



Using this material should help staff to present wide and unbiased information developing informed, thoughtful and responsible citizens aware of duties and rights. Whilst promoting moral, social and cultural development and helping them to become more self-confident, which, encourages pupils to play helpful part in the life of their school, community and society.

Diversity, identity and racial justice are three fundamental elements of schools ethos, which seek to safeguard and promote the right of all young people to equality of opportunity and treatment, irrespective of race, colour, nationality, ethnicity, culture or religion.

Variety of teaching approaches and learning styles can be used to teach these three elements, e.g.

- Knowledge and understanding
- Legal and Human rights
- Empathy
- Moral Reasoning
- Public discourse

(Education for Citizenship, Diversity and Race Equality: A practical guide, the Citizenship Foundation, 2003)



Race Equality Education

Teacher – To introduce the concepts for better understanding of the pupils’ knowledge and awareness of cultural diversity. Raising awareness of pupils’ rights and responsibilities in this area is very important to the implementation of NP3 and Global Citizenship.

Diversity

- What is Diversity?
- What are the advantages of diversity?
- What are the disadvantages of diversity?
- How does diversity affect you as a pupil of this school?
- How does diversity affect the Aberdeen as a City?

Racism

- What does racism mean?
- What are the forms of racism you know?
- What do you think is the cause of racism?
- Do you know that there is a law against racism?
- What do you think about negative statements about your friend?
- How does a person hurt with negative statement feel?
- What are the disadvantages of racism in any school or community?

Global Diversity & Economy - Aberdeen.

- Can you guess how many people are in Aberdeen from different countries?
- How many pupils are in your school from different countries?
- How many languages can you speak?
- How many countries have you visited in the last 12 months?
- Why do you think people move from place to place?
- What do you think the people bring with them when they move from one country to another?
- What do people in host country gain from the newcomers?
- How do you think you can benefit from diverse community?

Discussion {Group Activity}

- Do you think global diversity is good?
- If yes, what are the advantages?
- If no, what are the drawbacks? How can these be overcome?

Activities

- Use Aberdeen City Council’s Poster (poster provided)
- Make school poster and identify cultures/language/religions etc.
- Survey your local community e.g.
 - local stores
 - take a-ways
 - neighbourhood

Teacher - to differentiate material as appropriate to level of pupils.

Race Equality Education



Aim: To raise awareness of the issues of **social diversity**.

Learning Outcome

- Pupils will have increased awareness of the following issues:
- Global diversity within their own community and within Aberdeen.
- How the community perceive them as a social group:
- The causes and effects of racism:
- The disadvantages of failure to recognise global diversity:
- The advantages of taking on board the issue of global diversity.

Time available

2 x 40 minutes input (depending on time allocation on the timetable)

Materials: Poster Paper Markers Worksheets

Grouping: Pupils should be mixed thoroughly for effective participation. The group must not be too large. Between 3- 4 in a group would be ideal.

What to do

- Introduction of the concepts and **10 minutes “Ice-breaking exercise”** can help to set the pupils mind working.
- Divide the group, each group will be given the headings of Diversity, Racism, and Global Diversity and Economy to consider respectively.
- Group should be divided to facilitate discussion and
- Each group should be asked to appoint a recorder and a reporter.

Sequence of Lesson

Group Discussion – 10 mins

Racism group is to consider:

- a) What does Racism mean?
- b) What forms of racism the pupils are you aware of?
- b) What would be their reactions to negative statements about someone?
- c) How does a person hurt with negative statements feel?
- d) What are the disadvantages of racism in any school or community?

Diversity Group is to consider:

- How many people from different countries are their school?
- In Aberdeen?
- Why pupils think people move from place to place?
- What they think people bring to their new community when they move from place to place?
- What they think people in the host country gain from the newcomers?
- How pupils think their community can benefit from living in a diverse community?

Global Diversity and Economy Group is to consider:

- Whether global diversity is a positive thing?
- If yes, what are the advantages?
- If no, what are the disadvantages?

Plenary session - 15 minutes

Pupils return to large group and share responses

Timing allows 5 extra minutes for change over.



Race Equality Education

Extra Activities

- a) Pupils can be asked to use the Map of the world to identify different place where different raw materials used in Scottish factories come from.
- b) Use internet to source for information about global economy and its effect on Aberdeen economy
- c) Develop overseas link with pupils of their age from other countries to know more about them
- d) Form a "Penpal Club"

Teacher's notes - What is racism?



The aim of this section is to help students understand the concepts of racism, discrimination, stereotyping and prejudice. Also to give a basic understanding of slavery and the origins of racism.

Suggested exercises are particularly to encourage students to explore and challenge images and stereotypes and consider where stereotypes come from.

[Teacher can differential material to suit pupils level]

- **Divide class into small groups and ask groups to act out playing in the playground - in the opposite gender. Girls should simulate boys playing and boys should simulate girls playing. Follow with a class discussion on whether there really are 'girls games' and 'boys games'. Discuss whether the views of the differences between boys' and girls' likes/behaviour/attitudes are accurate.**

Ask children to make up a sentence that begins:

- 'All Black people are...'
- 'All Christians are...'
- 'All White people are...'
- 'All Muslims are...'

(Feel free to add other groups to this list)

Then discuss with the class how difficult it is to make statements that are true of *a whole group of people*.

Write the following on the board:

'The problem with stereotypes is that they can lead us to...

- Judging people before we really know them
- Thinking bad things about people from a certain group without really knowing them.
- Being frightened of people we do not know.
- Behaving differently to certain people just because they belong to a certain group.

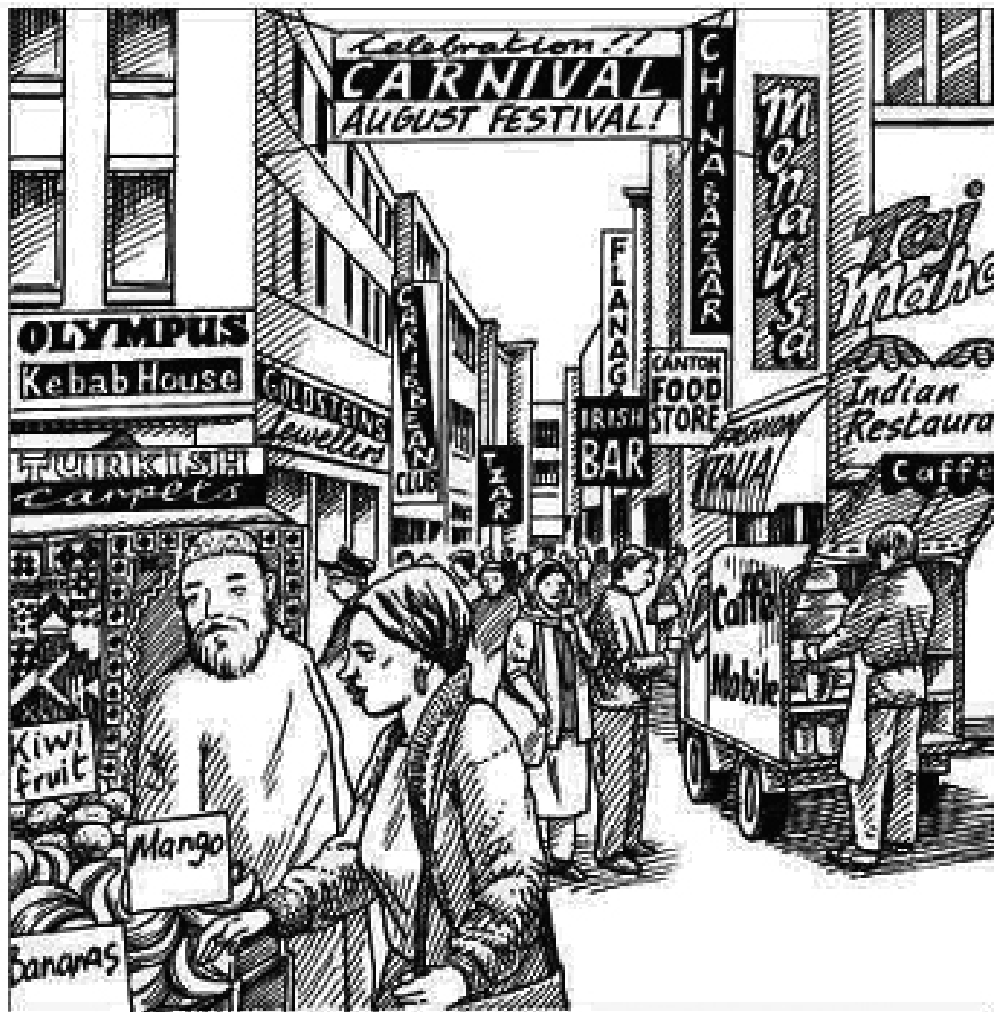
Ask the children to think of and discuss these statements. Can they think of examples that demonstrate the truth of these comments?



Many Cultures, Many People

Learning outcome you will understand what it means to be part of a multi-cultural society

- What does the word 'British' mean to you? Write your thoughts down on paper.
- Multi-culture means many cultures. Over many countries, people have come to live in Britain from all parts of the world. They all brought their own culture ideas with them – this is what is meant by 'multi cultural Britain'.
- Imagine you are in a British city. How would you know you are in a multi-cultural country? Use the illustration to help you with ideas and make a list of ten ways you could tell this is a multi-cultural country.
- Design a poster showing Britain as a multi-cultural nation. You could design a phrase or logo as part of the poster to sum up the benefits of living in a multi-cultural society.
- List five 'things' that you have in your home, which you wear or which you eat, that come from another country.



Go to www.fam.beeb.com back for CHALLENGING STEREOTYPES WITH 'DIVERSITY' Today's Britain is MANY CULTURES, MANY PEOPLE

Scenario 1 - 3



Scenario 1.

In the dinner hall a child looks in another's lunch box and says, "Your food is disgusting, I don't eat that stuff."

Scenario 2.

A girl wants to join a game of skipping. The others say, "No, the game is only for people with white skin."

Scenario 3.

A Muslim child and a Christian child are having a chat. Each thinks that their religion is very important.



Extra Activities

- *For homework:* ask students to look out for advertisements, magazines, and television programmes etc. and observe how black people and other ethnic minorities are portrayed.

In class: ask them to report on their findings. Discuss as a class whether

- a) There were over-generalisations.
- b) There were any truths in the stereotypes.
- c) Whether there were any favourable descriptions.

It is likely that you will get from the discussion that there is a grain of truth in many descriptions. But they will also probably identify generalisations, distortions and the use of lazy shorthand. Explain that such a generalised picture is a stereotype.

- For this exercise you will need to source background material on the subject of black slavery and the slave-trade (use books, the Internet etc.) All students should have access to the background information. The teacher should also introduce this assignment, perhaps using a video on the subject.

Students should then be divided into pairs. Each pair should be given a question from below and asked to prepare a five-minute presentation that aims to answer the allocated question. In a subsequent lesson ask them to make their presentation.

The questions

- What was the triangular slave trade?
- What are the main cities that ships left from in England to carry the textiles to trade in Africa for slaves?
- How and why did those in power try to justify slavery?
- When and why was the British slave trade abolished?
- Do you believe that slavery has left a legacy today?



Family is forced out by racists

Lauren Turner
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A FAMILY say constant racist abuse has driven them from their home and business

The Anwars, who ran EBI Minimarket in Grangetown, Cardiff, have left the shop after the stress became too much.

Dr Mulhammad Anwar said: "Our family took over the business in September 2003 but problems started in March.

"People were swearing at us, calling us 'Pakis' and saying 'go back to your country'

"It started happening every day. It made our lives miserable".

The family said that as well as verbal abuse, stones were thrown at the shop and youths urinated in the Powderham Drive store's car park.

Dr Anwar, 56, said the last straw came earlier this month when a man entered the shop and threatened him.

"He was in the biscuits section and summoned me over", said Dr Anwar. "Then he came rushing over to me, held me and shook me".

"He was going to hit me but I blocked him".

His wife Salma, 48 said: "The man stood there and said to fix the security camera on him, because he was going to do something.

It was one of the several incidents the family reported to police. But now they have decided it is time to go.

"We didn't want anyone to get hurt or killed", said Dr Anwar.

"But we never expected this kind of thing could happen in the 21st century and in an enlightened century.

"We were being terrorised so we decided to close the shop and safeguard ourselves".

The Anwars, who have two sons Adeel, 21 and Ebad, 20, and two daughters, Shehla, 26 and Asma, 24, handed the shop back to the landlords and moved out of Wales this week.

They are now looking for work – but said they will never work in a shop again.

A police spokeswoman confirmed: "We have investigated a number of racially-motivated incidents involving Dr Anwar and his family in recent months".

South Wales Echo, October 2004 © South Wales Echo, 2003. Reproduced with permission.

- What is the name of the family?
- How many people are there in the family?
- Are the children young or grown up?
- Was the racial abuse verbal or physical, direct or indirect?
- What did the family finally decide to do?
- Why have the family decided to do this?
- Is anyone accused of a crime in this newspaper article?

Discuss

- How do you think Dr Anwar feels?
- How do you think you would feel in the same situation?
- What do you think you would do in the same situation?
- Do you think the police could have done more to help the Anwars? What?
- What do you think of the newspaper article? Is it good?



Peace talks are the only way forward



Elad is a student living in Jerusalem. He believes that talking about peace is the only way the violence will end.

"It's frustrating living in Israel, people have really had enough of what's going on, they're tired of all the violence. We've experienced it for many years but right now it's much harder and terrorism is a daily factor in our lives.

On my doorstep

I personally knew a guy a year older than myself, killed right near my house on a road that I cross every day. It's hard to deal with, walking on that road knowing that a guy was killed, it's awful. I do go out because I don't want to give in to terrorism but I do go out less. Even my home is not safe and every public place is considered to be very unsafe, people are bombing everywhere.

Peace talks

I can truly say that I'm aware of what's going happening on the Palestinian side. I understand what they're going through, it saddens me and I want to believe we can end it and I believe we can. I do not see any other way for ending this conflict other than peace talks. I do see an end - it's either co-existence or no existence. I don't know when, I cannot say I see a bright light at the end of the tunnel right now, but I know that this is the only way.

Better life

I personally speak a lot about tolerance and understanding. I do school presentations at Arab and Jewish schools, going and talking about peace trying to change things. The Palestinians are my friends and I care for them and I want them and myself to have a better life. I believe it's possible but not when terrorism is still around."

Elad, 17, Israel

Twenty – First Century Britain



Different cultures in modern Britain

Having lots of different cultures, religions and styles has made Britain a country which is very mixed. This mix of cultures and styles has influenced music, art, dance writing and sport.

- Over two-thirds of independently-owned local shops belong to people whose families are from another country.
- About 23% of Britain's doctors and 24% of restaurant employees were born in other countries.
- Curries and Chinese takeaways are as popular as fish and chips.
- Sol Campbell, Nasser Hussain and Audley Harrison rank among Britain's best sports stars.



In what other ways do you think different cultures have influence Britain's everyday life?

You need to do some research to come to a balanced conclusion. Work with a friend, ask other adults, you may have to design survey questions, ask your teacher, use relevant websites; you may also wish to visit local Educational Resources Centres.

Make your overall results to reflect your views and others. It is very important that the advantages and the disadvantages of cultural diversity are also explored in your findings.



World Map



Currency from around the World

