Islamophobia/ Hate Crime Materials in One Document Share with Dr. Sensoy

Resources: Lesson Plans, Articles, Informational Websites, Films, etc.

Introduction:

This section is part of a larger project to help people recognize, analyze, and resist all forms of Islamophobia. Islamophobia is the "irrational fear of, aversion to, or discrimination against Islam or people who practice Islam" (Merriam-Webster). The goal of the project is to promote and support widespread understanding, analysis of, and strategic resistance to this system. Many of those who fear the religion or harm Muslims don't understand or try to understand Muslims. Islamophobia is a form of racism that has grown worse over time, especially after Islamist terrorist attacks and 9/11 crimes. It has been leveraged by positions of power, like mainstream media and those running for political office, who continuously associate Islam and Muslims with violence and terror. For example, when a Muslim commits acts of crime or terrorism, all Muslims are called terrorists; yet terrorists like Dylann Roof, Timothy McVeigh, the Columbine and Sandy Hook shooters, and others are referred to as "mentally ill". This double standard is only one manifestation of Islamophobia and racism, which breeds hatred and bigotry, often leading to violence against Muslims.

Why are We Doing This?

We argue that just because someone is part of a religious community in which a few extreme members have committed harmful acts, that doesn't make all Muslims dangerous. In order for students to understand this concept, teachers should provide students with resources that encourage them to learn about Islam and accept Muslims, and others of different religious backgrounds, in society.

We hope to offer alternatives that support deeper respect for the full range of human experience, social justice and interdependence. To be clear, this project is not a critique of individuals or of their religious beliefs. Rather, it is based on the awareness that Islamophobia has profoundly shaped our lives here, it is pervasive, deep-seated, and institutionalized.

Also, we are not teaching religion. Public schools are not allowed to teach a religion in order to enforce the constitutional idea of the separation of church and state (the idea that everyone should feel free to practice a faith of their choice without facing government coercion). Here we ask you to try and design a curriculum that teaches about Islamophobia, hate crimes, and false stereotypes about Muslims in a sensitive manner while think through the possible objections about the curriculum that someone might have.

Lesson Plan # 1 Countering Islamophobia (Taken from A project of the Southern Poverty Law Center ©1991-2021). Link to the website is the following . They say grade 9-12 but I suggest for university students too (including international students).

https://www.learningforjustice.org/classroom-resources/lessons/countering-islamophobia

This lesson helps students explore, confront and deconstruct stereotypes targeted at Muslims. Students will learn about the impact of Islamophobia and create an anti-Islamophobia campaign to display in school.

Objectives:

1- Students will be able to analyze myths and misconceptions about Muslims.
2- Students will be able to understand the meaning of Islamophobia and its effects.
3- Students will be able to create an anti-Islamophobia campaign to display in school.

Enduring Understandings:

1- Stereotypes and fears targeted at Muslims is called Islamophobia.

2- Islamophobia has a negative effect on Muslims, on people of other religious groups and on society at large.
3- Countering Islamophobia requires a deep understanding of its roots and causes.

Essential Questions

1- What is Islamophobia?
2- How does Islamophobia negatively affect people?
3- How can I combat Islamophobia and create a more inclusive community?

PDFs (Handout from this website)

1- "Debunking Misconceptions About Muslims and Islam" handout (PDF file is available and saved in a folder).
2- "Hijab in Europe" (PDF file is available and saved- we can use this for the Hijab LM).

Vocabulary:

1- Discrimination (noun): the treatment of a person or a group of people as less worthy than other people, often because of traits such as race, gender, religion, ethnicity, ability or sexual orientation
2- hijab (noun) a traditional scarf worn by Muslim women to cover the hair and neck and sometimes the face
3- Islam (noun) the religious faith of Muslims, based on the words and religious system founded by the prophet Muhammad and taught by a spiritual text called the Quran (My note: Website used Koran).
4- Islamophobia (noun) hatred or fear of Muslims or of their politics or culture
5- Muslim (adjective) relating to the religion, law or civilization of Islam (noun) a person who follows Islam
6- Oppression (noun)the exercise of authority or power in a burdensome, cruel or unjust manner
7- Stereotype (noun) An oversimplified or biased characterization of a group or a "typical" individual member of a group

Suggested Procedure:

Activity Total Time: 60 minutes

Warm-up Activity

1- Begin your work by discussing stereotypes. As a class, define the term. Then identify some stereotypes that you sometimes experience because you are a student. For example, do people sometimes make assumptions about you based on your age or the school you attend? What is wrong about those assumptions? Generalize from your discussion by answering the question: What makes stereotypes destructive?
2- Divide the class into small groups to explore the handout "Debunking Misconceptions About Muslims and Islam" and the online sidebar Busting Common Myths About Islam at the following:

https://www.learningforjustice.org/magazine/spring-2017/busting-common-myths-about-islam.

3- Have a group member read aloud the first misconception. Have each group member take a turn answering these questions: Have you heard this stereotype before? Did you believe it? Then have the same group member read the explanation on the handout of what makes the misconception inaccurate. Consider the other stereotypes one at a time, following the same procedure. When your group has debunked all four stereotypes, formulate a group statement that completes this prompt: In this activity about stereotypes, we learned _____. Have each group share its statement. Ask students, "What happens when stereotypes and prejudice go unchecked?" Students may describe the negative consequences without explicitly using the terms discrimination, oppression and Islamophobia. Introduce both the terms and the definitions in the discussion.

Main Activity

1- Show the video/ photo of Ahmed Mohammed case (Note: website says the photo- I did include the video here) and ask students what happened to him (many may know or can guess from the photo). Ahmed was arrested for bringing a homemade clock to school. How did stereotypes and Islamophobia cause Ahmed to be arrested?

https://www.cnn.com/2015/09/16/us/texas-student-ahmed-muslim-clock-bomb

2- Show a Video/ photo of an anti-Muslim bus ad. What is the message of the ad? What does it mean? This ad was posted on buses in major cities in the U.S. by an anti-Muslim organization called the American Freedom Defense Fund.

https://www.kalw.org/show/crosscurrents/2014-12-16/why-are-there-anti-muslim-ads-on-our-public-buses#stream/0

3- Show photos of Kamala Khan ad cover ups in San Francisco. An artist covered the bus ads in San Francisco. How does the Kamala Khan artwork fight Islamophobia?

https://gizmodo.com/islamaphobic-bus-ads-in-san-francisco-are-being-defaced-1681857271

4- Islamophobia is affecting students in other countries as well. Show the video "Hijab in Europe." Have students answer questions on the "Hijab in Europe" worksheet.

https://www.youtube.com/watch?v=1pJM6PatinI

Do Something

1- Ask students to develop an ad campaign that counters the Islamophobic ideas they observed in the lesson. The campaign can include posters, public service announcements and radio commercials. Display posters around campus and allow students to show PSAs to the student body. Full instruction on ad campaign available at the following link:

https://www.learningforjustice.org/classroom-resources/student-tasks/do-something/listen-up-psa-for-change

2- When the campaign is finished, use journal writing or Talking Circles to facilitate student reflection. Some suggested reflection questions:
3- What did you learn from the PSAs and posters you observed? Which was your favorite? What were its strengths? Why was it effective?
4- What did you learn from this experience? What about the process stands out for you?
5- How does your anti-Islamophobia campaign relate back to the stories we heard in our Islamophobia lesson?

Lesson Plan # 2 What is Islamophobia- University Level



Objectives:

This lesson asks students to learn about a Islamophobia with a variety of evidence, including media images, clips, and articles. Rather than teaching about Islam, this plan discusses the causes of Islamophobia, what we know about the history of Muslims, and the fact that Islamophobia is rooted in a history of racism and empire building. The lesson also challenges a common pattern in representations of bigotry that frames hate speech and hate attacks as nothing more than an individual acts of people who lose their tempers after reading fake news. We hope students learn the difference between interpersonal and structural discrimination, classify Islamophobia examples, and brainstorm solutions.

Suggested Plan:

Step 1: Build Your Knowledge

1- What is Islamophobia, Racism, and Xenophobia

The University of California-Berkeley Center for Race and Gender offers the following definition of Islamophobia: The term "Islamophobia" was first introduced as a concept in a 1991 Runnymede Trust Report and defined as "unfounded hostility towards Muslims, and therefore fear or dislike of all or most Muslims." The term was coined in the context of Muslims in the UK in particular and Europe in general, and formulated based on the more common "xenophobia" framework. The report pointed to prevailing attitudes that incorporate the following beliefs:

● Islam is monolithic and cannot adapt to new realities.

● Islam does not share common values with other major faiths.

● Islam as a religion is inferior to the West. It is barbaric.

● Islam is a religion of violence.

Islamophobia is a contrived fear or prejudice fomented by the existing Eurocentric and Orientalist global power structure. It is directed at a perceived or real Muslim threat through the maintenance and extension of existing disparities in economic, political, social and cultural relations, while rationalizing the necessity to deploy violence as a tool to achieve "civilizational rehab" of the target communities (Muslim or otherwise). Islamophobia reintroduces and reaffirms a global racial structure through which resource distribution disparities are maintained and extended. **Source: University of California-Berkeley Center for Race and Gender: http://crg.berkeley.edu/content/islamophobia/defining-islamophobia**

Frequently Asked Questions about Islam and Muslims

Q1: What is the difference between the words "Islam," "Islamic," "Muslim," and "Arab"?

Islam is the name of a religion, as Christianity and Judaism are names of religions. The Arabic word "Islam" is based on the root "slm," which means peace or surrender to God. Combining both translations results in the combined meaning "the state of peace through following God's guidance." Islamic is an adjective that modifies a non-human noun, as for example, "Islamic art," "Islamic architecture," "Islamic beliefs," etc. This term should not be used to refer to a person. A follower of Islam is called a Muslim, or "one who is in a state of peace by following God's guidance." While the term Arab has been used in the past to refer to members of a Semitic ethnic group from the Arabian Peninsula, today the word "Arab" refers to people from Arabic-speaking countries, most of which are in the Middle East and North Africa. The term Arabian was historically used to describe an inhabitant of the Arabian Peninsula. Today "Arabian" is used as an adjective to describe a non-human noun (e.g., Arabian coffee); it should not be used to refer to people.

Q2: How does Islam view other religions?

Islam teaches the respect for freedom of religion and diversity, including religious diversity.

Q3: Does the Qur'an teach the hatred or subjugation of non-Muslims?

Qur'an explicitly forbids hatred towards, subjugation of, or forcible imposition of religion on any person or people when it states "there is no compulsion in religion" (Qur'an, 2:256) and describes religious pluralism as part of God's plan.

Step 2- Islamophobia and its Impact

1- (An Excellent Source a very long power point) and the website is very informative.

https://ing.org/islamophobia-and-its-impact/

2- Watch this Poetry Slam (3min):

https://www.youtube.com/watch?v=8Qf9onCjdUA

3- Watch this TED Talk (16 min) A Muslim On the Airplane Amal Kassir

https://www.youtube.com/watch?v=UIAm1g_Vgn0

4- Being a Muslim in Canada

https://www.youtube.com/watch?v=zddCk9RPo2o

5- What is Like to be a Muslim in America? (16 min) Dalia Moghaed

https://www.youtube.com/watch?v=wzkFoetp-_M

6- Reel Bad Arabs (Short Version 15 min)

https://www.youtube.com/watch?v=OhFLW8XiP6k&t=686s

Step 3- Islamophobia and the Connections with Christian Hegemony

https://christianhegemony.org/articles

Read the followings:

1- What is Christian Hegemony
2- The Every Day Impact of Christian Hegemony
3- Christian Cultures in Schools

Step 4- Living in a Christian Dominant Culture: An Exercise by Paul Kivel

PDF is Available and Saved in the folder

Exercise

- Tell the group that you are going to read a series of statements and that each person to whom a statement applies should stand up after that statement is read. Tell the group that
- everyone is being asked to participate. Those who are physically unable to stand may raise their hand to indicate that they are part of the group standing.
- Each participant should decide for themselves whether the statement applies to them or not. The phrase "Christian authority figure" is some of the statements refers to anyone in your life who carried Christian authority as a father, teacher, mentor, coach, or religious or community leader.
- If they are unwilling to stand for a particular statement that applies to them they may pass for that statement but should notice any feelings they have about not standing.
- Explain that the exercise will be done in silence to allow participants to notice the feelings that come up during the exercise and to make it safer for all participants.
- After a statement is read and people have stood for a few moments, you may ask them to look around and notice who is standing with them and/or to notice any feelings they have. Ask participants to sit down and then read the next statement.

Please stand silently if:

1. you have ever attended church regularly.
2. you ever attended Sunday school as a child, or attended church periodically, e.g. during Christian holidays.
3. you ever attended a Christian-based recreational organization as a young person, such as the YMCA or YWCA, or church-based summer camp, or participated in a program of a non-religious youth organization which was based in Christian beliefs such as the Girl Scouts and Boy Scouts.
4. you were ever told or instructed by a Christian or by a Christian authority figure that things that you do with your body, sex with others, or sex by yourself was sinful or unclean.
5. you were ever told by a Christian or Christian authority figure that sexual acts other than intercourse between a man and a woman, or sexual orientations other than heterosexual, are sinful or unclean.
6. you were ever told or instructed by a Christian or Christian authority figure that women are unclean, that women are the source of temptation, or that they are the source of sin or evil.
7. you have ever heard heaven and good described as light or white and hell and evil described as dark or black.
8. you have ever been told something you did was sinful or evil, or that you were sinful or evil.
9. you have ever noticed that a Christian theological either/or framework of good/evil, black/white, sinner/saved is used by you, people around you, or is prominent in mainstream culture.
10. you have ever been approached by family members, friends, or strangers trying to convince you to become Christian, or a Christian of a particular kind?
11. you have ever been rejected in any way by family or community members because you were not Christian, or were not Christian enough?
12. you have ever found that, in your community, the church is a major center of social life that influences those around you and is difficult to avoid.
13. you have ever taken Christian holidays such as Christmas or Easter off, whether you practice them as Christian holidays or not, or have taken Sunday off or think of it, in any way, as a day of rest.
14. you have ever been given a school vacation or paid holiday related to Christmas or Easter when school vacations or paid holidays for non-Christian religious celebrations such as Ramadan or the Jewish High Holidays were not observed.
15. the public institutions you use, such as offices, buildings, banks, parking meters, the post office, libraries, and stores, are open on Fridays and Saturdays but closed on Sundays.
16. When you write the date the calendar of time you use calculates the year from the birth of Jesus and is divided into two segments, one before his birth and one after it.

17. you have ever seen a public institution in your community, such as a school, hospital, or city hall, decorated with Christian symbols, e.g. Christmas trees, wreathes, Jesus, nativity scenes, or crosses.
18. if you wanted to you could easily find Christian music, TV shows, movies, and places of worship.
19. you can easily access Christmas- or Easter-related music, stories, greeting cards, films, and TV shows at the appropriate times of the year.
20. you have ever received public services—medical care, family planning, food, shelter, or substance abuse treatment from a Christian based organization or that were marked by Christian beliefs and practices, e.g. Alcoholics Anonymous or other 12-step programs, pro-life family planning, the Salvation Army, hospitals, etc.
21. you daily use currency which includes Christian words or symbols such as the phrase "in God we trust".
22. You have ever received an educational, job training, job, housing, or other opportunity where Jews, Muslims, Buddhists or other non-Christians were screened out or discriminated against.
23. You have ever been told that a war or invasion, historical or current, was justified because those who were attacked were heathens, infidels, unbelievers, pagans, terrorists, evil, sinners, or fundamentalists of a non-Christian religion.
24. your foreparents or ancestors were ever subject to invasion, forced conversion, or the use of missionaries as part of a colonization process either in the U.S. or in another part of the world.
25. in your community or metropolitan area, there have been hate crimes against Jews, Muslims, gays, people who are transgender, women, or others based on the perpetrator's Christian beliefs.
26. you have ever attended public non-religious functions, such as civic or governmental meetings, which were convened with Christian blessings, references, or prayers.
27. you have ever been asked or commanded to sing or recite, in public, material which had Christian references such as the Pledge of Allegiance, "God Bless America", or "America, the Beautiful".
28. you have ever heard the U.S. referred to as a Christian or god-fearing country.
29. As a young person you were ever read or told to read Christian themed stories that were not identified as such for example, *The Chronicles of Narnia, The Last of the Mohicans, The Scarlet Letter, Little House on the Prairie,* or *Dr. Doolittle*.
30. You have even viewed Christian themed movies that were not identified as such for example, Star Wars, The Matrix, The Lion, The Witch and the Wardrobe, Avatar, or the Twilight series.
31. you have ever thought of yourself as non-Christian or not religious, but when you think about it have had a Christian upbringing or have been influenced by Christian rituals and values.
32. you have any feelings of reluctance, fear, or shame in talking about the major impact Christianity has had on each of us and on our society.

Group Discussion and Concluding the Practice

- After the exercise ask people to pair up to talk about what feelings and thoughts came up for them participating in the exercise.
- Reassemble the group and facilitate a group discussion of the feelings, thoughts, reflections, and insights that people want to share.
- This is not a stand alone exercise. It should only be conducted in the context of a workshop or talk on racism, sexism, anti-Semitism, imperialism and/or Christian hegemony and power, violence, and safety which allows the group to process the feelings, thoughts, and issues which arise from participating in the exercise.

For further information on these issues see *Living in the Shadow of the Cross: Understanding and Resisting the Power and Privilege of Christian Hegemony* by Paul Kivel and *Helping Teens Stop Violence, Build Community and Stand for Justice* by Allan Creighton and Paul Kivel.

Step 5 – Alternatives

Not all media or all non-Muslims support this type of insulting behavior. Many have been at the forefront of condemning torture, bombing and occupation. There are many people who, despite all Islamophobic media, think positive about Muslims.

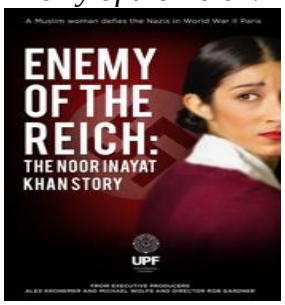
Excellent Film Source: https://www.upf.tv/films/ (All Available online upon request- Grade Level High school and College). We Suggest the followings.

1- *American Muslims: Facts v. Fiction*



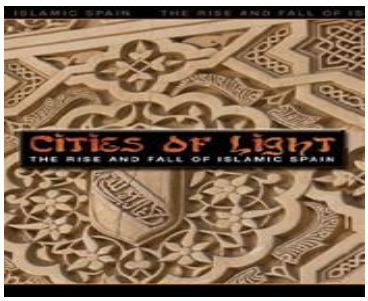
This 11-minute film uses research from The Gallup Organization, The Pew Forum, Institute for Social Policy and Understanding, The U.S. Counterterrorism Center and other leading research organizations to address these questions while also explaining American Muslim contributions.

2- *Enemy of the Reich: The Noor Inayat Khan Story*



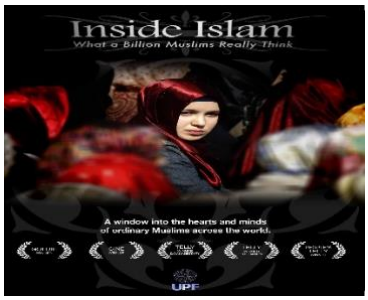
An unlikely spy emerges in France during WWII, The contributions of women and minorities to the war effort, The role of media and communications in the war effort., Nazi occupation in Europe and its connection to the Holocaust.

3- C*ities of Light: The Rise and Fall of Islamic Spain*



It tells of the triumphs and shortcomings, achievements and ultimate failures of a centuries-long period when Muslims, Christians, and Jews inhabited the same far corner of Western Europe and built a society that lit the Dark Ages.

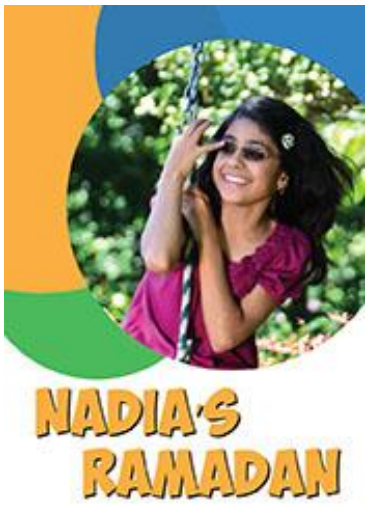
4- Inside Islam: What a Billion Muslims Really Think



Understanding diversity, stereotypes, and prejudice, A contemporary discussion regarding current events focusing on regions such as Asia and the Middle East.

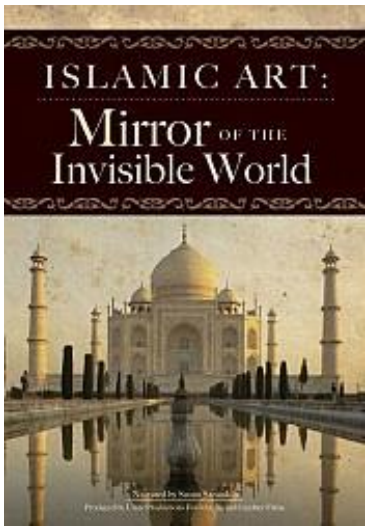
NOTE: Contains scenes of violent news footage. High school teachers should use their own discretion and pre-screen the film.

5- Nadia's Ramadan



Nadia's Ramadan Tells the story of a young American-Muslim girl who takes the audience on a journey through fasting and celebrating the Eid holiday. **Grade Levels:** Elementary and Middle School.

6- Islamic Art: Mirror of the Invisible World



It explores themes such as the origins of Islam and its emphasis on the written word, the development and influence of Muslim architecture as Islam expanded into Africa, Asia, and Europe; and the blending of diverse cultures and religions in creating art of Muslim lands.
Excellent source for Describing the origin, beliefs, traditions, customs, and spread of Islam, Assessing the influence of geography on Islamic economic, social, and political development, including the impact of conquest and trade, Identifying historical turning points that affected the spread and influence of Islamic civilization, Citing cultural and scientific contributions and achievements of Islamic civilization.

7- Lamya's Poem, not available for free
https://www.upf.tv/lamyas-poem/

Lamya's Poem is a 2D animated feature-length film that will have wide international appeal to both young and adult audiences. It tells a magical story about Rumi, one of the most beloved and popular poets to have ever lived. Focusing on the crucial period in his early life when he was a young war refugee, we follow him as he makes the difficult trek to finding a new home and battles mounting doubts about the value of being a writer. His personal crisis crosses time and space to intersect with the story of another child fleeing war: Lamya, a contemporary Syrian girl, escaping the current humanitarian catastrophe in her country. As Lamya makes her own harrowing journey, she increasingly depends on a book of Rumi's poetry. But how will the young Rumi resolve his crisis so that he eventually writes it? And how does that resolution inform the words that save her?

8- Podcast Interview on Christian Hegemony from Mindshift

https://mindshiftpodcast.co.uk/2020/09/11/resist-christian-hegemony-with-paul-kivel/

Step 6- One Can Take Action

Note that incidents of Islamophobia are not isolated. Whether it is discriminating against Muslims, profiling Hindus, Sikhs, or Latinos thinking they look like Muslims, torturing prisoners, bombing civilians, these are all signs of Islamophobia.

1- Dressing in Solidarity

https://www.learningforjustice.org/magazine/summer-2015/dressing-in-solidarity

2- Enough is Enough Youth Campaign

https://www.youtube.com/watch?v=1I3n9gpDsbQ

3- Islamophobia is real. You may have personally experienced it or know someone who has. This new racism must be made known and fought against. There are ways to combat it.

Complete this sentence and commit to action:

One action I can make to be more inclusive of Muslim members is----------

Suggested Answers:

Islamophobia is real. You may have personally experienced it or know someone who has. This new racism must be made known and fought against. There are ways to combat it.

Suggested Answers:

1- Equate racism, anti-Semitism and Islamophobia. They all are fruits of the same tree of hate.

2- Start using the word Islamophobia to describe any kind of hate crime or speech against Muslims. Doing this will make the term uniform and eventually, an accepted part of the English language the way the term "anti-Semitism" is.
3- If you are involved in interfaith work, bring up the topic of Islamophobia at your meetings. Stress the urgency and need for people of all faiths to help address and condemn it and all other forms of intolerance publicly. If possible, get the organization to issue a public statement condemning Islamophobia in general, as well as in response to specific incidents like those mentioned above.
4- Sponsor reports on Islamophobia. Unless more documentation and yearly opinion surveys are conducted, people will continue to dismiss Islamophobia as a reality. So far, the UK is the only country which has officially commissioned a report on Islamophobia.
5- Request your local library to purchase some of the latest books and articles on the phenomenon of Islamophobia.
6- Report any and every incident of Islamophobia you, your family or friends encounter to your local police office.
7- If it's an election year, make sure your local Candidate who relies on your vote is aware of Islamophobia. Organize a delegation of Muslims in your constituency if you can and arrange to make a presentation on the topic, as well as a list of clear things you would like your elected official to do about Islamophobia if they want your vote.
8- For every incident of Islamophobia, write a letter to the editor and your local civil rights organization about it.
9- Organize a program at your community center about the problem of Islamophobia today. Hold a brainstorming session as part of the program as well to discuss how to solve this problem.
10- Develop a dialogue with racialized communities and Jewish organizations for a common cause against racism and bigotry.
11- Develop an anti-racism coalition to encourage a welcoming environment for all students free of racism, Islamophobia, anti-immigrant sentiment, and anti-Semitism.
12- Deny hatemongers high fees for campus/ school/ community speeches: Make sure hatemongers are not invited to speak.
13- Stand up for minorities.
14- Own a Wikipedia entry: Although no one owns a Wikipedia article, thousands of Islamophobes are polluting it with their hate. You can adopt an article to improve, learn what needs to be change with the help of some good scholars, and get an alert each time someone tries to change it.
15- Study Black History and Black Muslim History: How much do you really know about the Black history? Have you made an effort to explore the history of African Islam? What about the stories of Black American and Canadian Muslims?
16- Learn from Black Muslim Scholars. When was the last time you listened to a lecture by an African American/ Canadian scholar? Also demand organizers of events to invite more Black scholars, leaders, and artists to speak and teach in their spaces.

Step 7- The work for Christians and those raised Christian

This Section is adopted from Guidelines for Christian Allies (Appendix) Living in the Shadow of the Cross By Paul Kivel- Original PDF is Saved.

If you are Christian or were raised Christian there are many concrete things you can do to counter Christian hegemony:

- Learn the history of Christianity, its impact on other peoples and the history of the denomination you belong to and/or grew up in.

- Notice the operation of Christian dominance in your everyday life. Consider how Christian concepts affect the way you think.
- Examine how you may have internalized judgments about yourself based on Christian teachings. Have you cut yourself off from your body, from natural expressions of your sexuality or spirituality or from connections to the natural world?
- Examine how you may have internalized feelings of superiority or negative judgment of others, especially those from marginalized or Muslims
- Understand and acknowledge the benefits you gain from being Christian in Canada.
- Use your privilege to support the struggles of Muslims peoples throughout the world for land, autonomy, reparations and justice.
- Notice how organizational and institutional policies perpetuate Christian hegemony. Get together with others to change them.
- Respect other peoples' sacred places, rituals, sacred objects and culture; don't assume you can appropriate them.
- Work for religious pluralism, and support the separation of church and state.
- Analyze public policy through the lens of Christian hegemony.
- Avoid assuming other people you meet are Christian - or should be, and challenge missionary programs.
- Avoid excusing hurtful behavior or policies because of the good intent of their perpetrators. Work with others to respectfully hold people accountable for their behavior.
- Embrace diversity and complexity and avoid reducing things to an artificial either/or dynamic.
- Begin to practice discussing these topics with other Christians in private conversations, when there are public exhibitions of Christianity and in organizational settings.

Step 8- Here's how to respond if someone challenges you:

1- It's current events.
2- Teaching and learning about religious freedom is part of civics.
3- Teaching and learning students how to separate fact from opinion is an essential skill.
4- Teaching and learning about religion is not the same as religious teaching.
5- The cultural contributions of religions are an integral part of world history and have an important place in English, art, music, and social studies classes.
6- Students need to understand the danger of religious intolerance, including Islamophobia
7- Many of our students are Muslims. They feel threatened and unsafe.
8- It's the right thing to do.

External Sources Resources for Resistance:

Forum Against Islamophobia and Racism (FAIR) - fairuk.org

Islamophobia Watch - islamophobia-watch.com

Jesus Radicals - jesusradicals.com

Jews on First - jewsonfirst.org

The Pew Forum on Religion and Public Life - pewforum.org

Religious Right Alert - religiousrightalert.ca

Religious Tolerance - religioustolerance.org

The Revealer: a Daily Review of Religion and Media - therevealer.org

Sojourners magazine - sojo.net/magazine

Talk2Action - talk2action.org

Tikkun magazine - tikkun.org

Lesson Plan # 3

Objectives:

Students will be able to:

- Define and explain the difference between an Arab and a Muslim as well as Muslims and Sikhs.
- Locate Arabic speaking countries and understand the basic geography of the "Arab world."
- Read maps in order to understand the presence of Christians in Arabic speaking countries and the large majority of Muslims outside of the "Arab world."
- Explore the origins of world religions such as Islam and Sikhism
- Deconstruct stereotypical images of Muslims and "others" from around the world by participating in a student centered guessing game that would cause students to see that Muslims can be non-Arab.
- Analyze the meaning of Islamophobia and its effects on Muslims and others in Western societies.
- Discuss and explain the relationship of Islamophobia to oppression and its impact on life for Muslims and the Other.
- Draw connections between Islamophobia and civil rights violations of other marginalized groups and create a greater awareness and tolerance for difference by participating in this lesson and all of its activities.

1- Geography of the "Arab World": (Use pencils only!)

Part 1.

Directions: In your groups, you will receive a blank map of "The Arab World" – With classmates, I want you to try and write in as many country names as you can. **With a pencil**, do the best that you can to mark the map. Some of you might guess a few of them, others might not guess any! It's okay, this part is supposed to be fun.

Part 2.

I will now show you the map, and you will see the countries that are part of the Arab world. Try to remember as many as you can so that you can fill in your map.

Does anything surprise you? What stood out to you?

2- What is the Arab World? Students will take notes. Key Questions:

- What is the Arab world?
- What is Islam?

- Where did Islam originate?
- If there is a country where Arabic is the official language, does that mean that all people who live there are Muslims?
- Are Arabs and Muslims the same thing? Why/Why not? Explain.
- Where are the majority of the Muslims in the world located?

3- Guess Who's Muslim Game:

a. Students will get into groups and receive photos of different people from various walks of life.

b. They will then discuss with one another who they think is Muslim and who is not.

4- Forced Choice Activity: (Islamophobia: Agree/Disagree)

a. Students will all stand in the center of the classroom and will decide whether they "Agree" or "Disagree" with the statements in each slide.

b. After each "choice" students will be called upon to explain why they have chose the side they are on.

This will stir discussion and get students to critically think about how/why they think what they think (i.e. deconstruct stereotypical ideas etc)

i. Questions are:

1. Do you know what Islamophobia is?
2. All Muslims are Arab or Middle Eastern.
3. All Muslims wear turbans.
4. All Muslim women cover their heads.
5. All Muslim men have beards.
6. Groups other than Muslims suffer from Islamophobic prejudice and hate crimes? (After this slide examples to follow)

5- Example of Sikhs:

(i.e. People who suffer from Islamophobic hate crimes as well as Muslims)

1. Mention the example of Muslim women who wear the headscarf get yelled at, called names. Examples of Sikhs:

a. Sikh man murdered in Arizona

b. Sikh model photos defaced

c. Sikh model also just not allowed to board airplane

d. Various cases of discrimination for wearing turban/"looking like Muslims"

Ask students: What do stereotypes and prejudice lead to?

Violence & crimes, people do not care if someone is Muslim, Sikh, or Arab - Islamophobia leads to blind hatred. We will however, still educate ourselves on the differences and similarities these groups share.

6- Who are Sikhs? (Students take notes)

(Intro: "Sikh" is a word in the Punjabi language that means: the one who learns)

Followers of the Sikh religion

a. Founded in India 500 years ago

b. 25 million followers

c. 5th largest religion in the world

d. Teaches equality in the eyes of God

e. Focus on service to humanity

2- What is the difference between Sikhs & Muslims? (purpose: to create a strong knowledge base about religions in the world).

Sikh Religion:

- Founded in India 500 years ago.
- 25 million Sikhs in the world.
- Mainly Indians are Sikh.

Islam:

- Founded in Arabia almost 1500 years ago.
- 1.5 billion Muslims in the world.
- People from many different cultures and traditions are Muslim.

Ask Students:

What are some similarities? (Appearance? there are Muslims in India who might dress the exact same way at someone who is Sikh, and there are many types of headdress in the whole world that might be similar to one another). Both are world religions, both have all kinds of people, we cannot stereotype either one.

7- Impact of Islamophobia on Schools:

A. Ahmed makes a clock:

a. Ask students: What happened to Ahmed? (many know or can guess from the photo)

b. How did stereotypes and Islamophobia cause Ahmed to be arrested?

c. Ahmed was arrested for making and bringing this clock to school. He was later invited by President Obama to the White House!

B. Fatima's Hijab (Hiyab in Spanish): 2005 Film

https://www.youtube.com/watch?v=tbK8K0OV6KE

d. Students will watch a short film about a girl named Fatima who is asked to remove her headscarf in order to attend school in Spain.

e. Students will answer questions on attached worksheet and then share their answers with a partner and then the class.

"Hijab in Spain" - Worksheet questions:

1. Explain what happens in the video? What does the principal say to the new student, Fatima? Does Fatima want to remove her 'hijab' (Head scarf?) Why not? What is the principal's explanation for asking her to remove her scarf?

2. What does Fatima see once she enters the classroom? Do you think this situation is fair? Why/Why not?

3. How is this situation an example of discrimination or Islamophobia? Explain your answer.

4. Can you relate to Fatima in any way? Why/Why not? Have you ever been made to change yourself in order to go to school or to fit in? How did that make you feel? Are there people who are not Muslim who might experience what Fatima experienced in this situation? Think of current examples or examples in history (i.e. Chinese Exclusion Act, Japanese-American experiences, treatment of African Americans via segregation) Explain your answer.

Closing/Assessment:

Essay: Write an essay about the impact of prejudice and Islamophobia on Muslims, Sikhs, Arabs, and on our society. What other groups of people have experienced discriminated, bias, and hatred as a result of their ethnic background/heritage? Give examples use resources from class or your own research.

(Teachers can best determine how they want to assess their students. They can create presentations, individual or group projects, write biographies of famous Muslims, talk about how to end Islamophobia or create more education for their peers).

Worksheets:

1. Do Now:

Free write: Write as much as you can about these two categories below:

Muslims:

Arabs:

2. Based on what you know, how does our society and the media portray people who might belong to these two groups?

3. What other groups do you know of that are seen in a similar light?

List of Terms:

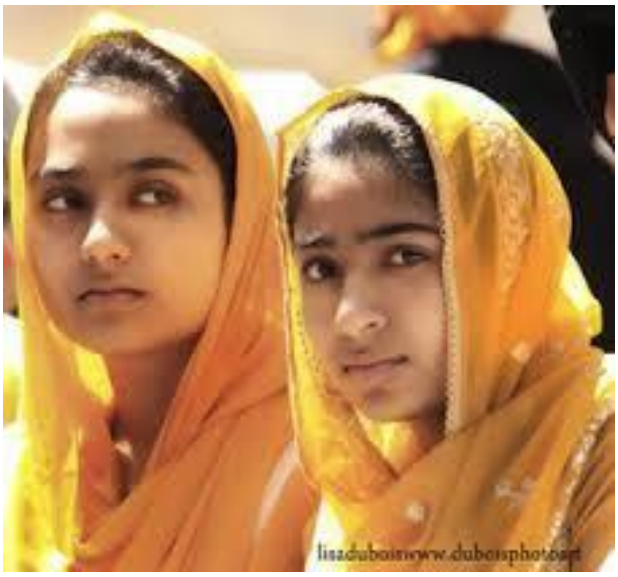
- Islamophobia:
- Islam:
- Muslim:
- Arab/Arab World:
- Arabic:
- Hijab:
- Sikhism:
- Turban



Morocco, Western Sahara,Algeria, Tunisia, Libya, Egypt, Sudan, Djibouti,Somalia

Yemen ,United Arab Emirates,Bahrain, Israel, Jordan, Oman, Palestine, Lebanon, Kuwait

Syria, Saudi Arabia, Iraq, Qatar


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