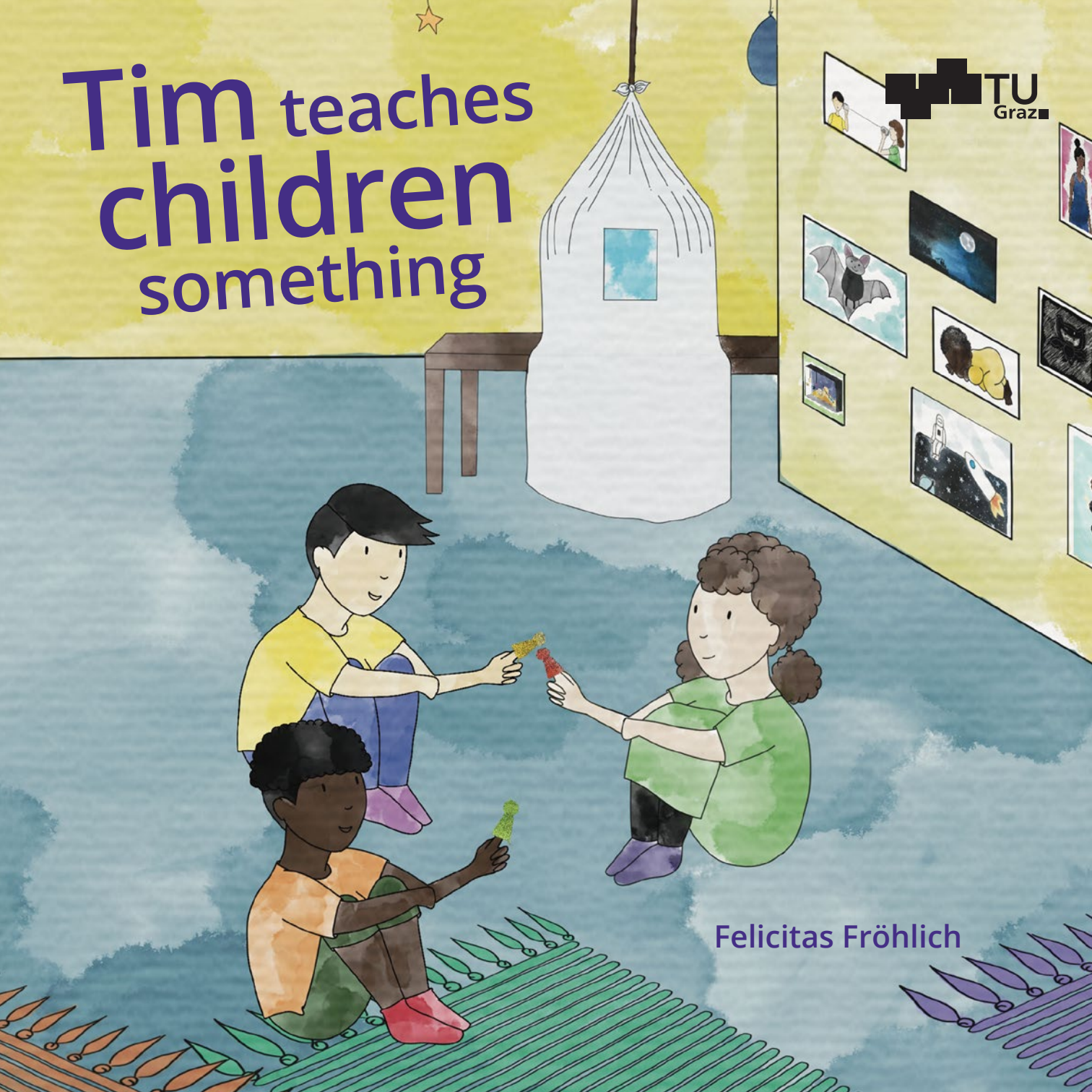


Tim teaches children something



Felicitas Fröhlich

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About the author and illustrator:

Felicitas Fröhlich, BA | School Certificate in Fashion Design | Studies in Sociology / Gender Studies

This book has been created to show everyone how beautiful it can be to inspire other people and help them see the world from a different point of view.

Tim chooses to be an elementary teacher, but we all have different opportunities to try this out. This book is also for all the children who, as older siblings, help their younger siblings from the very beginning. Therefore, I dedicate this book to my two big brothers, Martin and Michael, who have been by my side since my first day on this Earth. Great thanks are also due at this point to Adjanie Kamucote of MELANIN TALK and to my friend Sybille Krenn for her expertise as a biology teacher.



**Tim teaches
children
something**

Felicitas Fröhlich

When Tim was in kindergarten, a great
new adventure lay ahead of him.

**Tim was going to
be a big brother.**

His sibling was born,
and a lot changed.





As soon as his sibling was born,
Tim always wanted to know
how the baby was doing.

He also proudly brought
the photos

to the kindergarten to show
them to Ina and Alex.

"A baby like that can be quite a handful,
but I'm looking forward to
the time when the baby is bigger
and we can play together!"

Tim loved to go to kindergarten.

He was also very enthusiastic
about drawing.

One time, when the children were drawing
pictures of their families, one asked him for
a coloured pencil that was "skin colour".

This confused Tim, because there were
many skin colours. So, he immediately
placed a large selection of coloured pencils
in the middle of the table.

Tim asked his teacher Helene why there
are so many different skin colours.





Helene said:

"That is a very good question, Tim."

I think all the children are interested in the answer to that question." The next time the children had circle time, she explained:

"There are small molecules called pigments in our skin. People with a darker skin colour have more pigment than people with a lighter skin colour. When the sun shines on our skin, new pigment is created. That also protects our skin, and that's why our skin colour often changes in summer."



miniklexikon.zum.de/wiki/Haut

Over the next few years, Tim always had a lot of fun playing with and looking after his sister Nala and her friends.





Tim liked to make up different and fun games like "rocket hopscotch" to play with other children.

"Rocket hopscotch"

works like this:

First, you need to draw a planet shape, give it a name and a number, and then "hop" to the planets.

On page 41 you will find the instructions for rocket hopscotch.

Sometimes Tim also played a few songs on the guitar with Alex. His sister Nala was especially happy when they played the song "How should the world look" for her birthday.



On page 43, you will find the lyrics to the song.

HAPPY BIRTHDAY





Because he had a little sister, Tim was used to explaining things vividly and simply. One time, he made little finger puppets for a presentation in biology to explain the structure of cells.

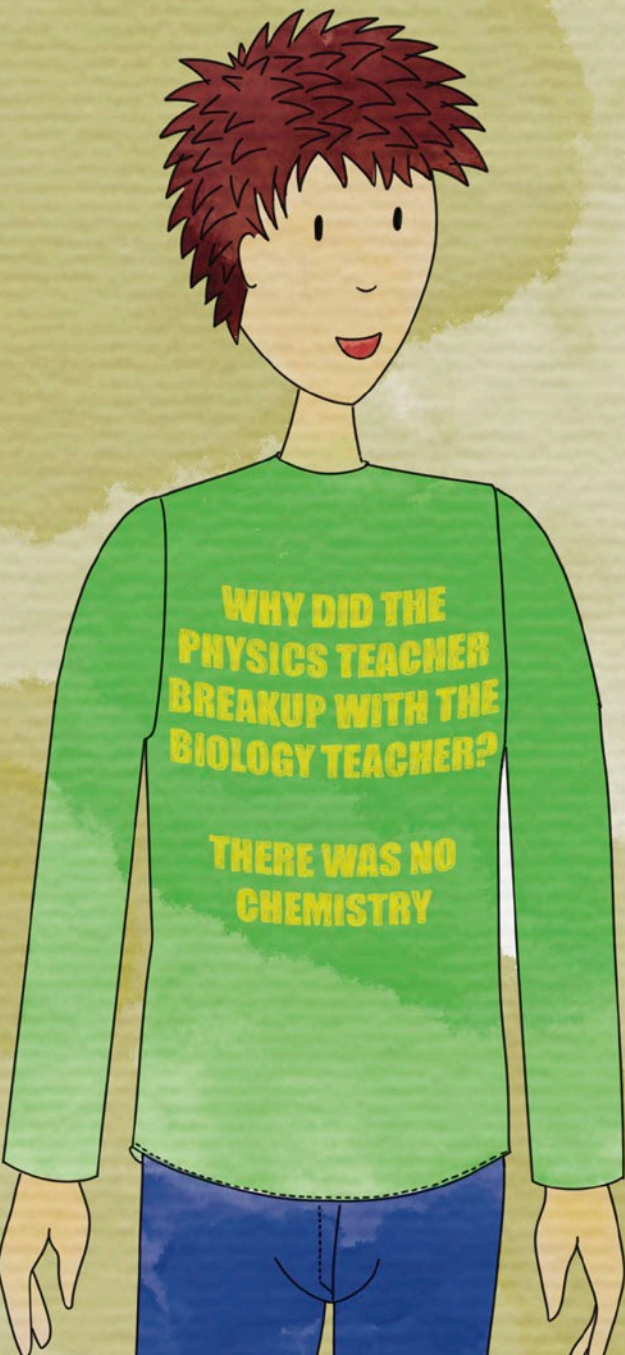
**Do you know
what a cell is?**

If not, then look on page 42.

Tim's biology teacher Takumi thought his presentation was great. After the lesson, he asked where Tim got the idea.

When Tim replied that he liked to find ways to explain things simply to his little sister, Takumi said enthusiastically:

"As a teacher, I can learn something from you. Maybe you would like to become a kindergarten teacher too one day or an elementary teacher for younger children?"





**Teacher Training College
for
Elementary Education**

When it was time to start vocational training, it quickly became clear to Tim that he really wanted to become an early childhood educator.

In order to fulfil his dream, he attended a special school for the training, the Teacher Training College for Elementary Education*.

*Bundesbildungsanstalt für Elementarpädagogik

Once he had completed the training,
Tim was soon leading his own
kindergarten group. He had lots of
fun exploring all kinds of things
with his group.



Our
play garden



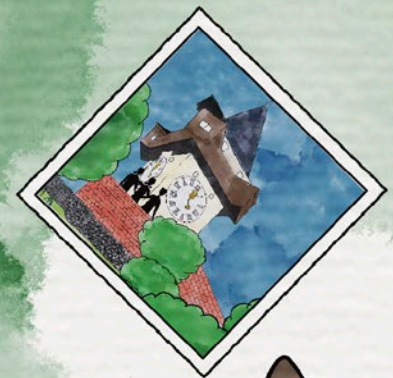
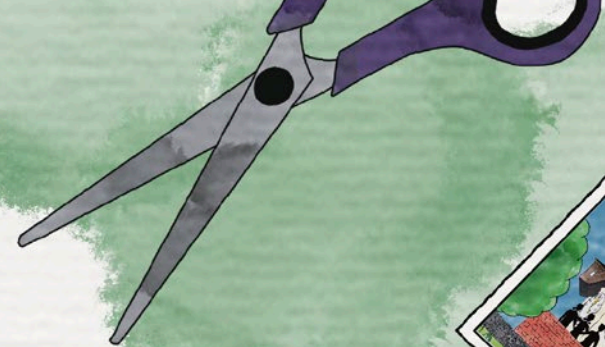
One time, Tim brought his group an extra-large pack of coloured pencil with lots of skin colours.

He said "We will all make the posters of ourselves and our families and friends in the next few days. Please bring some appropriate photos for this project by next week."



www.hautfarben-buntstifte.de

Tim also wanted to create a poster of himself, his family, and Ina and Alex.





2 FACES RECOGNISED

When Tim met up with Alex and Ina,
they wanted to take a selfie.

But the mobile phone camera could
not automatically recognise Tim's face,
although the focus settings were correct.

And in some of the pictures,
his face was blurred.

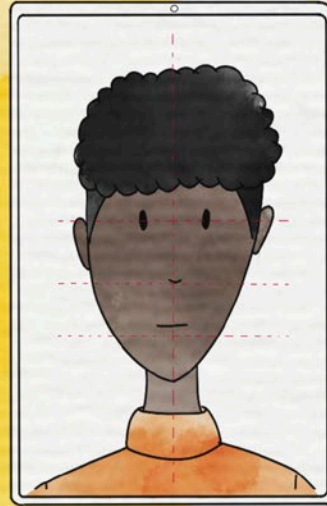
When Tim told this to the children
in the kindergarten group, they
immediately wanted to know why
this happened and how facial
recognition works.

One of the children, Kaya, said that sometimes her mum could not unlock her mobile phone with facial recognition.

Even when Kaya tried it herself, it didn't always work.



FACE
NOT
RECOGNISED



Tim explained, "Facial recognition works in different ways. For example, a computer programme is shown many different pictures of faces. This makes it possible for it to determine which facial differences and characteristics people have and to identify individual people.

Facial recognition

is used for various things, for example, to unlock mobile phones and tablets."

As Tim sat together with his kindergarten group during circle time, and they talked about facial recognition and mobile phones, he thought once again:

**I am so
happy**

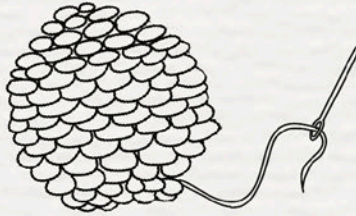
that I have become an elementary teacher. It is the most beautiful thing for me to be able to explore the world together with the children and to encourage them to think about and discuss things...



Crochet a fingerpuppet with Tim

Head

- 6 stitches to form a magic ring
- double every KS (knit stitch)
- double every KS
- double every KS
- double every KS
- 5 rounds without increasing
- crochet every 4. and 5. KS together
- crochet every 3. and 4. KS together
- crochet every 2. and 3. KS together
- crochet every 1. and 2. KS together
- Fill the head with cotton batting



What you need:

Wool

Cotton batting

Crochet needle

Large needle

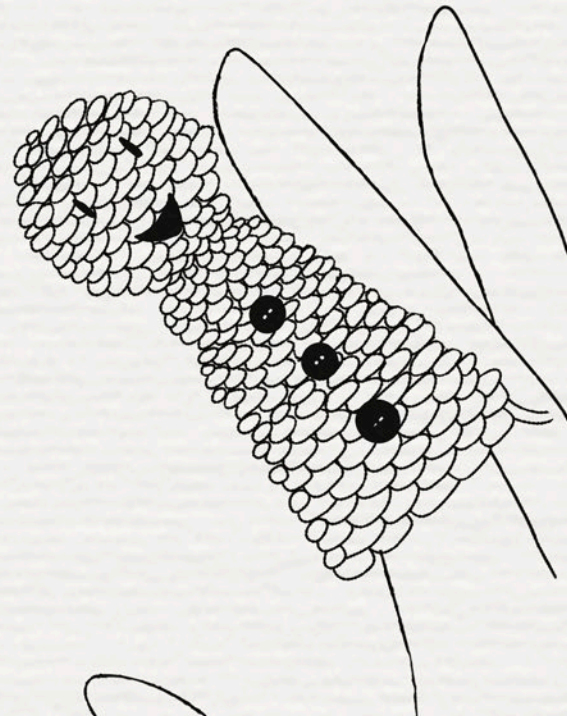
KS—Knit stitches

(also called a solid crochet stitch)

Body

- crochet 15 loose stitches to form a ring.
- crochet a Tube that is the desired length.
- sew the head onto the body.

If you like you can give your puppet a face with wool and little buttons.



Rocket hopscotch

Draw the Sun and planets on the ground with chalk

Begin at the Sun. Then draw names of the planets out of a bag.

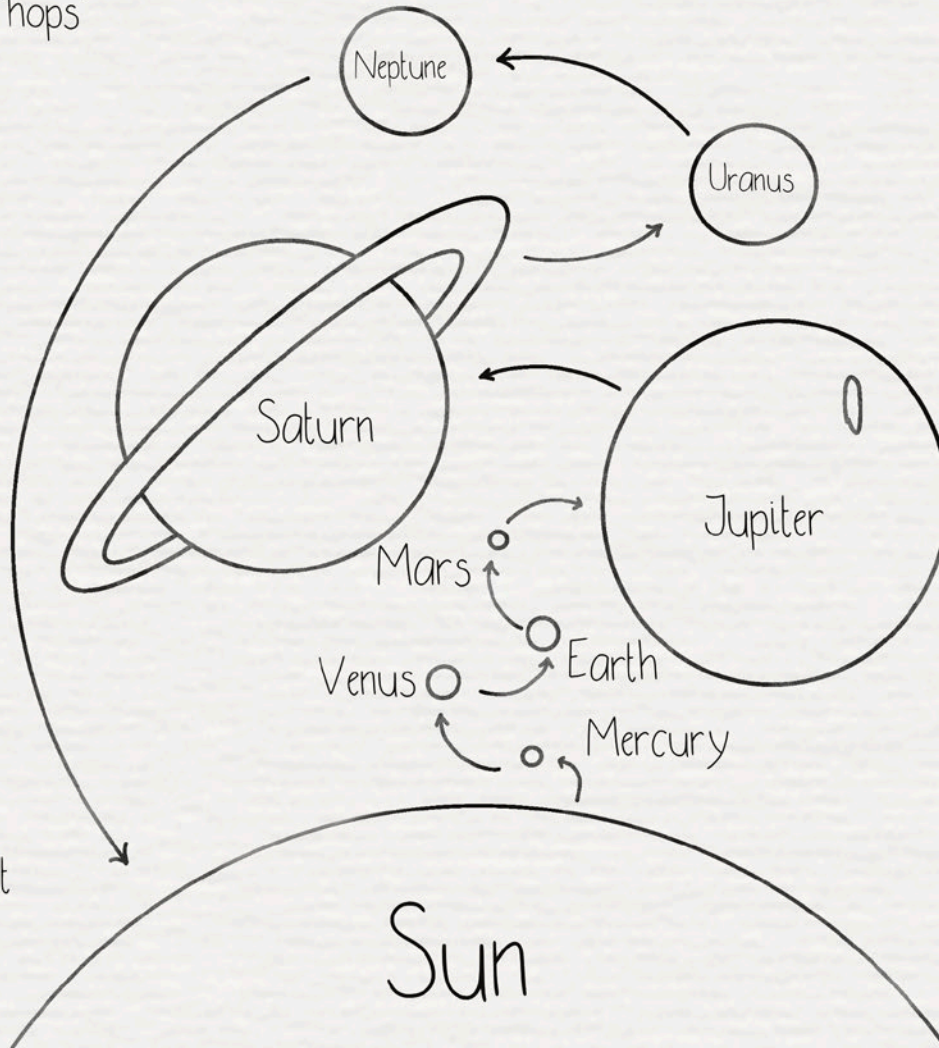
Roll the dice to see how many 'hops' you should take.

If you manage to land on your planet with the number of hops you have rolled with the dice, then you get a star.

You can draw this star on the edge of the 'Solar System'.

One time during the game, you can use a 'UFO' to fly to the next destination.

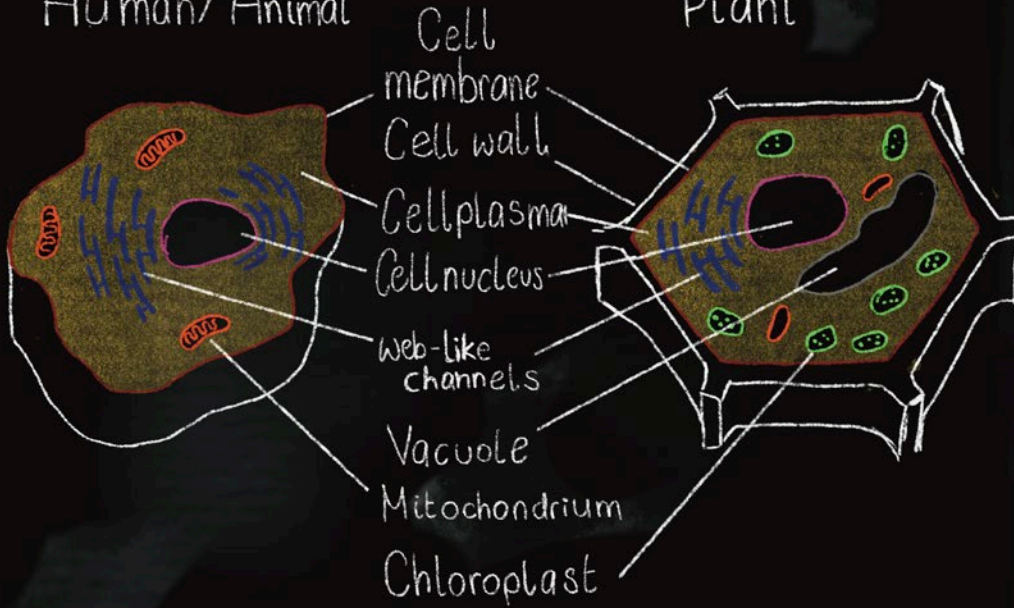
After 5 rounds of the game, count all the stars you have collected.



The Cell

Human/Animal

Plant



How should the world look

T + M: Anders Orth / www.lilalindwurm.de

Refrain

What will I do - o when I gr - ow up?

1. How will the world lo - ok, when I am grown up?

2. How will the world lo - ok ?

Strophe

May - be I will fly up in space in order
May - be I will cross the ocean and stand
Will I live in a big city or in
Will I have my own child - ren with whom

to see the stars up clo - se.
on a new is - land.
in a house near the sea.
I then go swim - ming?

Tim teaches
children
something

Areas of focus:

Science

Technology

Diversity

Gender Diversity

Intersectionality

Accompanying text

Diversity and intersectionality

Tolerance, openness and open-mindedness are values that TU Graz wants to pass on to its employees and students, as well as to the children in its childcare facility, the TU nano-university. These values form the basis of their children's books.

This story is about Tim's life. As a Black child, he notices that the children around him not only have different hair colours and eye colours, but also different skin colours. But Tim also notices that these children have many things in common, like his best friends, Ina and Alex, who are both not Black. He shares the joy of having a sister and becoming a big brother with them, and Tim makes music with Alex.

TU Graz places a focus on what unites us, on what we have in common, on the potential and the added value that diversity brings¹. The focus is directed toward racist structures in the society and this topic is made the subject of discussion. The focus here, however, is not placed on the experience of racism per se, but clearly on possible solutions to problems

¹ www.tugraz.at/go/diversitaet/

that arise. In the story, for example, the topic of skin colour is discussed in such a way that indicates that a wide range of coloured pencils already exist for "skin colours". The example of the problem of facial recognition with the (mobile phone) camera is more difficult to solve. This example shows clearly that technology is not neutral and that various forms of discrimination are also "inherent".

However, Tim is not only a Black child. He also has an unusual career goal for boys, which is the focus of the story: He wants to become an elementary teacher and achieves his career goal. This is where the intersectionality mentioned in the title comes into play. The term intersectionality comes from the English word "intersection", which means street crossing. The image of the street crossing represents a metaphor for different forms of discrimination that a person can experience simultaneously that come from many different directions. In many people's real lives, different forms of discrimination such as sexism (discrimination based on gender), classism (discrimination based on social origin), homophobia (discrimination based on sexual orientation), or racism can "intersect".

However, the various forms of discrimination are not additive; each additional form of discrimination leads to other forms.

In order to carry out the most holistic and detailed analysis of inequality or power structures, it is necessary to adopt an intersectional perspective. The origins of this intersectional perspective go back to the origins of Black feminism and the African American labour movement.

Due to our social structures, it is not easy for individuals identified as male to choose a female-dominated profession. The percentage of males in elementary education is about as high as the percentage of female pilots in the aviation sector (which is about 4 per cent worldwide). From an intersectional perspective, Tim is not only a boy or young man who wants to become an elementary teacher, but also a Black man. This means that he is doubly challenged, so to speak, due to the attributions of others. Nevertheless, he reaches his professional goal, just as he should be able to. Namely, he should be able to develop his potential and determine his own life and career path.

Explanation of terms

People of Colour (PoC)/singular form: Person of Colour

is a self-designation by and for people who have experienced racism. These individuals define themselves as non-*white* people in a *white*-dominated society. The term originated in the 1960s during the American civil rights movement. The word "colour" is not translated into German, as it is a term connotated with racism. However, it is possible to translate the first part of the term and say, for example, "children of colour". BIPoC (Black, Indigenous and People of Color) later evolved from the term PoC and explicitly refers to Black people, PoC and Indigenous people.

Black

Black is written in a capitalised form in the anti-racism movement literature because it is a self-empowering political self-designation of Black people. The focus is not placed on the skin tone, but on the social position that racialised people experience in society.

White

White is written in italics in this accompanying text because it is not a biological factor of skin tone. The term is meant to indicate that *white* people hold social positions in society that give them easier access to resources and participation.

Racialisation

Derived from the English term "race", the term racialisation describes a process by which people are hierarchially ranked according to racist characteristics. While in German, the use of the term "*Rasse*" is mainly associated with National Socialism and supposed natural differences and categories and, therefore, is not used, the word racialisation emphasises the idea that the term is a construct of this category. This construct, however, has real effects on people's lives.²

² www.gendercampus.ch/public/ttgd/Glossar_RACE.pdf

Racism – what can be done?

This accompanying text has been provided to serve as a tool that can be used to address the issue of racism in our society in more detail and gives possible solutions for how to deal with it. Above all, the text is provided to educate children in an anti-racist way.

Racist ideologies imply hierarchical differences among people. Biological characteristics are seen as a prerequisite for social and cultural performance. People are categorised into two camps - the group of "superior" people who represent the prevailing "norm" and the group of "inferior" people who are considered to deviate from this norm. Due to this categorisation, economic, material, cultural, intellectual and social resources are unequally distributed. The hierarchical distinction of "races" was used to justify the wielding of power by European countries over colonised territories. Scientifically speaking, however, there is only one human species: the human being.

When we need to use the term in German, for example, to analyse prevailing racist systems, we use the term "Rassifizierung" or the English term "race".

The central function of racism is to justify and maintain a systematically superior position for certain people and groups. Groups of people are attributed with certain characteristics. These characteristics are then categorised into positive and negative ones. As a result, dominant groups persistently associate negative characterisations with the "inferior" group. For example, individual mistakes are interpreted as a confirmation of prevailing stereotypes. These negative characterisations are attached to people like a label; they are labelled by racism. The question is: At what point do we begin to perceive and accept these stereotypes?

During the first years of life, children learn to recognise and name things in their environment more accurately. They begin to assign their first general categories, such as size, clothing, hair length, or presence of a beard. During the third year of life, children learn that categories like gender, skin colour, or inferred cultural origin have a greater significance.

Around this time, children learn that skin colour - unlike other categories such as finger length - has a social meaning.

How do I explain racism to children?

Children will encounter many different forms of racism during their lives. Therefore, it is important to provide an equally diverse education that encourages children to view racism critically, and that does not only address surface issues, in order to counteract racism over the the long run. In early childhood, the priority is not to actually talk about structural forms of racism. Instead, diversity should be a highly visible part of everyday life. This diversity can range the choice of leisure activities, toys, or children's books and on to play partners. An important consideration is, for example, whether PoC characters are depicted in a children's book, and if so, which ones.

Children imitate the adults in their lives, they learn through their observations. Obviously, a step toward self-reflection has to be taken first.

Overall, it has been shown that providing role models, creating a diverse and inclusive environment and encouraging personal reflective behaviour and mutual communication, as well as addressing important topics, have a lasting positive effect on children and their world view.

How we can counteract racism in everyday life

In order for children to develop their own identity, it is critical for them to be able to identify themselves in a variety of positive role models and toys. Accordingly, it is important that children perceive a diversity of genders, cultures, and bodies that can serve as role models. Particularly in the European or American context, whiteness is cemented as the norm, even if the global majority of people are People of Colour. Children's books help children to understand the world in which they live. However, only a few children's books depict the full range of social diversity. Most of the protagonists in these books are *white*; People of Colour rarely appear, and, when they do, it is generally in a supporting role or with a racist overtone.

If children's books represent societal diversity, it will also be easier for children to navigate this society. They are shown that it is good to be the way they are. This represents an important building block for increasing self-confidence and self-assurance.

Why is it important to address a topic like racism in children's books?

Even today, you can still find current children's books with obvious as well as more subtle racist representations that influence young readers. Of course, reading a single book cannot cause an individual to adopt a racist worldview. However, children's books are an important part of children's socialisation process, and especially *white* children. Thus, they play an important role in the process that leads growing people to form their worldviews. While positive portrayals have an encouraging effect, negative portrayals can have a negative effect on both the group that is affected and the group that is not directly affected. This has an impact on the self-esteem of the affected group, and it has an impact on the openness the non-affected group might display towards People of Colour.

Children's books can and should often be read with moral messages. However, young readers can absorb both humanistic messages and "racialised" knowledge at the same time when reading a children's book. Considering these aspects, the responsibility of the authors plays a special role. If personally acquired, "racialised" knowledge is used in a children's book without

self-reflection, this is perpetuated over a long period of time. However, racism is not just a harmless idea; it manifests itself every day in the lives of affected persons who are subjected to belittling, exclusion, and attacks.

For all these reasons, a more intensive examination of children's books is urgently needed in order to prevent racist oppression in society, taking an initial step on the level of reading socialisation. Books but, of course, also films, children's songs, or games have the potential to help people to develop and change their own ideas about themselves and the world.

Why the topic of racism is also important for applied technology

Digitalisation is one of the issues that is already shaping our society and will continue to do so in the future. This can be seen as an opportunity to pursue more equality and democracy, as digitalisation breaks down geographical and cultural barriers and enables a low-threshold method of active participation. Smart devices (keyword: Internet of Things) are thought to offer flexibility and help for (self-)optimisation. On the other hand, many research results show that digital

technologies do not dissolve existing forms of inequality; instead, they perpetuate these in the digital space.

Technology is not created beyond the realm of social values, but is an active part of them. Thus, the social values of the developers flow consciously and unconsciously into the design process. In a subsequent step, the users of the products are influenced by their interactions with it. Technology is not apolitical and cannot be seen as existing beyond the boundaries of certain power structures. Regarding the issue of racism, this means that technology such as the internet is not neutral. One example of this is facial recognition software. Black women are often not recognised, are interpreted as male, or are incorrectly identified as the subject of prosecution.

Large corporations in particular act as gatekeepers³ in this context. For example, if you search for "black hair" with a search engine, mainly *white* women with black hair will be

³The English term "Gatekeeper" literally means "guardian of the gate". In social contexts, gatekeepers are those people who have the ability or position to provide access to privileges or to influence people's movements.

displayed; if you enter "messy hair", you will see more photos of Black women and their hair. However, the fact that search results are personalised also plays a role here; these can differ from person to person. Algorithms learn quasi "automatically" through the data with which they are trained to reflect existing social inequalities. Here is an example: In an automated application process used in a large company, mainly men or *white* people were automatically selected. There was a simple reason for this, namely, that previously successful people in the company were predominantly *white*. The underlying algorithm had been trained that people with *white* skin were more successful and, therefore, applied this as a characteristic for success.

How can we as a society counteract this discrimination through technology?

The task of our society in the near future will be to take advantage of the potential offered by technology while suppressing or preventing its racist or otherwise discriminatory tendencies.

Companies and developers as well as individual users can contribute to creating a more equal society by raising awareness, encouraging reflection, and consciously counteracting racism.

Examples/Links:

www.srf.ch/kultur/gesellschaft-religion/rassismus-in-der-fototechnik-die-kamera-ist-rassistisch-google-und-snap-wollen-das-aendern

technikjournal.de/2020/08/27/wenn-es-fuer-dich-keine-seife-gibt

www.apollon-dossier.de/rassismusproblem

www.derstandard.at/story/2000125702981/rassismusvorwurf-anti-schummel-software-erkennt-schwarze-studenten-nicht-als-anwesend

www.wissenschaft-x.com/autonomous-cars-cant-recognise-pedestrians-with-darker-skin-tones

Further literature:

Josephine Apraku: „Wie erkläre ich Kindern Rassismus? Rassismussensible Begleitung und Empowerment von klein auf“

Maisha-Maureen Auma: „Rassismus: Eine Definition für die Alltagspraxis“

Jens Mätschke (2017): „Rassismus in Kinderbüchern: Lerne, welchen Wert deine soziale Positionierung hat!“

Laura Schelenz und Maria Pawelec, IZEW: „DISKRIMINIERUNG (DURCH TECHNIK)“

MELANIN TALK

www.instagram.com/melanin_talk/?hl=de

MELANIN TALK, das sind Chantal Bamgbala und Adjanie Kamucote. Sie leisten Aufklärungs- und Sensibilisierungsarbeit auf Social Media und in Form von Workshops an Universitäten, in Schulen und anderen Organisationen. Darüber hinaus bieten sie im Tabletalk-Format People of Colour und Schwarzen eine Plattform. Ihre Themenschwerpunkte sind Rassismus, Sexismus und Intersektionalität.

TANAKA Graz Community

Eine POC-Community, die die alltägliche Realität der POC in Graz und Österreich zum Ausdruck bringt, um eine bessere Gegenwart und Zukunft zu schaffen.

www.facebook.com/tanakagraz/
linktr.ee/Tanaka_Graz

**Chiala – Association for the Support of Culture,
Diversity, and Development**

Griesplatz 13

8020 Graz

E-mail: office@chiala.at

Tel.: 0316 / 72 46 83

<https://chiala.at>

Black Voices – The Anti-Racism Referendum Austria

Black Voices - the anti-racism referendum, is a non-political anti-racist initiative in Austria. The goal of the referendum is to ensure the equal participation of Black people, people of African origin, and People of Colour in all areas of Austrian society.

blackvoices.at

E-mail: volksbegehren@blackvoices.at

ZARA Civil Courage and Anti-Racism Work

Schönbrunner Straße 119/13

Eingang: Am Hundsturm 7

1050 Wien

www.zara.or.at/de

office@zara.or.at

IDB – Initiative for a Non-discriminatory Education System

diskriminierungsfrei.at

office@diskriminierungsfrei.at

Tim teaches children something

When Tim was still a little boy, a great adventure lay ahead of him. He got a new sister.

Even though this changed many things, he was very proud to be a big brother. Tim also liked to invent new games for his sister, explain things to her with finger puppets, and sing her a song on her birthday.

He was also able to use some of these skills at school, and he was encouraged to continue his education in teacher training college. Once he completed his training, Tim could soon lead his own kindergarten group.

You will find a short accompanying text in the appendix that provides those reading aloud, and especially parents and educators, with background information and further suggestions.

This book is one of a series of 6 children's books published by the Verlag der Technischen Universität Graz. The series focuses in particular on those values that form the foundation of the educational care of children at Graz University of Technology: tolerance, openness and appreciation of fellow human beings, animals, diversity, nature as well as technology and natural sciences.

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