

Raising Awareness ***diversity and racism***

**An activity pack for
schools and youth workers**

Equality  **Commission**
for Northern Ireland

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Raising Awareness

diversity and racism

AN ACTIVITY PACK FOR SCHOOLS AND YOUTH WORKERS

Introduction

This activity pack has been produced by the National Consultative Committee on Racism and Interculturalism (NCCRI) in the Republic of Ireland in partnership with the Equality Commission for Northern Ireland. It is intended to be a first stage awareness raising initiative developed in advance of the United Nations World Conference on Racism in Durban, South Africa, in September 2001. In particular, however, the pack has been developed for the International Day Against Racism on March 21st 2001 and the European Week Against March - March 19th - 25th - although it can, of course be used as a resource at any time.

This activity pack aims to provide a range of ideas for those working with young people in schools or more informal education settings who are interested in exploring cultural diversity and raising awareness about racism. The pack is consistent with the preparations for forthcoming public awareness programmes to highlight racism in Ireland.

This pack is being produced in an accessible format so that those who use it will be able to add their own materials and resources. The pack will be updated from time to time. The pack and updates will be available through the websites of the Equality Commission for Northern Ireland and the NCCRI.

www.equalityni.org

<http://homepage.eircom.net/~racismctee>

Contents

The pack contains the following sections:

Background - a brief overview of cultural diversity and racism in Ireland, North and South, the origin of the international day against racism and the forthcoming world conference on racism;

- 1. Ideas and activities** - an outline of ideas and activities that can be undertaken with a wide range of age groups.
- 2. Workshops and role plays** - the further development of ideas and activities.
- 3. Resource section** - references to useful websites and a glossary of terms.
- 4. A Schools Charter** - suggestions on how to draw up a school Charter against racism.
- 5. The Award Scheme** - how to qualify for the 'Schools Against Racism' award 2001.

Background

There is an increasing awareness of cultural diversity in Ireland, North and South. The largest minority ethnic group overall is the Irish Traveller community with an estimated population of 22,000 in the South and 1,600 in the North. The largest minority ethnic group in Northern Ireland is the Chinese community with an estimated 8,000 people. There is a long established Indian community in the North and a Jewish community and growing Islamic, Afro-Caribbean, African and Asian communities in both jurisdictions.

In recent years cultural diversity has been particularly highlighted by an increase in the number of asylum seekers seeking refuge on the island of Ireland and the increased number of migrant workers from non-EU countries who are meeting the skills shortages caused by the rapid economic growth particularly in the South.

There is also an increasing awareness of racism in Ireland, North and South, and a recognition that racism takes different forms, including:

- racism experienced by the Irish Traveller community based on their distinct nomadic and ethnic identity
- racism experienced by refugees, asylum seekers and migrants
- racism experienced by black people irrespective of their citizenship or legal status.

Forthcoming World Events

March 21st- United Nations Day Against Racism

March 21st was designated as the international day against racism by the United Nations as a day to focus on tackling racism across the world. The date marks the anniversary of the Sharpeville massacre in 1960 when 69 people were killed and 400 injured in an anti-apartheid demonstration in a suburb of Johannesburg, South Africa. Across Europe activities take place during the week of March 21st to highlight opposition to racism. Many countries have a particular focus on education and young people in tackling racism.

European Week Against Racism

The period of March 19th - March 25th which takes in the United Nations Day Against Racism gives people across Europe the opportunity to undertake a variety of activities to highlight the problem of racism and share information and ideas with others on ways in which to work toward the eradication of racism.

The World Conference on Racism

In response to concerns about racism, the Office of the United Nations High Commissioner for Human Rights, Mary Robinson, has been co-ordinating a world conference on racism that will take place in September 2001 in Durban, South Africa. The conference will aim to strengthen policies and practices to address racism at both an international and member state level. See <http://www.unhchr.ch/>



Ideas and activities

The following are a range of ideas and activities that teachers and youth leaders can undertake with young people to raise issues of diversity, exclusion and racism. Many can be adapted for use with different age groups and can be used as a one-off activity or as a range of activities that might lead to a particular project such as a School Charter (see Section 4).

- design a poster and create your own slogans to support the March 21st theme
- design a badge to show support for and solidarity with
 - refugees and asylum seekers
 - Irish Travellersor an anti-racism badge
- show an extract of a film where racism is depicted as a means of promoting discussion
- research the lives of those who have made a difference, for example Nelson Mandela; Rosa Parkes, Martin Luther King
- arrange a debate about racism
- make up a song or change the words of an existing song to celebrate diversity
- have a multi-cultural desk in the classroom where young people bring in something that reflects cultural diversity, such as something bought on holidays
- if young people have relatives who have emigrated, find out where they emigrated to and why

- divide people into small groups to discuss and then list the main reasons why people have to migrate from one country to another. For example: persecution, poverty, unemployment, seeking a better life, conflict, famine, and choice. Ask the groups to categorise them as 'push' or 'pull' factors.
- draw a mural or make a quilt representing cultural/ethnic diversity
 - begin by everyone designing his or her own picture on an A4 page
 - provide some suggestions on how diversity can be represented - colours, symbols, images
 - using ideas from all A4 pictures design and transfer to a larger mural or design for a quilt
- find out about the forthcoming world conference on racism - its aims, the significance of where it is being held and what it hopes to achieve. See the newsletters and reports on <http://www.unhchr.ch/>.
- find out about the United Nations Convention on the Elimination of all Forms of Racial Discrimination (CERD) which both Ireland and the United Kingdom have ratified on <http://www.unhchr.ch/>



Workshops and role plays

These are tried and trusted workshops and role-plays that are used by a wide variety of trainers and teachers. They aim to provide a means for participants to explore their own identities as well as those of others and to try and empathise with minority ethnic groups, including Irish Travellers and refugees and asylum seekers.

In section 3 of this activity pack there are a number of resource materials, including a glossary of terms and useful websites. These can be used as handouts or to provide further background for the facilitator.

There are five detailed workshops and role-plays provided in this activity pack, including:

- **We are all different - We are all equal**
- **The umbrella game**
- **The refugee experience role play**
- **Media watch**
- **Undertaking an attitude survey**

We are all different - We are all equal

Objective - to help young people recognise and appreciate some ways in which they themselves are different from other people in their group, and to appreciate how others are different from them.

Age group - all

Materials - Each person taking part will need a potato and a recent photograph of themselves that they are proud of. The leader will need to provide sticky labels to write on.

Minimum time needed - 30 minutes

Part One -

Ask everyone to look closely at their potato, to become aware of all its lumps and bumps, its shape and its size.

Now put all the potatoes in a large bag, mix them up and pour out onto the floor. Ask everyone to try and identify his or her own potato.

Discussion can follow the game on how each potato, even though very different in its own way, still remained a potato inside.

Part Two -

Ask each participant to think about themselves. In what way are they proud to be **different** from everyone else in the group?

Encourage them to think about:

1. Physical appearance, skills, talent, personality
2. Ways in which their likes and dislikes differ from everyone else in the group

Invite them to write down two statements relating to (1) and (2) on a sticky badge.

Their statements can be read out and directly placed with their photograph on a display.

or

The participants can swap badges, mix them all up and then try to match the statements to the photograph on the wall (there may be clues in the photographs).

Part Three -

Assign one smaller group to the task of using the badges to list all of the abilities, talents, attributes, experiences and skills that are present in the group.

The whole group then works on a giant poster or display to celebrate how differences enrich the whole group.

Discussion

- Invite everybody to name a way in which they admire differences expressed by other people present.
- What way do they want others to regard their difference?
- What attitude does the group want to have to other people's differences?
- Why do we pick on people who are different?
(Suggest fear, ignorance, etc.)

The Umbrella Game

Objective - To develop ownership of one's own identity, and appreciation of difference within the group. To explore how subgroups develop in society.

Materials - Several umbrellas. If the use of real umbrellas is impractical, draw them on poster sheets. Post-its (large). Marker pens.

Age - 7+

Minimum time needed - 30 mins.

Method

- Divide the participants into about four groups. Give each group an umbrella, some Post-its and a marker.
- In the groups the members are asked to find as many things in common that are shared by every member of the small group. These are written on Post-its and stuck to the group umbrella.
- This will also reveal some things that are not held in common, and that the persons are proud of. Write these also on Post-its and the person sticks them on their clothes. These are worn as badges of which the person is proud (not 'labels')

BADGE + PREJUDICE = LABEL

- After some time bring the groups together and ask them to see if they can form one group. Of the things already named, which do they all have in common? The participants stick them to a single communal umbrella.

- Some individuals wearing badges may meet others with a similar badge and form a sub-group while continuing to be part of the full group

Discussion - learning to focus on experience:

- Invite the participants to discuss the differences that they, as individuals, felt proud of
- Explore the feelings of exclusion and inclusion the group experiences during the game
- Discuss how the participants may have had to opt in or out to belong to a particular group; things they may have had to “give up” to belong or in order for others to belong
- What were their attitudes to outsiders; were differences cherished and accepted?
- Focus on the differences between self-adopted badges people are proud to wear, and labels people might not feel comfortable with, being imposed on them by others
- Encourage the participants to consider their experiences in smaller umbrella subgroups

Encourage the group to think about how groups become excluded and marginalised in wider society.

The Refugee Experience

Objectives -

- To comprehend the reality faced by asylum seekers and refugees
- To understand the difference between a 'refugee' and an 'asylum seeker'
- To promote empathy towards asylum seekers and refugees
- To understand some of the legal issues related to asylum
- To introduce discussion about the legal, social, cultural and economic situation of asylum seekers and refugees

Materials -

- Flip chart, sheets of papers, pens and markers
- Stickers with different professions: doctor, electrician, etc.
- Handout (see end of role play)
- Imagination!

Age - 15+

Time - 30-60 minutes

Method

- Can be undertaken with up to 15 people
 - Give each person a profession on previously prepared sticker (see materials)
 - You can change the names of towns etc to make it more appropriate to where you live

The story line

One day, a group of extremists called 'The Extremist Party' conclude that they are not satisfied with the way the country is being run, so they decide to take over the country. They eventually succeed and become the leaders of the country. In order to prevent future opposition, The Extremist Party begins to arrest and persecute members of the former leading political party 'The Welcome Party'

Ask the participants to imagine that they are all well-known active members of the leading political party 'The Welcome Party'.

- A sympathetic member of The Welcome Party calls each of the active members and informs them that he/she will come to collect them with a truck in front of their house in 5 minutes. Unfortunately, they can only bring **7 items** with them in a bag.
- Ask the group to write their 7 items on a piece of paper.
- Then, tell them that the truck is in front of their house and that they have to go now. Unfortunately, they have to leave out one item each, as the truck is overloaded.
- They decide to go to Newcastle because Belfast is **no longer safe**.
- Unfortunately The Extremist Party's militias are approaching Newcastle.
- The Welcome Party members have to take a boat to **leave the country**, and also have to give one item each to the captain.
- They sail for 3 weeks. All food and beverages have been consumed (these should be deleted from their items in their bag)

- They arrive at Port Harcourt in Nigeria, but cannot stay because The Extremist Party has good diplomatic relations with Nigeria.
- They take a plane and end up in Kinshasa, in Zaire.
- You (the facilitator) now tell them that you are an immigration officer.
- Invite the participants to stand up in line and justify to you why they are seeking asylum and what they have brought with them to prove that they are telling the truth.
- Question them, sometimes speaking in a foreign language, accuse them of being just interested in seeking a better life or working illegally.
- Deny entry to all in the line except one or two.

Debriefing

- Invite participants to discuss their impressions about this experience.
- Do not forget to de-role so that participants do not get stuck in their role.
- Distribute the handouts.
- Write the findings on the flipchart.
- Bring it back to the situation in Northern Ireland/Republic of Ireland:
 - How have their lives changed?
 - What difficulties will they face?
 - How is their host country supporting them?

- What is missing from their previous life?
- How are they learning the language?
- Can they work and in what kind of job?
- Are they having an easy time?
- What have they left behind?
- What are the administrative procedures?

Notes for the facilitator

- It is always recommended to let the participants uncover the messages by themselves.
- Seeking asylum has nothing to do with charity. One does not necessarily need to be poor to be a refugee. It is a basic human right to seek protection, when one's life is in danger or when one is being persecuted for the reasons stated in the 1951 Geneva Convention: race, religion, nationality, membership of a particular social group or political opinion.

Media Watch

Objectives -

- To examine the role of the media and racism
- To look at the dangers of labelling people, even when it is unintentional
- To consider the impact of inadequate media reporting

Background

The media has an important role to play in relation to racism. It can play a major part in highlighting racism as a problem in our society and report on how government and non-government organisations are seeking to tackle racism and promote a more inclusive society.

However the standard of reporting has sometimes been very inconsistent in relation to the issues of racism and cultural diversity in our society, a fact recognised by those involved in working in the media industry such as the National Union of Journalists which has been active in promoting good practice.

Look at the way media portrays one or all of the following:

- Travellers
- Black and minority ethnic groups
- Refugees and Asylum Seekers

Materials - Ask participants to collect newspaper coverage about groups such as Travellers or refugees and asylum seekers from a range of different papers over a period of time. Note: Some public libraries keep press cuttings, sometimes referenced for easy access. For background information see *Racial Equality Bulletin No. 2 - Press reporting on minority ethnic issues and*

racism in Northern Ireland published by the Equality Commission and in regard to the South, see contributions related to the media in Toward the World Conference on Racism Report on <http://homepage.eircom.net/~racismctee> and the publications indicated in the resource section (3) of this pack.

Age group - 15+

Time - 30 - 45 minutes

Method -

- Divide people into small groups of 4 or five.
- Appoint one person to report back to the main group or ask the group to select a person themselves. They will report back after 20 minutes.
- Circulate photocopies of the news cuttings to each group that you have collected or which you have asked participants to have collected in advance.
- Ask each group to decide what the story is about.
- What kind of message is sent out by the headline of the article?
- What kinds of messages are being sent out by the content of the article?
- Is there emotive language in the article or headline?

Undertaking an Attitude Survey

Objectives -

To provide participants with the opportunity to research and assess attitudes to Travellers in the community. To develop skills around survey techniques.

Age -

15 and upward

Preparation -

- Clarify the questions to be asked in the survey
- Formulate a draft questionnaire
- Test the questionnaire out on a sample group before you use it
- Work with a small number of questions to make the collation of data easier

Who should be interviewed?

Decide on a specific target, eg fellow students; friends

Give some thought to how many people you want to interview

How do you want to ask questions?

Look at the pros and cons of using a questionnaire. Questionnaires are quick and relatively easily administered but the answers may not give the full picture. Other methods of asking questions are through structured interviews. This method requires significantly more skills and it is more difficult to analyse the results.

What do you intend to do with the information?

Participants should be prepared to put in some time into a piece of work like this, including background reading. The information derived from the completed questionnaires should be presented. A short report and description of the findings should be prepared, with a number of conclusions and recommendations. These should be informed by a discussion involving

the teacher/youth worker and the participants. The results could be drawn together as part of a class newsletter.

Practical points

- Who will prepare the questionnaire?
- Who will conduct the questionnaire?
- When will it be done?
- What is the date for questionnaires to be returned?
- Who will collate the information (compile the responses to the questions)?
- Who will prepare the presentation of the information (consider using charts)?

Sample questionnaire

Do you agree or disagree with the following statements	Agree	Disagree
1. Everyone should have the right to a decent standard of accommodation.		
2. Travellers should have a right to a permanent, serviced halting site in a convenient location.		
3. Everyone has the right to have some choice about where they should live.		
4. It would be better for all Travellers to live in houses and not on halting sites.		
5. Travellers are welcome in my community.		
6. Travellers experience discrimination.		
7. We have a lot to learn from Travellers.		



Resources

This section provides references to useful websites and a glossary of terms.

Websites -

www.equalityni.org

Website of the Equality Commission for Northern Ireland which has information on a range of equality issues including racial equality and this activity pack and its updates.

<http://homepage.eircom.net/~racismctee>

Website of the National Consultative Committee on Racism and Interculturalism which has a wide range of background information and this activity pack and its updates.

www.equality.ie

Website of the Equality Authority in the Republic of Ireland with information on a range of equality issues, including information about the recent equality legislation.

<http://www.unhchr.ch/>

Website of the UN High Commission for Human Rights; for further information about the forthcoming World Conference on Racism.

<http://www.unhchr.ch/>

Website of the UN High Commissioner for Refugees includes a section especially for teachers (see 'for teachers' on the main page of the site). For primary schools there is a free seven minute video and support pack - 'Carly' - which is an educational tool for 5 - 8 year olds and includes a handbook and notes for teachers. This pack and video are available from the UNHCR, 27 Upper Fitzwilliam Street, Dublin 2 or UNHCR, 21 - 24 Milbank Tower, London, SW1P 4QP.

www.irlgov.ie/justice

Website of the Department of Justice, Equality and Law Reform which includes press statements on Ireland's recent ratification of the CERD and the forthcoming national anti-racism public awareness programme.

www.cre.gov.uk

Website of the Commission for Racial Equality in London for a range of information on racial equality issues.

www.nihrc.org

Website of the Northern Ireland Human Rights Commission

www.blink.org

Website of the 1990 Trust with links to a number of other sites

<http://www.enar-eu.org/>

<http://www.icare.to/>

Websites of the European Network Against Racism in Brussels and the Internet Centre Against Racism.

<http://www.racism.org.za/NGOFORUM>

For information on the non-governmental forum in South Africa that will run parallel to the World Conference.

<http://www.hri.ca/racism/>

Website of the Human Rights Institute in Canada which includes, among other things, updated and comprehensive information on the World Conference.

<http://ireland.iol.ie/~pavee/>

Pavee Point Travellers Centre.

www.itmtrav.com

Irish Traveller Movement.

www.irishrefugeecouncil.ie

Irish Refugee Council

www.refugeecouncil.org.uk

United Kingdom Refugee Council

<http://migration.ucc.ie/immigration>

Irish Centre for Migration Studies

The role of the Media

See workshop section and the following publications:

- 'The Media in Ireland' (Ed) Damien Kiberd. Open Air, 1999
- Racism in Ireland. The Media in Focus. NUJ, 1998
- Racial Equality Bulletin No 2 - press reporting on minority ethnic issues and racism in Northern Ireland. Equality Commission, 1999

Glossary of Terms -

What do we mean by racism?

Any theory involving the claim that racial or ethnic groups are inherently superior or inferior, thus implying that some would be entitled to dominate or eliminate others who would be inferior; or which places a value judgement on racial differentiation, has no scientific foundation and is contrary to the moral and ethical principles of humanity (UNESCO Declaration, 1978)

Racism is the belief that some 'races' are superior to others - based on the false idea that different physical characteristics (like skin colour) or ethnic background make some people different from others. (Edinburgh City Council, Education Department)

There are a number of forms of racism evident in Ireland, North and South:

- The racism experienced by the Traveller community based on their distinct culture and nomadic identity.
- The racism experienced by minority ethnic groups on the basis of skin colour and ethnicity, whatever their legal status or citizenship.
- The racism experienced by refugees and asylum seekers.

What do we mean by 'race'?

The term 'race' has been used in the past to indicate recognisable categories within the human species. The concept has been disproved by many academics as an attempt to rank people according to physical and biological criteria. The acceptance of 'race' as a credible concept has been used as a justification for racism. As a term 'race' is still used in both a legal and other contexts in Ireland, North and South.

Human beings are one species. Species is a biological term given to any group of animal or plants that can procreate and produce descendants. Within this species (Homo Sapiens) there is a diversity of physical features: skin colour, facial features, bone structures, hair, height, and so on. Increasingly, the term ethnic group is replacing the outmoded concept of 'race'.

What is an ethnic group?

Generally speaking an ethnic group shares a common ancestry, culture, history, tradition and sense of belonging and is a political and economic interest group. Ethnicity is a way of categorising people on the basis of self-identity and ascription by others. This has been the subject of judicial interpretation in the United Kingdom.

What laws apply in the case of racial discrimination?

The most important laws in Northern Ireland (NI) and the Republic of Ireland (ROI) are:

The Race Relations (Northern Ireland) Order 1997. {N.I.}

The Employment Equality Act (1998) {ROI}

The Equal Status Act (2000) {ROI}

Northern Ireland

What is unlawful discrimination under the Order?

There are three main types of racial discrimination:

- Direct - where someone is treated less favourably on racial grounds than others in the same, or similar circumstances.
- Indirect -
 - where there is a rule or requirement which is compulsory for everyone
 - but which a considerably smaller number from a racial group can comply with than the number from other racial groups
 - the imposition of the rule or requirement causes a detriment, and
 - it cannot be justified

- Victimisation - where someone is treated less favourably because they have complained of racial discrimination or given information or evidence in connection with proceedings under the Race Relations (NI) Order 1997 or alleged that someone has contravened the Order or is suspected of doing so.

What does 'racial grounds' mean?

This includes race, colour, nationality (including citizenship) and ethnic or national origin. It also includes the grounds of belonging to the Irish Traveller community defined as:

...the community of people commonly so called who are identified (both by themselves and by others) as people with a shared history, culture and traditions including, historically, a nomadic life on the island of Ireland.

Republic of Ireland

The Employment Equality Act 1998 and the Equal Status Act promote equality and prohibit discrimination in the areas of employment and the provision of goods and services across nine grounds, including 'race' and membership of the Traveller Community. Both Acts have provisions on direct and indirect discrimination.

Direct Discrimination

Amounts to less favourable treatment.

Indirect Discrimination

Indirect discrimination is more subtle and harder to prove. In general if a practice or requirement is found to have the effect of excluding a protected group then the employer or service provider will have indirectly discriminated.

For information on the equality legislation in the Republic of Ireland see: www.equality.ie or contact the Equality Authority ph 01 4173333.



School Charter Against Racism

Charter aims

One of the activities that we would recommend for schools or other groups working with young people is the development of a Charter that would be prominently displayed within the school/youth centre. The Charter should be drawn up with the participation of the students, rather than simply replicating what another school/centre has done. The Charter can be undertaken on its own or as a culmination of a range of activities set out in this pack.

Age Group - can be adapted to suit a wide range of students

Materials - Pens, paper, flip chart and stand. Resources to frame the charter.

Time - 45 minutes

Method -

- Divide people into small groups
- Ask the small groups to discuss the following:
 - o Why draw up a Charter?
 - o What should be the main points that should go into the Charter?
 - o How could the Charter be launched?
 - o How can everyone learn to respect the principles of the Charter?
- Ask one group to come up with an overall design for the Charter.

Consider the following suggestions -

- Begin with an overall statement
- Include the need to reject racism and celebrate diversity
- Consider the overall tone - positive and inclusive rather than raising fears



The Award Scheme

The Schools Against Racism Award

Later this year the Equality Commission and the NCCRI will acknowledge the participation of schools in activities against racism. To qualify schools should outline below what activities have been undertaken and what the activities achieved. The activities can take place during European week against racism or at any time before the closing date of 30th June 2001.

APPLICATION FORM

Schools Against Racism award

Name of School:

Address:

Phone No:

Fax No:

E-mail:

Contact Person:

Description of activities undertaken:

What the Activities achieved

Comments on the Pack/Suggestions for updates

Note: If you have drawn up a school charter against racism, please send us a copy with the application form.

N.Ireland

**The Equality Commission
for Northern Ireland
Racial Equality Directorate
60 Great Victoria Street
Belfast BT2 7BB**

or

Republic of Ireland

**The National Consultative
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CLOSING DATE 30TH JUNE 2001