



平等機會委員會
EQUAL OPPORTUNITIES COMMISSION

All Races as One

Learning Kit on Eliminating
Racial Discrimination

Teaching
Guide





About the Equal Opportunities Commission

The Equal Opportunities Commission (EOC) is a statutory body independent from the Government, which is tasked with enforcing the four anti-discrimination ordinances in Hong Kong, namely the Sex Discrimination Ordinance, the Disability Discrimination Ordinance, the Family Status Discrimination Ordinance and the Race Discrimination Ordinance. The EOC is funded by the Government to perform various functions, including conducting investigation into discrimination complaints, providing legal assistance, advocating policies and conducting research, and instilling the concept of equal opportunities in the community through public education and training. The EOC is committed to breaking down prejudice, providing access to redress for discrimination, and promoting the values of equality, diversity and inclusion.



**SEX DISCRIMINATION
ORDINANCE**



**FAMILY STATUS
DISCRIMINATION ORDINANCE**



**DISABILITY
DISCRIMINATION ORDINANCE**



**RACE DISCRIMINATION
ORDINANCE**

Table of Content

- 4 About the learning kit
- 5 About the Race Discrimination Ordinance
 - A. Direct racial discrimination
 - B. Indirect racial discrimination
 - C. Racial harassment
 - D. Racial vilification
- 7 Suggested teaching programme and overview of lesson plans
- 8 Lesson plan and teaching suggestions



About the learning kit

With an increasing number of non-Chinese speaking students studying in mainstream schools, students, teachers and teaching staff should understand the concept of racial equality with a view to preventing racial discrimination and harassment, and to nurturing racial and cultural sensitivity.

The EOC released *Closing the Gap: Report of the Working Group on Education for Ethnic Minorities* in September 2019. One of the areas of concern that was noted in the report was racial integration in schools. It was recommended that schools be provided with support to facilitate mutual respect and appreciation among students of different races by enhancing their understanding of different cultures.

This learning kit is designed to support secondary school teachers in developing students' understanding of racial inclusion and preventing racial discrimination. The ultimate aim is to help students learn to respect and embrace cultural differences between ethnic Chinese and ethnic minorities, gain awareness of the negative impact of racial discrimination and understand the RDO with a view to promoting racial integration in schools.

This learning kit provides lesson plans for four sessions. To meet the teaching needs, it is supplemented by an online learning platform with various tools such as online games, tutorial videos, teaching guide, presentation slides and worksheets.



Online learning platform

Teachers can download interactive online games (under construction), tutorial videos, teaching guide, presentation slides and worksheets from the platform.



Online games (under construction)

Each session starts with a simple online game. It aims to inspire students to reflect on the contributions of the non-Chinese population to Hong Kong and the barriers faced by them.



Tutorial videos

There are a total of four videos which explain the RDO and present examples of the unfair treatment non-Chinese people in Hong Kong face in everyday lives.



Teaching guide and presentation slides

Each session is provided with a set of presentation slides which covers the key messages and basic information about the non-Chinese population in Hong Kong. Teachers can follow the suggested lesson schedule or re-arrange the order as necessary.



Worksheets

Each session is provided with discussion worksheets, extended learning worksheets and learning evaluation forms which aim to guide students to analyse the cases shown in the videos and establish their own viewpoints. These materials also serve as tools for in-depth teaching in extended lessons and for assessing the effectiveness of the teaching strategies.

About the Race Discrimination Ordinance

The Race Discrimination Ordinance (RDO) (Cap. 602) was passed in 2008. It protects people against discrimination, harassment and vilification on the grounds of their race, colour, descent, national or ethnic origin.

The RDO also protects a person from discrimination or harassment on the grounds of the race of an associate of that person. An “associate” includes the person’s spouse, relative, carer, a person who is living with the person on a genuine domestic basis, or who is in a business, sporting or recreational relationship with the person. Protection is also extended to discrimination and harassment on the grounds of race by imputation, that is, on the basis of a mistaken perception of the race of that person.

The RDO applies to the following



Employment



Education



Provision of goods, services and/or facilities



Disposal and/or management of premises



Participation in clubs



Eligibility to vote in and to stand for election to public bodies, etc.

The RDO is binding on schools. This learning kit provides schools, teachers and students with an introduction on their rights and liabilities under the RDO.

A. Direct racial discrimination

Direct racial discrimination occurs when a person receives less favourable treatment because of his/her race. For example, a school imposes disciplinary action on students who have breached school regulations under similar circumstances. If a student is disciplined more severely because of his/her race than students of other races, this is likely to be direct racial discrimination.

B. Indirect racial discrimination

Indirect discrimination occurs when the same requirement (rule, policy, practice, criterion or procedure) or condition is applied equally to people of all races, but the requirement or condition has an unfair effect on a particular group under the following situations: (i) the requirement or condition cannot be justified on non-racial grounds, which means it does not serve a legitimate purpose and bears no rational and proportionate relationship to a legitimate objective, (ii) only a considerably smaller proportion of people from a particular racial group can meet that requirement or condition compared to the proportion of people of other racial groups, and (iii) the requirement or condition is to the detriment of people of that particular group because they cannot meet it.

For example, a school, without justification, requires that all applicants should be able to speak Cantonese. Non-Chinese students may be less likely to fulfil this requirement because of their race and are therefore unable to be admitted to the school. The school may have committed indirect racial discrimination in education. Moreover, in the absence of justification, the school may have indirectly discriminated in the provision of services against non-Chinese parents by communicating only in Chinese with them when they do not read, write or speak Chinese without providing any language support to them.



C. Racial Harassment

Racial harassment occurs if a person engages in an unwelcome, abusive, insulting or offensive behaviour because of another person's or his/her associate's race, in circumstances where a reasonable person would have anticipated that the other person would be offended, humiliated or intimidated. It also occurs if a person, alone or together with other persons, creates a racially hostile or intimidating working or learning environment for another person because of that person's or his/her associate's race.

There is liability for racial harassment even if there is no intention or motive to offend, humiliate or intimidate a person.

Racial harassment can be in any form – physical, visual, verbal or non-verbal – and even a single incident may constitute racial harassment. Examples of such acts may include making racial jokes, making fun of someone's accent, colour or traditional food.

In relation to the provision of goods, services and/or facilities, the RDO prohibits racial harassment between service providers and customers.

D. Racial vilification

Any activity in public which incites hatred, serious contempt for, or severe ridicule of a person because of his/her race constitutes racial vilification. For example, if a student posts remarks that insult or contain severe ridicule of a classmate or teaching staff because of his/her race on a public online forum, or even incite other students to prevent persons of the targeted race from entering the campus, the said remarks may amount to racial vilification.

Any act of vilification (or incitement) done with intent and involving threats of physical harm to people of the targeted race or their property is considered serious vilification. The offender is liable on conviction to a maximum fine of \$100,000 and imprisonment for a maximum of two years under the RDO.

Suggested teaching programme

Order	Duration	Teaching activity
1	5 minutes	Introductory activity and recap on the previous session (except for the first session)
2	10 minutes	Online game (under construction)
3	5 minutes	Debriefing on game and activity summary
4	5 minutes	Tutorial video
5	32 minutes	Group discussion, group presentation and conclusion; explanation on the RDO
6	3 minutes	Session summary

Materials required

The guide, presentation slides, online games, tutorial videos and worksheets can be downloaded from the online learning platform.

Overview of lesson plans (60 minutes)

Session 1: Contributions of the non-Chinese population

- To enable students to understand the demographic trend and contributions of the non-Chinese population through playing an **online game** (under construction)
- To enable students to understand the barriers and direct racial discrimination faced by non-Chinese people in tenancy and accessing services through watching a **tutorial video**

Session 2: Overcoming barriers and racial stereotypes

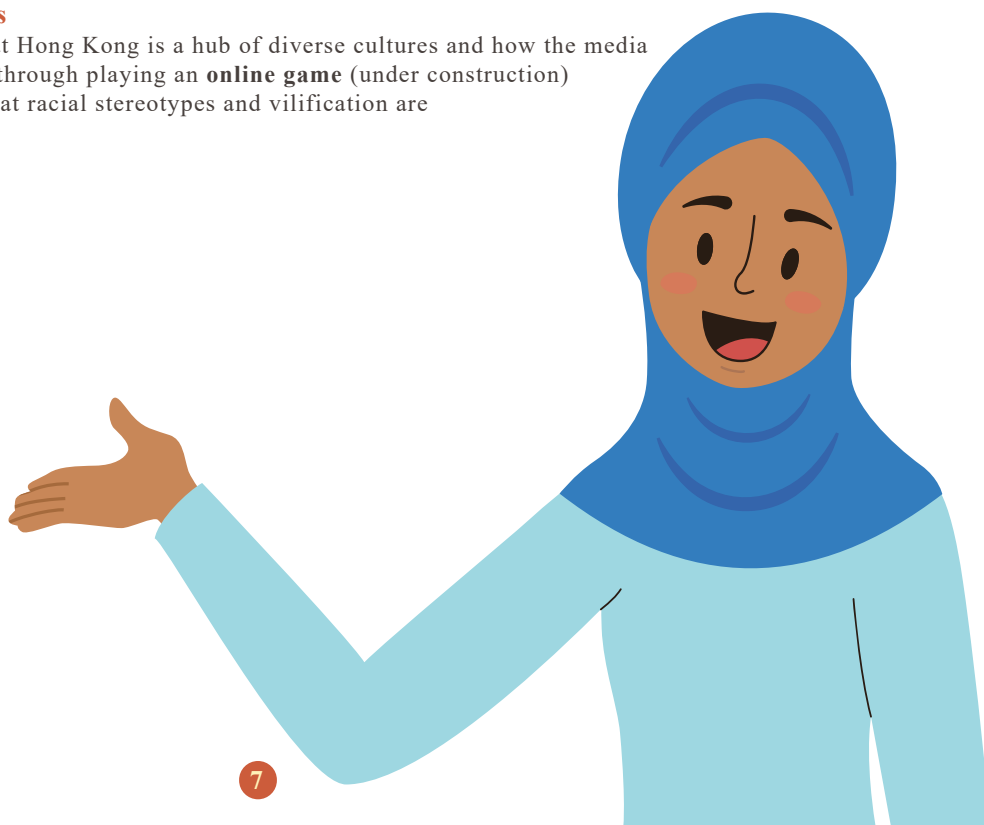
- To enable students to understand the barriers in employment and racial stereotypes faced by the non-Chinese population through playing an **online game** (under construction)
- To enable students to understand the common barriers and indirect racial discrimination faced by non-Chinese people in applying for admission to schools through watching a **tutorial video**

Session 3: Elimination of underlying prejudice and misunderstanding

- To enable students to understand the importance of eliminating underlying prejudice and misunderstanding about the non-Chinese population through playing an **online game** (under construction) about the different religious practices of racial communities
- To enable students to understand the racial harassment faced by non-Chinese people through watching a **tutorial video**

Session 4: Multicultural metropolis

- To enable students to understand that Hong Kong is a hub of diverse cultures and how the media depicts the non-Chinese population through playing an **online game** (under construction)
- To enable students to understand what racial stereotypes and vilification are through watching a **tutorial video**



Lesson plan and teaching suggestions for session 1

Key message:

People should not be discriminated against on the ground of their race. The non-Chinese population have also made significant contributions to Hong Kong

Learning objectives:

To understand -

1. the demographic trend and contributions of the non-Chinese population
2. the barriers faced by non-Chinese people in tenancy and accessing services
3. the meaning of direct racial discrimination under the RDO

Activity	Duration	Teaching Materials
Introductory activity <ul style="list-style-type: none"> • Highlight the contributions of the non-Chinese population to Hong Kong • Outline the learning objectives of the session 	5 minutes	Presentation slides P.2-4
Online game – multiple choice questions (under construction) Enable students to understand the chronology of non-Chinese presence in Hong Kong and the contributions they have made since Hong Kong's early days (the number of questions can be reduced subject to the time available)	10 minutes	Online game
Activity summary <ul style="list-style-type: none"> • The number and proportion of the non-Chinese population in Hong Kong has increased over time • Non-Chinese people have made significant contributions to Hong Kong and wielded enormous influence in its development. Many infrastructure developments were initiated by them. We should not be misled by others' or the media's negative stigmatisation of the non-Chinese population 	5 minutes	Presentation slides P.5-7
Tutorial video Play a two-minute video about a landlord refusing to rent property to a non-Chinese man and his Chinese wife because of his race	5 minutes	Video (1.1)
Group discussion Divide students into three to six groups depending on the number of students and ask students to discuss the tutorial video using the worksheet as a guide	15 minutes	<ul style="list-style-type: none"> • Presentation slide P.8 • Worksheet
Group presentation and conclusion Invite a representative from each group to present discussion results; teachers can also share their views or suggestions with students	15 minutes	Presentation slides P.9-11
Wrap-up video Play the video on direct racial discrimination	2 minutes	<ul style="list-style-type: none"> • Video (1.2) • Presentation slides P.12-13
Session summary Reiterate the key message and ask students to complete the evaluation form; extended learning worksheets are provided for teachers to lead further discussion or for self-study by students	3 minutes	<ul style="list-style-type: none"> • Presentation slide P.14-15 • Evaluation form • Extended learning worksheet

Teaching advice:

Before playing the video, teachers may ask students to pay attention to:

- (1) the difficulties faced by non-Chinese people in tenancy;
- (2) the change in the facial expression/emotion of the protagonist;
- (3) the reaction and attitude of the real estate agent

Suggested answers for group discussion

1. Why do you think the landlord refused to rent their property to people of other races?

- ▶ Common prejudice and misunderstanding; language barriers; the misconception that South Asians do not pay rent on time; worry about the smell of their food; worry about potential objection from neighbours
- ▶ Feasible solutions: to overcome language barriers by communicating with related third parties such as family members, friends, partners and agents; to refrain from generalising and criticising their personalities and lifestyle solely on the grounds of race; to consider the conditions of each potential tenant in a fair manner instead of simply turning down all non-Chinese people

2. What would you feel if you were the protagonist? Why?

- ▶ Common feelings: aggrieved, ignored, disappointed and helpless, unable to combat prejudice

3. What do you think the real estate agent can do to help the protagonist?

- ▶ Possible suggestions: to understand and comply with the anti-discrimination ordinances; to remind the landlord of his/her liabilities under the RDO; to provide equal services to all customers regardless of their racial backgrounds

Lesson plan and teaching suggestions for session 2

Key message:

A person's potential is not determined by race. Discrimination will only constrain the person from realising his/her potential

Learning objectives:

- To understand -
1. the barriers faced by the non-Chinese population in education and employment
 2. successful examples of overcoming racial stereotypes
 3. the meaning of indirect racial discrimination under the RDO

Activity	Duration	Teaching Materials
Introductory activity <ul style="list-style-type: none"> • Recap the previous session with brief questions and answers • Outline the learning objectives of the session 	5 minutes	Presentation slides P.2-6
Online game – true or false questions of “I am ...” (under construction) Help students understand the barriers and racial stereotypes faced by the non-Chinese population in employment, and that a person's occupation and achievement cannot be determined by race or skin colour (the number of questions can be reduced subject to the time available)	10 minutes	Online game
Activity summary A person's potential is not determined by race. Discrimination and unreasonable requirements will only constrain the person from realising his/her potential; teachers will share some successful examples of non-Chinese people overcoming racial stereotypes	5 minutes	Presentation slides P.7-8
Tutorial video Play a two-minute video about a non-Chinese parent who encountered difficulties in enrolling his daughter into a kindergarten because the child could not meet the uniform Chinese language proficiency requirement for admission	5 minutes	Video (2.1)
Group discussion Divide students into three to six groups depending on the number of students and ask students to discuss the tutorial video using the worksheet as a guide	15 minutes	<ul style="list-style-type: none"> • Presentation slide P.9 • Worksheet
Group presentation and conclusion Invite a representative from each group to present discussion results; teachers can also share their views or suggestions with students	15 minutes	Presentation slides P.10-13
Wrap-up video Play the video on indirect racial discrimination	2 minutes	<ul style="list-style-type: none"> • Video (2.2) • Presentation slides P.14
Session summary Reiterate the key message and ask students to complete the evaluation form; extended learning worksheets are provided for teachers to lead further discussion or for self-study by students	3 minutes	<ul style="list-style-type: none"> • Presentation slide P.15-16 • Evaluation form • Extended learning worksheet

Teaching advice:

Before playing the video, teachers may ask students to pay attention to:

- (1) the reasons the protagonist applied for admission to this kindergarten for his daughter;
- (2) the challenges faced by the protagonist in the course of application;
- (3) the difference in treatment received by Chinese and non-Chinese parents

Suggested answers for group discussion

1. Why do you think the protagonist wanted his daughter to study in a local mainstream kindergarten?

- ▶ Possible reasons: Although non-Chinese students may have no knowledge Chinese language before admission to kindergarten, it is crucial for them to start learning Chinese at the first stage of formal education. In addition, they can have more opportunities to learn and use Chinese in a Chinese language environment, enabling them to understand and integrate into Hong Kong society more easily

2. Why do you think the person-in-charge of applications has reservations about admitting non-Chinese students to the kindergarten?

- ▶ Possible reasons: Local kindergartens which rarely admit non-Chinese speaking (NCS) students worry that the student's learning progress would be hindered due to their language background. Moreover, their parents cannot support their studies at home because they do not understand Chinese either. However, the Education Bureau has rolled out a series of support measures, including additional grant to support NCS students in kindergartens and their needs in learning and development

3. What can the kindergarten principal do to improve admission criteria and other measures?

- ▶ Feasible solutions: According to the Education Bureau's guidelines, kindergartens must provide non-Chinese parents with both Chinese and English versions of application forms and other information such as school-based admission mechanism and selection criteria. Kindergartens should also not conduct admission interviews only in Chinese, should arrange designated staff members for non-Chinese applicants and provide training to frontline personnel and teachers about inclusiveness

Lesson plan and teaching suggestions for session 3

Key message:

Prejudice and misunderstanding are the root cause of discrimination and harassment

Learning objectives:

To understand -

1. the presence of similar beliefs in different religions
2. the challenges faced by non-Chinese students in education
3. the meaning of racial harassment under the RDO

Activity	Duration	Teaching Materials
Introductory activity <ul style="list-style-type: none"> Recap the previous session with brief questions and answers Outline the learning objectives of the session 	5 minutes	Presentation slides P.2-5
Online game – matching (under construction) Point out that there are similar doctrines in all religions and that students should avoid having preconceptions about people of different races based on their religious practices and beliefs (the number of questions can be reduced subject to the time available)	10 minutes	Online game
Activity summary Since its early days, Hong Kong has been a hub of different religions. They may have diverse practices and customs, but they share many similarities in their beliefs and doctrines	5 minutes	Presentation slides P.6
Tutorial video Play a two-minute video about a non-Chinese student who resigned from the position as a committee member at the Student Union because other committee members teased him, making him feel disrespected	5 minutes	Video (3.1)
Group discussion Divide students into three to six groups depending on the number of students and ask students to discuss the tutorial video using the worksheet as a guide	15 minutes	<ul style="list-style-type: none"> Presentation slide P.7 Worksheet
Group presentation and conclusion Invite a representative from each group to present discussion results; teachers can also share their views or suggestions with students	15 minutes	Presentation slides P.8-13
Wrap-up video Play the video on racial harassment	2 minutes	<ul style="list-style-type: none"> Video (3.2) Presentation slides P.14
Session summary Reiterate the key message and ask students to complete the evaluation form; extended learning worksheets are provided for teachers to lead further discussion or for self-study by students	3 minutes	<ul style="list-style-type: none"> Presentation slide P.15-16 Evaluation form Extended learning worksheet

Teaching advice:

Before playing the video, teachers may ask students to pay attention to:

- (1) the prejudice and misunderstanding about the protagonist;
- (2) the reasons the protagonist is opposed to putting up the poster;
- (3) the approach of the president of the Student Union in handling the conflict

Suggested answers for group discussion

1. What kind of prejudice and misunderstanding about certain ethnic groups can we see in the video? What are the reasons?

- ▶ People with darker skin are Africans; black people or people with darker skin have better athletic performance; these perceptions are shaped by peer influence, subjective judgment, lack of comprehensive understanding and the media

2. If you were the protagonist, would you continue to serve as a committee member of the Student Union? Why? If you choose to stay, how would you convince other members to remove the poster?

- ▶ Yes: the protagonist should not avoid the problem; proactive approach: convince the committee members of the Student Union to remove the poster by explaining the negative impact it could have; seek help from teachers
- ▶ No: it is hard to continue to work with schoolmates who do not respect us; proactive approach: report to relevant teachers about the need to educate students to respect different races and stop discrimination

3. What should the president of the Student Union do to deal with the conflict between the protagonist and other committee members?

- ▶ Feasible approach: Stop classmates from teasing or discriminating against others at once and correct their behaviours; patiently listen to

Lesson plan and teaching suggestions for session 4

Key message:

Racial discrimination will undermine Hong Kong's competitive edge as a cosmopolitan city

Learning objectives:

To understand -

1. the contributing factors in the development of Hong Kong into a multicultural metropolis
2. how non-Chinese people are depicted by the media
3. the meaning of racial vilification under the RDO

Activity	Duration	Teaching Materials
Introductory activity <ul style="list-style-type: none"> Recap the previous session with brief questions and answers Outline the learning objectives of the session 	5 minutes	Presentation slides P.2-4
Online game – matching (under construction) Show Hong Kong's status as a multicultural metropolis as evidenced by the diversity of Hong Kong's food culture (the number of questions can be reduced subject to the time available)	10 minutes	Online game
Activity summary <ul style="list-style-type: none"> Racial diversity in Hong Kong has played an important role in Hong Kong's food culture. Fusion cuisine that combines the elements of different regions and cooking methods can be found everywhere. This is a clear manifestation of Hong Kong's reputation as a multicultural metropolis In news reports about suspected breaches of the law by individuals from certain ethnicities, the racial background of the alleged offenders are often emphasised. As a result, most Hong Kong people have a relatively negative perception of certain ethnic groups as a whole 	5 minutes	Presentation slides P.5-8
Tutorial video Play a two-minute video showing a resident of a housing estate insulting a non-Chinese community and inciting other residents to be hostile to that non-Chinese community on a social media platform	5 minutes	Video (4.1)
Group discussion Divide students into three to six groups depending on the number of students and ask students to discuss the tutorial video using the worksheet as a guide	15 minutes	<ul style="list-style-type: none"> Presentation slide P.9 Worksheet
Group presentation and conclusion Invite a representative from each group to present discussion results; teachers can also share their views or suggestions with students	15 minutes	Presentation slides P.10-12
Wrap-up video Play the video on racial vilification	2 minutes	<ul style="list-style-type: none"> Video (4.2) Presentation slides P.13
Session summary Reiterate the key message and ask students to complete the evaluation form; extended learning worksheets are provided for teachers to lead further discussion or for self-study by students	3 minutes	<ul style="list-style-type: none"> Presentation slide P.14-15 Evaluation form Extended learning worksheet

Teaching advice:

Before playing the video, teachers may ask students to pay attention to:

- (1) the general public's stigmatisation of Southeast Asians;
- (2) the words used by the residents to tease the group of Southeast Asians;
- (3) the response of the residents even after learning the truth about the incident

Suggested answers for group discussion

1. What kind of common racial stereotypes or stigma can we see in the video? What are the reasons?

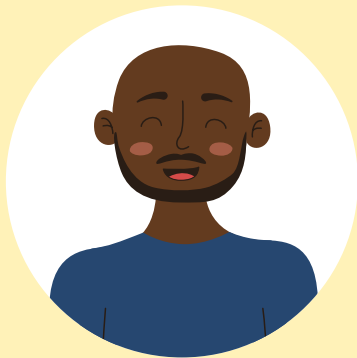
- ▶ Many people misunderstand that all women from Southeast Asia are domestic helpers instead of home owners. They are usually considered as having a low education level and are not respected. These perceptions are shaped by peer influence, subjective judgement, lack of comprehensive understanding and the media
- ▶ Quite a number of Southeast Asians settle in Hong Kong and make Hong Kong their home. Many foreign domestic helpers have college degrees from their home countries, but they come to Hong Kong to work so they can improve the economic well-being of their families. Without their hard work, many local parents would not be able to go to work which would greatly influence their living standards

2. If you were the victim of the post in the video, how would you face and deal with the problem?

- ▶ Feasible approach: to ask the service provider of the relevant platform/the individual posting the original message to remove the post; to ask the individual to apologise; to lodge a complaint with the Equal Opportunities Commission if they refuse to do so

3. What impact do you think hate/discriminatory speech on social media has on the image of Hong Kong as a cosmopolitan city?

- ▶ It could create a negative perception of Hong Kong as a non-inclusive society. This may discourage overseas talent and investment from coming to Hong Kong, thereby impacting the city's future growth and its image as an international city



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