Step 1 The teacher should first explain to the pupils that Muslims are one of the groups in European societies that experience discrimination. He or she asks the pupils for their thoughts on the issue and makes notes of key points on the board or on pieces of paper or card to pin on the pinboard.</p> <p>Step 2 Discussion starters:</p> <ul style="list-style-type: none">What do you think of when you hear the term 'Islamophobia'?Who counts as a 'Muslim'?Who is Islamophobic discrimination directed against? <p>Step 3 Expectations:</p> <ul style="list-style-type: none">Islamophobia – in its manifestation as hostility to Muslims – targets people who are Muslim, or (whether they actually are or not, and whether they are practising or not) are perceived as Muslim, and disparages and denigrates them on this basis.Pupils should be allowed to voice critical opinions on Islam, but should be steered away from generalising, prejudicial, or sweeping statements. Islam is multi-faceted and there is no such thing as a 'typical' Muslim.	Additional material <ul style="list-style-type: none">board or pinboard
A closer look (10 min.) TP A PP	<p>Step 1 The teacher gives the pupils a brief outline of the phenomenon of Islamophobia (on the basis of Material 3). The pupils make notes. They should be guided to note down information on the following points:</p> <ul style="list-style-type: none">Which other facets of Islamophobia are there?What are some examples of Islamophobia? <p>Step 2 Afterwards, the teacher should respond to any questions the pupils have regarding specific concepts.</p> <p>Step 3 The pupils now give brief oral outlines of their notes, and the teacher adds information to the board or pinboard as appropriate.</p>	M3 Background information "Islamophobia" Additional material <ul style="list-style-type: none">board or pinboard

A closer look
(15 min.)

PO TP
A PW

Step 1 The teacher asks the pupils what they know about fake news and explains as required.

Step 2 Contextualising 'fake news':

- o Fake news is a term applied to fictitious 'news stories' intended to give the impression that they are real and true. Some individuals and groupings use fake news to spread lies and propaganda about specific groups in society and to manipulate political debate. Fake news 'stories' make use of sensationalist headlines, staged or doctored images, and inaccurate assertions. Their principal channel of dissemination is online social media.

Step 3 The teacher now explains that fake news is used to spread hostility towards Muslims, especially online.

Step 4 The teacher hands out a worksheet (Material 5) and the pupils watch an information video, 'Fact checking', produced by a Swedish association and a foundation:

- o <https://www.youtube.com/watch?v=RyjpU-NWYm8>

Step 5 The teacher ensures that the pupils have understood everything.

Step 6 The pupils now watch the video again.

Step 7 The pupils then complete the worksheet with a partner.

M4

Video "Fact checking online"

M5

Worksheet "Fact checking online"

Transfer and knowledge checking
(15 min.)

PP

Step 1 Pupils present their work to the rest of the class.

Step 2 The teacher's role is to bring together the pupils' responses and ideas about recognising fake news, add any that do not come up in the discussion, and put them up on the board.

Some important answers:

Some tell-tale characteristics of fake news may be: the same photograph used to illustrate different stories; source or author's name not given; no information on the alleged events can be found on mainstream news sites or police web pages; photograph does not come up in a search engine (linked to any other sources).

- 'What can I do about it?'

Now the pupils discuss ways of combating the spread of hatred via fake news, and the teacher facilitates the discussion and displays ideas and thoughts on the board or pinboard.

Some important ideas:

- Refute the alleged story (e.g. by leaving a comment)
- Know how to make online tools work for you (e.g. comparing headlines using search engines)
- Assess the source
- Check pictures
- Be aware
- Report hate speech to the medium it appears in (e.g. Facebook)

Lesson No 3 : Tackling discrimination in everyday life

Phase	Content	Media, Material
<p>Introduction (5 min.)</p> <p>PO GW</p>	<p>Objective</p> <ul style="list-style-type: none"> Pupils will explore discrimination against individual Muslims in everyday life and learn to recognise the forms it can take. They will think about ways to speak up against discrimination and what they might do in a situation where they were faced with it happening; additionally, they will reflect on their own views. <p>Preparation</p> <ul style="list-style-type: none"> The teacher should have made sufficient copies of the dialogues for the role play (Material 6) beforehand. The teacher will need a blackboard, whiteboard or pinboard and cards, as well as a table (for the shop counter) and a square scarf or similar as props for the role play. <p>Execution</p> <p>Step 1 The teacher asks the pupils for their associations with the idea of 'speaking out against discrimination' or 'speaking up for what is right'.</p> <p>Step 2 The teacher proceeds to explain the task:</p> <ul style="list-style-type: none"> Having been divided into three groups, the pupils prepare, with their group, one of the three role-play dialogues, which they will perform to the rest of the class. Each group chooses four people for the roles. The role plays explore a situation in which a person suffers discrimination due to being (assumed to be) a Muslim. After each group has performed its scene, pupils complete a question sheet individually. <p>Step 3 The teacher hands out the dialogues and tells the pupils how much time they have to prepare.</p> <p>Step 4 The teacher should keep an eye on how the pupils assign the roles and make sure that the role of the Muslim customer is not given to a Muslim pupil.</p>	<p>M6 Role play "At the bakery"</p>
<p>A closer look (10 min.)</p> <p>GW</p>	<p>Step 1 The three groups of pupils each receive copies of their dialogue, which they can use during the 'performance' (i.e. they don't have to learn their lines by heart).</p> <p>Step 2 Each group now reads through the dialogue, chooses who will act it out, and assigns roles.</p> <p>Step 3 The teacher supervises this process and may wish to encourage pupils to take on roles they would not identify with in real life.</p> <p>Step 4 The groups discuss how they think the actors should play their roles.</p> <p>Step 5 During preparation, the teacher sets up a table or a similar piece of furniture to serve as the shop counter during the role plays.</p>	<p>M6 Role play "At the bakery"</p> <p>Additional material</p> <ul style="list-style-type: none"> props for role play
<p>A closer look (10 min.)</p> <p>PP</p>	<ul style="list-style-type: none"> Each group then acts out its dialogue. No discussion takes place between the performances. 	

Reflection and knowledge transfer
(10 min.)

PO

Step 1 After the role plays, the teacher uses prompt cards to make brief notes on the mood among the pupils.

- Step 2** Questions the teacher might ask:
- What did you think of those role plays?
 - What are your thoughts after having seen the three scenes?

Step 3 The teacher hands out the question sheet (Material 7), which the pupils now complete individually, perhaps looking for information online to help them.

M7
Activity "At the bakery"

- Additional material**
- board or pinboard
 - props for role play

Discussion
(10 min.)

PP D

Step 1 Some pupils volunteer or are chosen by the teacher to present their responses, and other pupils are encouraged to comment and add their thoughts. The teacher takes the class through the questions and the pupils discuss them together, with the teacher facilitating the discussion.

- Step 2** Discussion starters:
- How do you feel about being served in a shop by a woman wearing hijab?
 - Have you ever experienced discrimination?
 - Have you ever actively discriminated against someone else?
 - Have you ever witnessed or experienced a situation like the one in the role play?
 - If so, what did you think in the situation and how did you react?
 - Is it OK to refuse to serve a Muslim?

Nobody should be forced to talk about their experience of discrimination, and the teacher should steer pupils away from forming a hierarchy of different types of discrimination (e.g. 'racism is worse than sexism', or vice versa).

Legal aspects for the teacher to include in the discussion:

The EU mandated equal treatment of all individuals and prohibited discrimination in four framework directives issued between the years 2000 and 2006; one of them is the Race Equality Directive.

In Germany, the General Act on Equal Treatment (AGG) prohibits unequal treatment of individuals even in everyday interactions and transactions.

M1 Role cards “A step ahead”

<p>Role 1:</p> <p>A white, male, 21-year-old physics student from England, unmarried</p>	<p>Role 1:</p> <p>A white, male, 21-year-old physics student from England, unmarried</p>
<p>Role 1:</p> <p>A white, male, 21-year-old physics student from England, unmarried</p>	<p>Role 1:</p> <p>A white, male, 21-year-old physics student from England, unmarried</p>
<p>Role 2:</p> <p>A 19-year-old male asylum seeker from Ghana, no work permit, unmarried, arrived in a European country two months ago</p>	<p>Role 2:</p> <p>A 19-year-old male asylum seeker from Ghana, no work permit, unmarried, arrived in a European country two months ago</p>
<p>Role 2:</p> <p>A 19-year-old male asylum seeker from Ghana, no work permit, unmarried, arrived in a European country two months ago</p>	<p>Role 2:</p> <p>A 19-year-old male asylum seeker from Ghana, no work permit, unmarried, arrived in a European country two months ago</p>
<p>Role 3:</p> <p>A 45-year-old female domestic employee from India, lone parent</p>	<p>Role 3:</p> <p>A 45-year-old female domestic employee from India, lone parent</p>
<p>Role 3:</p> <p>A 45-year-old female domestic employee from India, lone parent</p>	<p>Role 3:</p> <p>A 45-year-old female domestic employee from India, lone parent</p>

Role 4:

A concierge, male, disabled, wheelchair user, 51 years old, single

Role 4:

A concierge, male, disabled, wheelchair user, 51 years old, single

Role 4:

A concierge, male, disabled, wheelchair user, 51 years old, single

Role 4:

A concierge, male, disabled, wheelchair user, 51 years old, single

Role 5:

An 18-year-old woman, recently gained university entrance qualification, wears hijab

Role 5:

An 18-year-old woman, recently gained university entrance qualification, wears hijab

Role 5:

An 18-year-old woman, recently gained university entrance qualification, wears hijab

Role 5:

An 18-year-old woman, recently gained university entrance qualification, wears hijab

Role 6:

A 45-year-old male electrician, white, married with two children

Role 6:

A 45-year-old male electrician, white, married with two children

Role 6:

A 45-year-old male electrician, white, married with two children

Role 6:

A 45-year-old male electrician, white, married with two children

Role 7:

A 15-year-old gay male school student

Role 7:

A 15-year-old gay male school student

Role 7:

A 15-year-old gay male school student

Role 7:

A 15-year-old gay male school student

M2 Statements for role play exercise “A step ahead”

Take a step forward if.....

1. ... you can feel safe when out and about after dark.
2. ... you can be confident of not having your ID checked by border officials on the train from Bratislava to Vienna.
3. ... you won't have much trouble finding a job or an apprenticeship.
4. ... you won't have much trouble finding somewhere to live or a new place if you want to move house.
5. ... you can feel safe from sexual harassment in your workplace or on your way to work, school or university.
6. ... you can assume that when you meet new people for the first time, they won't start asking you highly personal questions right away.
7. ... you can feel safe taking the bus, tram or train.

M3 Background information “Islamophobia”

- In many European countries, Muslims frequently experience discrimination, hostility and ostracism due to their religion, their names or appearance. Today, Islamophobia constitutes a serious challenge to European democracies. Hostility towards Islam, and therefore towards Muslims, has historical roots originating in medieval Christians’ **rejection of Islam** and the disparagement of the Muslim faith frequently expressed in the colonial era. <*/li>
- Islamophobic attacks and incidents are generally treated as **criminal offences**. They range from online hate speech directed against Muslims or, more specifically, Muslim refugees, to the sending of threatening letters to Muslims, verbal or physical attacks on women wearing hijab or men considered to be of ‘Muslim appearance’, and graffiti, desecration of Islamic sites and facilities, and other **attacks**. **
- Two key events which catalysed an **increase in everyday hostility towards Muslims**, which in some instances has resulted in attacks on mosques, were the terrorist attacks of 11 September 2001 in New York and the large movements of refugees from majority Islamic societies fleeing civil wars towards Europe in the mid-2010s.
- Many people equate Muslims in general with members of **radical Islamist groupings**, although the latter represent a very small minority of Muslims in Europe. A number of European countries have begun to combat the radicalisation of young Muslims by Islamist extremists, using internet channels such as Facebook and Twitter or closing down mosques which propagate extremist Islamist views.
- **Discrimination and ostracism** towards Muslims occurs at various different levels of societal and daily life. Some Muslims, for instance, struggle to find work or housing.
- Today, one principal arena of Islamophobia is the **internet**, where many websites propagate aggressive invective against people whose actual or assumed religion or whose names or appearance mark them out as ‘other’ – a negatively connotated alterity which those espousing Islamophobic views believe entitles them to deny these ‘others’ a place in Europe.

What can you do?

- It is important for teachers to **speak out against generalising prejudices and disparaging attitudes** towards specific religious or cultural groups. There is great diversity in the ways in which Muslims follow their religion and express their cultural heritage. Talk to your pupils about the right to freedom of religion and about the universality of human rights. Don’t let Islamophobic prejudice become the ‘elephant in the room’ – bring it out into the open and get your classes talking about it. State your point of view clearly. Don’t condemn individual pupils, but rather oppose the views they express which you consider problematic.
- Islamophobia can also become an **identity**, as in scenarios where warnings of the West becoming ‘overrun’ by Islam surface and circulate. You and your pupils should be aware that Islam has always been one of the religions influencing European culture, alongside Christianity and other faiths.
- It happens all too often that history books, including those from Europe, neglect Islam or depict it in a one-sided manner as negative, backward and immutable. Why don’t you work with your pupils to **find out about the history of Islam** and its influence in education, art, science, business or politics in Europe? Make sure you take account of nuances and of processes of change in religions and cultures.

* In line with colloquial usage in contemporary British English, ‘Islamophobia’ is used here to stand both for the hostile and prejudice-driven rejection of Islam as a concept and of societies dominated by Islamic cultures, and for acts of hostility and ostracism directed towards individual Muslims or those assumed to be Muslims. The term ‘anti-Muslim racism’ is also widespread in academic and media discourse.

** The European Islamophobia Report, now in its third edition, provides an overview of trends in numbers of Islamophobic offences across Europe and includes reports on 33 specific countries. Its editors stress the finding of the European Fundamental Rights Agency (FRA) that 31% of European Muslims surveyed had faced or were facing discrimination, but only 12% had reported an Islamophobic act to the authorities in the five years prior to the survey. In other words, it appears as if the statistics on Islamophobic hate crimes are just the tip of the iceberg. The Report is unable to provide a uniform and comparable presentation of statistics on Islamophobic attacks due to the highly divergent sources and methods of collection underlying them; this means they are not necessarily accurate reflections of the degree of Islamophobia in the countries to which they refer. It is a safe assumption that the more thoroughly statistics are collected, the higher the resulting figures will be. Most European countries deal with Islamophobic hate crimes under general anti-discrimination legislation.

Sources:

Bayrakli, Enes/Hafez, Farid (eds.) (2018): European Islamophobia Report 2017, SETA Foundation for Political, Economic and Social Research: Ankara,

http://www.islamophobiaeurope.com/wp-content/uploads/2018/04/EIR_2017.pdf

Bundeszentrale für politische Bildung (German Federal Agency for Civic Education) (Feb 2016), flyer on 'Combating Islamophobia' (Islamfeindlichkeit begegnen): <http://www.bpb.de/shop/lernen/weitere/219534/flyer-islamfeindlichkeit-begegnen>

Kröhnert-Othman, Susanne/Kamp, Melanie/Wagner, Constantin (2011): Keine Chance auf Zugehörigkeit? Schulbücher europäischer Länder halten Islam und modernes Europa getrennt. Ergebnisse einer Studie des Georg-Eckert-Instituts für internationale Schulbuchforschung zu aktuellen Darstellungen von Islam und Muslimen in Schulbüchern europäischer Länder, <http://repository.gei.de/handle/11428/172> (Study by the Georg Eckert Institute for International Textbook Research on depictions of Islam and Muslims in current European school textbooks)

Süddeutsche Zeitung, 03.03.2018, <https://www.sueddeutsche.de/politik/islamfeindlichkeit-in-deutschland-gab-es-mindestens-angriffe-auf-muslime-und-moscheen-1.3891042>

Zeit online, 30.03.2017, <https://www.zeit.de/2017/14/radikalisierung-muslime-europa-islamismus-prediger>

M4 Video “Fact checking online”

Link: <https://www.youtube.com/watch?v=Ryjpu-NWYm8> (01:33 min.)

Source:

Viralgranskaren and IIS (The Internet Foundation In Sweden) for METRO TV, Sweden

M5 Worksheet “Fact checking online”

Task

1. Watch the video ‘Fact checking online’, paying particular attention to the **left-hand side** of the screen (green background).
2. Then watch the video again, but this time focus on the **right-hand side** of the screen (reddish-brown background).
3. Do the tasks below.

You can find the video here: <https://www.youtube.com/watch?v=Ryjpu-NWYm8>

The film refers to an actual Facebook post entitled ‘Sweden ban[s] Christmas lights in public to avoid angering Muslim refugees’

1. Explain how each of the two fictional internet users in the film responds to the ‘news story’.

A:

B:

2. Compare and assess:
 - Why the two users respond differently.
 - The attitudes that may be behind each response.
 - The way the film’s visuals and soundtrack express these attitudes.

3. Explain features of fake news which can help you spot it. What do you do if you’re not sure you can believe a story you see online?

4. Explain why fake news can cause problems for Muslims and other groups within society.

M6 Role play “At the bakery”

Dialogue 1

Task

- Read the dialogue.
- Choose four of you to act it out to the class. Decide together who will take which part. Make sure that the ones you choose aren't put in a role which they would take in real life (the customer who intervenes is the exception).
- Discuss together how you think each role should be played.
- You don't have to learn the lines; you can just read them out.

The scene: A woman wearing hijab enters a bakery. There is already another customer in the shop, choosing what they want to buy. A character representing a TV presenter introduces the scene. The woman wearing hijab addresses the salesperson behind the counter.

- P - Presenter
- SP - Salesperson
- CwH - Customer with hijab
- oC - Other customer

Source:

This role play is based on 'Everyday Heroes: What would you do?', a German television project which staged reconstructions of situations in which a person is discriminated against in order to observe how ordinary people respond. Commissioned by the German Federal Agency for Civic Education, the shows were broadcast by the commercial TV channel RTLII. The example used here is taken from an episode of the programme's second series (2015). You can watch the complete video at [zwischentoene.gei.de](https://www.zwischentoene.gei.de)

P What happens when a Muslim woman is subject to hostility and discrimination? Anti-Muslim racism and Islamophobia can crop up anywhere. How will other customers react when our shop assistant shows his true colours and refuses to serve our customer because he assumes she's a Muslim?

The scene is a bakery.

CwH enters the bakery, where oC is contemplating the products on display and listening to what is going on, but only taking surreptitious glances at the scene.

CwH Hello. I'd like a buttered pretzel, please.

SP I'm not serving you. Please leave.

CwH Sorry?

SP I'm not serving you. You're some terrorist's wife, aren't you? At least you look like one.

CwH I'm not married and I have nothing to do with terrorism.

SP That's what they all say. And then a bomb blows up somewhere and who did it? The Moslems. So please leave now.

CwH Do you understand that I'm German?

SP You've got a headscarf on. German people don't wear headscarves, do they? Or have you ever seen one wearing one? - So please leave this shop now.

CwH Excuse me, you might have noticed he won't serve me because I'm wearing hijab. Could you do me a favour and buy me a buttered pretzel, please? I'll give you the money, of course.

oC I have no idea what you're talking about. Buy your own pretzel. I really have to go.

oC leaves the shop

P Didn't you notice what happened in there?

oC Oh, I didn't think she was being serious.

P But being discriminated against because of their religion is a serious problem for a lot of people,

every day. Where are the heroes who will help out when we need them?

Dialogue 2

Task

- Read the dialogue.
- Choose four of you to act it out to the class. Decide together who will take which part. Make sure that the ones you choose aren't put in a role which they would take in real life (the customer who intervenes is the exception).
- Discuss together how you think each role should be played.
- You don't have to learn the lines; you can just read them out.

The scene: A woman wearing hijab enters a bakery. There is already another customer in the shop, choosing what they want to buy. A character representing a TV presenter introduces the scene. The woman wearing hijab addresses the salesperson behind the counter.

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P Sadly, hostility towards Muslims is a big issue in our society. But what can we do to fight it?

The scene is a bakery.

CwH enters the bakery, where oC is looking at the products on display. When oC hears what is taking place between SP and CwH, he/she intervenes.

CwH Hello. I'd like a pretzel, please.

SP I'm not serving you. Please leave.

CwH Sorry?

SP I don't serve foreigners.

CwH But I'm German.

SP You're German? You're wearing a headscarf! Am I wearing a headscarf? Germans don't wear headscarves.

oC That's discrimination! Your behaviour is racist.

SP Racist? This is my bakery and I can decide who I serve and who not. I don't like the way she's dressed.

oC I'm leaving, and I certainly won't be recommending your bakery.

SP You don't understand.

oC Oh yes I do, I understand very well.

oC Let's go.

CwH and oC turn away and leave.

P You did brilliantly! You're absolutely the hero of the day!

oC Thank you. - To be honest, that was the first situation like that that I've noticed, but there's absolutely no doubt in my mind about reacting like that, because I can't support that kind of talk.

P And you really wouldn't have gone back there?

oC No; I go there regularly because I work near here and I like their stuff, but I wouldn't have supported

that.

Dialogue 3

Task

- Read the dialogue.
- Choose four of you to act it out to the class. Decide together who will take which part. Make sure that the ones you choose aren't put in a role which they would take in real life (the customer who intervenes is the exception).
- Discuss together how you think each role should be played.
- You don't have to learn the lines; you can just read them out.

The scene: A woman wearing hijab enters a bakery. There is already another customer in the shop, choosing what they want to buy. A character representing a TV presenter introduces the scene. The woman wearing hijab addresses the salesperson behind the counter.

- P - Presenter
- SP - Salesperson
- CwH - Customer with hijab
- oC - Other customer

Source:

This role play is based on 'Everyday Heroes: What would you do?', a German television project which staged reconstructions of situations in which a person is discriminated against in order to observe how ordinary people respond. Commissioned by the German Federal Agency for Civic Education, the shows were broadcast by the commercial TV channel RTLII. The example used here is taken from an episode of the programme's second series (2015). You can watch the complete video at [zwischentoene.gei.de](https://www.zwischentoene.gei.de)

P Hostility towards Muslims is a big issue in our society. Perhaps we can't change this all by ourselves, but often it's the little things that can support people who are targets of discrimination and bring us together with others to push back at those who pick on them.

The scene is a bakery.

CwH enters the bakery, where oC is looking at the products on display. When oC hears what is taking place between SP and CwH, he/she intervenes.

CwH Hello. I'd like a pretzel, please.

SP We don't serve the likes of you! Out you go! Hurry up, now!

oC What a ... – Disgusting... - I don't believe it...

SP Why does she need to come in here with a disguise on, with a headscarf... Perhaps she's got some bombs on her.

CwH Look, I think you're just going too far.

SP I don't serve terrorists' wives.

oC Then I'd like a pretzel for the lady, please.

SP I won't be selling you anything for the lady.

oC I'd still like a pretzel, please.

SP You still here? Out, please.

CwH stays where she is.

oC It's racist, what you're doing. You know that.

SP You think this is racist?

oC I'd like a pretzel, please.

SP You can have one, but that woman is to leave the shop now.

oC She can wait for me. She's with me.

SP gives oC the pretzel, oC gives it to CwH in turn. P enters the scene.

- P** Heavy, wasn't it?
- oC** I need a moment to calm down.
- P** You were relatively calm, and you were clear in your argumentation.
- oC** I mean, that sort of thing, it's just not on. You just have to do something in these situations.

M7 Activity “At the bakery”

1. Summarise what the salesperson believes about his or her ‘Muslim’ would-be customer.

2. Outline his/her reasons for refusing to serve her.

3. Discuss why the eyewitnesses to the scene responded so differently. How did they explain their position? How might you sum up their actions in one or two words?

4. Note down the statement you liked best from either of the eyewitnesses who intervened.

5. Think up some more ideas for what you might say or do in a similar situation.

6. Have you ever witnessed or experienced a situation like the one in the role play? Outline what happened. What did you do, and what happened next?

7. Draw up some recommendations on how to respond in a situation where someone is being discriminated against.