GENERATION 3.0
GUIDE TO LEARNING RESOURCES

USING THE RESOURCES

Who are they for?

• Teachers
• Youth workers
• Staff who work specifically with older people’s groups
• Any other professionals who work with young people growing up in Britain

Who are they aimed at?

• KS3 (aged 11-14) students, though it can also be used with older students
• Young people, aged 11 – 14 attending youth clubs, youth groups or projects run by voluntary sector organisations
• Older people aged 55+ attending older people’s groups at community centres, luncheon clubs etc

Are they restricted to young and older people from minority ethnic groups?

• No, these resources can be used across all ethnic groups

How should the learning resources be used?

• The guides are to be used alongside the Generation 3.0 website http://www.generation3-0.org
• The lesson plans for schools need not be used in sequence. The Religious Education lesson plans follow the National Curriculum Religious Education Key Stage 3 guidance http://www.teachfind.com/qcda/religious-education-key-stage-3-subjects-key-stages-3-4-national-curriculum and those for English follow the Framework for Secondary English http://www.teachfind.com/national-strategies/framework-secondary-english-introduction
• Lesson plans are designed to cover up to an hour and can be adapted to suit the time periods available to classes. Some of the lessons however are much shorter than others and can be combined or the discussion/plenary sessions lengthened
• The lesson plans also have much cross curricular potential, particularly with subjects such as history or geography
• The learning resources for youth workers can also be used in combination with those for teachers in schools. Further to this, much of the intergenerational work included in the lesson plans and youth worker resources will work well with any discussion activity conducted with older people
ABOUT THE RESOURCES

Generation 3.0 explores and profiles a range of different views on ways to end racism in a generation.

The Generation 3.0 learning resources have been designed to accompany both classroom and other group discussion and activity based on the first phase of the project, which took place in Birmingham.

This aspect of the project collected 70 testimonies from young and older people in Birmingham in which they describe their views and experiences of racism and their opinions on whether and/or how racism can be eliminated.

Learning Resources

The learning resources are divided into:

- Classroom lesson plans for Key Stage 3 Religious Education and English
- Activity and discussion guides for youth groups
- Discussion guides for older groups
- Participant profiles

The classroom teaching resources though targeted specifically at religious education can also be used for KS3 English and Citizenship. The lesson plans included have been selected in order to be used across the three subject areas.

The discussion guides for younger and older groups again also include similar discussion points, differing only in relation to outcomes.

The resources can be found on the Learning Zone pages of the website http://www.generation3-0.org/learning-zone/

The Participant Profiles are to be used in association with all classroom and group guides and provide basic descriptions of all 70 participants in the Birmingham project.

Watch the Films

The films which are referred to in the Learning Resources can all be found by clicking on ‘Birmingham’ on the Generation 3.0 homepage http://www.generation3-0.org/birmingham/

An introductory trailer for the films can also be found here under the box Generation 3.0, and it would be useful to spend some time watching this with the class or group either at the start or during the session.

Each set of resources also refer to three films on the subjects of Racism - Now and Then; ‘Will It Ever End’ ‘Can Racism be Solved’?

Post Comments

Across all resources, teachers, youth workers and facilitators are asked to encourage participants to post comments either at the end or during sessions on the Generation 3.0 Forum pages http://www.generation3-0.org/forum/

Please do get in touch with us to let us know how you have used the resources and share your views on their usefulness on info@runnymedetrust.org

Resources compiled by Debbie Weekes-Bernard, Chris Gaine and Femi Adekunle
Connections between Generation 3.0 and Religious Education KS3

This shows how the resources tie into curriculum requirements

Key concepts of Religious Education Key Stage 3

<table>
<thead>
<tr>
<th>1.1 Beliefs, teachings and sources</th>
<th>Relevant video testimonies</th>
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</thead>
<tbody>
<tr>
<td>a. Interpreting teachings, sources, authorities and ways of life in order to understand religions and beliefs.</td>
<td>Shaheil; Sneh; Jagtar; Afaq; Avtar</td>
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<tr>
<td>b. Understanding and responding critically to beliefs and attitudes.</td>
<td>Shaheil; Sneh; Jagtar; Afaq; Avtar; Aaliyah; Felicity; Kamio; Joel; Dorothy; Ray; Chantai; Charanjeev; Kim; Michael; Tatanya; Ranjit</td>
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<table>
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<tr>
<th>1.2 Practices and ways of life</th>
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<tbody>
<tr>
<td>a. Exploring the impact of religions and beliefs on how people live their lives.</td>
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<tr>
<td>b. Understanding that religious practices are diverse, change over time and are influenced by cultures.</td>
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<th>1.3 Expressing meaning</th>
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<tr>
<td>a. Appreciating that individuals and cultures express their beliefs and values through many different forms.</td>
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<th>1.4 Identity, diversity and belonging</th>
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<tbody>
<tr>
<td>a. Understanding how individuals develop a sense of identity and belonging through faith or belief.</td>
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<td>b.</td>
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### Key processes in Religious Education Key Stage 3

#### 1.5 Meaning, purpose and truth

| b. Exploring the variety, difference and relationships that exist within and between religions, values and beliefs. | This can promote understanding and dialogue, underpin a commitment to respect and inclusion, and help pupils engage creatively and confidently with a diverse world. For example, pupils could explore how practices and beliefs vary within traditions, change over time and are influenced by cultures. This could include taking part in visits, speaker events, web-based investigations, dialogues or community projects that involve understanding differences and seeing similarities. | Sneh; Avtar; Aalia; Alinoor; Isma; Kairo; Monika; Felicity; Ivy |

#### 1.6 Values and commitments

| a. Exploring some of the ultimate questions that confront humanity, and responding imaginatively to them. | These have no single answer agreed by all religions and beliefs, and face everyone, in the form of ethical, spiritual or philosophical challenges. They can be about the significance and value of human life, the existence of God, the nature of being human, the causes of suffering, or the qualities of a good life. There are many such questions that are considered by most religious and philosophical traditions to be profound issues confronting humanity. Ultimate questions should include pupils' own questions. | |
| a. Understanding how moral values and a sense of obligation can come from beliefs and experience. | As young people aged 11 to 14 develop their sense of identity, they learn to internalise definitions of right and wrong, and to use them with increasing independence in relation to a range of issues in their family, neighbourhood and world, for example in discussions about material possessions, stereotyping or climate change. | Isma; Simren; Felicity; Joel; Sewa |
| b. Evaluating their own and others' values in order to make informed, rational and imaginative choices | | Shaheil; Jagtar; Imran; Sewa; Mikey Angela; Marta; Monika; Sarah; Simeon; Jon; Cecile; Felicity; Kulwant; Isha; Kariba; Samantha; Tatanya; Harish; Sudarshan |

### 2.1 Learning about religion. Pupils should be able to:

| a. Investigate the impact of religious beliefs and teachings on individuals, communities and societies, the reasons for commitment and the causes of diversity | This should include reasons why people might belong to a faith community or subscribe to beliefs or values. | Connor; Avtar; Sarwan; Esmaj; Reta Sudarshan |
### 2.2 Learning from religion. Pupils should be able to:

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<tr>
<td>b. apply a wide range of religious and philosophical vocabulary consistently and accurately, recognising both the power and limitations of language in expressing religious ideas and beliefs</td>
<td></td>
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<tr>
<td>c. explain religious beliefs, practices and commitments, including their transmission by people, texts and tradition</td>
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<tr>
<td>d. evaluate how religious beliefs and teachings inform answers to ultimate questions and ethical issues</td>
<td>This could include, for example, evaluating the range of religious and moral responses to the question of whether a person should fight in a war. Sneh; Jagtar</td>
</tr>
<tr>
<td>e. interpret a range of sources, texts, authorities, and forms of religious and spiritual expression from a variety of contexts</td>
<td>Joginda; Jagtar; Sewa; Esmai</td>
</tr>
<tr>
<td>f. analyse religious beliefs, arguments and ideas.</td>
<td>This could include comparing arguments about, for example, truth, the transmission of ideas and the validity of evidence.</td>
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**2.2 Learning from religion.** Pupils should be able to:

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<tr>
<td>a. reflect on the relationship between beliefs, teachings, world issues and ultimate questions</td>
<td>This should include issues such as peace and conflict, wealth and poverty, and the importance of the environment. An example of an ultimate question related to a world issue is ‘How might the beliefs and attitudes of a community be changed by suffering or by prosperity?’ Sneh; Jagtar</td>
</tr>
<tr>
<td>b. evaluate beliefs, commitments and the impact of religion in the contemporary world</td>
<td>This should include evaluating their own and others’ beliefs about why people belong to faith communities, what challenges and tensions might be caused by belonging to a faith, and about world issues. Sneh; Jagtar; Aaliyah; Parmjit; Jon; Chantai</td>
</tr>
<tr>
<td>c. express insights into the significance and value of religion and other world views for human relationships personally, locally and globally</td>
<td>This could include responding to moral and religious problems (e.g., conflict), sharing and questioning assumptions (e.g., about good and evil), and developing responses to problems (e.g., about inter-religious or communal relations). Sneh; Jagtar; Badien; Kamio; Felicity; Dung</td>
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<tr>
<td>d. express their own beliefs and ideas, using a variety of forms of expression, including creative forms and reasoned arguments</td>
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Learning Objectives

• Introduce students to the concepts of multiple identity, religious difference, belonging and generation

• Encourage students to develop the skills of empathy and to understand how this can increase what they know and understand about difference

• Allow students to think about how pervasive stereotypes are

Preparation

These tasks will require access to up to 7 computers or laptops all connected to the internet and logged on to the Generation 3.0 website. You will need to be able to access the Generation 3.0 Birmingham pages http://www.generation3-0.org/birmingham where all 70 interviews are to be found as the class will need to be able to watch these.

NB. It may be worth ensuring the laptops/computers are not placed near each other as the pupils will need to be able to watch and hear the interviews clearly. Depending on the size of the class and the classroom itself, you may want to reduce the number of groups (so 4 or 5, instead of 7) but this means the numbers of children in each group will increase, and you need to be able to facilitate discussion in groups.

There are two handouts to accompany this lesson. You will need to photocopy the ‘Issues from the Interviews’ sheet so that each group has one copy each. You will also need to photocopy the ‘Follow up Work’ sheet, again so that each group has one copy each.

NB. You may want to spread the tasks included here over two lessons or choose to focus on two out of the three during just one – again this depends on the size of your class and your access to computers. All the tasks here are linked but if you choose to focus on one or two out of the three, the pupils will still need to watch the 10 films as outlined in Task One.
Divide the class into seven groups. Each group takes 10 films to watch, as follows:

**Group 1**
- Shaheille: [http://www.generation3-0.org/video/shahaile/](http://www.generation3-0.org/video/shahaile/)
- Sneh: [http://www.generation3-0.org/video/sneh](http://www.generation3-0.org/video/sneh)
- Jagtar: [http://www.generation3-0.org/video/jagtar](http://www.generation3-0.org/video/jagtar)
- Afaq: [http://www.generation3-0.org/video/afaq/](http://www.generation3-0.org/video/afaq/)
- Avtar: [http://www.generation3-0.org/video/avtar/](http://www.generation3-0.org/video/avtar/)
- Felicity: [http://www.generation3-0.org/video/felicite/](http://www.generation3-0.org/video/felicite/)
- Kamio: [http://www.generation3-0.org/video/kamil/](http://www.generation3-0.org/video/kamil/)
- Noel: [http://www.generation3-0.org/video/noel/](http://www.generation3-0.org/video/noel/)
- Dorothy: [http://www.generation3-0.org/video/dorothy/](http://www.generation3-0.org/video/dorothy/)
- Haile: [http://www.generation3-0.org/video/kenroy/](http://www.generation3-0.org/video/kenroy/)

**Group 2**
- Ray: [http://www.generation3-0.org/video/ray/](http://www.generation3-0.org/video/ray/)
- Charanjeev: [http://www.generation3-0.org/video/charanjeev/](http://www.generation3-0.org/video/charanjeev/)
- Kim: [http://www.generation3-0.org/video/kim/](http://www.generation3-0.org/video/kim/)
- Michiel: [http://www.generation3-0.org/video/michael/](http://www.generation3-0.org/video/michael/)
- Tatanya: [http://www.generation3-0.org/video/tatanya/](http://www.generation3-0.org/video/tatanya/)
- Ranjit: [http://www.generation3-0.org/video/manjit-3/](http://www.generation3-0.org/video/manjit-3/)
- Joginder: [http://www.generation3-0.org/video/joginder/](http://www.generation3-0.org/video/joginder/)
- Bhagwant: [http://www.generation3-0.org/video/bhagwant/](http://www.generation3-0.org/video/bhagwant/)
- Bini: [http://www.generation3-0.org/video/bini/](http://www.generation3-0.org/video/bini/)
- Dawid: [http://www.generation3-0.org/video/david/](http://www.generation3-0.org/video/david/)

**Group 3**
- Rennell: [http://www.generation3-0.org/video/runnell/](http://www.generation3-0.org/video/runnell/)
- Oskar: [http://www.generation3-0.org/video/oscar/](http://www.generation3-0.org/video/oscar/)
- Leon: [http://www.generation3-0.org/video/leon/](http://www.generation3-0.org/video/leon/)
- Samantha: [http://www.generation3-0.org/video/samantha/](http://www.generation3-0.org/video/samantha/)
- Ruby: [http://www.generation3-0.org/video/ruby/](http://www.generation3-0.org/video/ruby/)
- Alinoor: [http://www.generation3-0.org/video/alinoor/](http://www.generation3-0.org/video/alinoor/)
- Ivy: [http://www.generation3-0.org/video/ivy/](http://www.generation3-0.org/video/ivy/)
- Rajesh: [http://www.generation3-0.org/video/rajesh/](http://www.generation3-0.org/video/rajesh/)
- Derek: [http://www.generation3-0.org/video/derek/](http://www.generation3-0.org/video/derek/)
- Arun: [http://www.generation3-0.org/video/arun/](http://www.generation3-0.org/video/arun/)

**Group 4**
- Isma: [http://www.generation3-0.org/video/isma/](http://www.generation3-0.org/video/isma/)
- Mariam: [http://www.generation3-0.org/video/marimam/](http://www.generation3-0.org/video/marimam/)
- Monika: [http://www.generation3-0.org/video/monika/](http://www.generation3-0.org/video/monika/)
- Sarah: [http://www.generation3-0.org/video/sarah/](http://www.generation3-0.org/video/sarah/)
- Isha: [http://www.generation3-0.org/video/ish/](http://www.generation3-0.org/video/ish/)
- Mohammed: [http://www.generation3-0.org/video/mohammed/](http://www.generation3-0.org/video/mohammed/)
- Kairo: [http://www.generation3-0.org/video/kairo/](http://www.generation3-0.org/video/kairo/)
- Simren: [http://www.generation3-0.org/video/simren/](http://www.generation3-0.org/video/simren/)
- Kebron: [http://www.generation3-0.org/video/kebron/](http://www.generation3-0.org/video/kebron/)
- Chris: [http://www.generation3-0.org/video/chris/](http://www.generation3-0.org/video/chris/)
Group 5

- Imran  http://www.generation3-0.org/video/imran/
- Mikey  http://www.generation3-0.org/video/mikey/
- Anjula  http://www.generation3-0.org/video/angula/
- Marta  http://www.generation3-0.org/video/marta/
- Simeon  http://www.generation3-0.org/video/simeon/
- Jon  http://www.generation3-0.org/video/jon-2/
- Cecile  http://www.generation3-0.org/video/cecile/
- Kulwant  http://www.generation3-0.org/video/kulwant/
- Kariba  http://www.generation3-0.org/video/kariba/
- Kayleel  http://www.generation3-0.org/video/kayleel

Group 6

- Jerome  http://www.generation3-0.org/video/jerome/
- Harish  http://www.generation3-0.org/video/harish/
- Sudarshan  http://www.generation3-0.org/video/sudarshan/
- Sarwan  http://www.generation3-0.org/video/sarwan/
- Esmai  http://www.generation3-0.org/video/esmira/
- Reta  http://www.generation3-0.org/video/reta/
- Parmjit  http://www.generation3-0.org/video/parmjit/
- John  http://www.generation3-0.org/video/john-3/
- Ismail  http://www.generation3-0.org/video/test/
- Mahfuz  http://www.generation3-0.org/video/mahfuz/

Group 7

- Badien  http://www.generation3-0.org/video/badian/
- Dung  http://www.generation3-0.org/video/dung/
- Chantai  http://www.generation3-0.org/video/chantai/
- Vanessa  http://www.generation3-0.org/video/vanessa/
- Connor  http://www.generation3-0.org/video/connor/
- Aalia  http://www.generation3-0.org/video/aalia/
- Aaliyah  http://www.generation3-0.org/video/aaliyah/
- Sewa  http://www.generation3-0.org/video/sewa/
- Manjit  http://www.generation3-0.org/video/manjit-2/
- Parkash  http://www.generation3-0.org/video/parkash/

Instructions

Once they have watched the 10 films, each group then needs to talk about where they would place the names of the people they have watched inside one of the boxes on the ‘Issues from the Interviews’ sheet available on the next page.
I admire my parents

Prejudice from other people hurts me

I think people don’t mix enough

Some things are worse than racism, some places are worse than Britain

I experienced racism because of my colour, or my language, or because I was a newcomer

I have friends from different backgrounds

Having friends from different backgrounds is good

Issues from the interviews

I experienced hostility from people because of my religion

There are some groups I don’t like...

I have friends from different backgrounds

I have friends from different backgrounds but we don’t go to each other’s homes

There is less racism amongst younger people

My culture and/or religion is important to me

The younger generation may lose their culture

The religions of the people interviewed were
Task Two - Statements

Remaining in their groups, ask the class to discuss the names that they placed inside each box in Task One and to think about why they did so. They will need to make a note of the reasons why they may have placed the individuals in the boxes in the way they have done.

Then give the class one copy each of the ‘Follow up Work’ worksheet available on page 15. Remaining in their groups, ask them to complete the statements on the sheet. They should use their discussion about each of the 10 individuals they were allocated to help them. They should spend about 15 – 20 minutes discussing and then completing the statements.

Discussion

(1) Ask the groups firstly to talk to the class about where they placed the names of the 10 individuals in the boxes on the ‘Issues from the Interviews’ sheet. They will need to say why they placed the interviewees in this way.

(2) Ask the groups to then read out two of their eight statements and to talk about the reasons for what they have written. Ask others in the class to say whether they agree or disagree with these statements and to read out what they have written when completing similar statements.

(3) Encourage the pupils to think about some of the assumptions about the Generation 3.0 interviewees that they may have made when they completed their statements. Encourage them to think about some of the stereotypes they may have had to use, even if they did so reluctantly. Ask them to think about what stereotypes or assumptions people might make about them on the basis of simply looking at their picture.

Task Three – Intergenerational Role Play

Give groups half an hour or more for this activity. Each member of each group should choose one of the 10 people they have watched – there should be a mixture of older and younger in the group, preferably evenly split if possible.

The group should then develop and act out a series of conversations between the older and younger individuals they have chosen based on two or three of the issues on the ‘Issues from the Interviews’ sheet. For example pupils could select the following three issues:

‘I have friends from different backgrounds but we don’t go to each other’s homes’
‘The younger generation may lose their culture’
‘I think people don’t mix enough’

Pupils place themselves in the shoes of each of the individuals they have chosen and participate in a conversation in the way they think that person may do so. Point out that this exercise may be more difficult for the pupils who have chosen to act as one of the older people but the whole group should help to determine what the dialogue should be.

The groups then act out their role plays in front of the other pupils in the plenary session.

Discussion

Opportunities for younger and older people to discuss particular issues outside of the family are often limited and perceptions about racism, difference and belonging may differ across age boundaries.

Ask the pupils to reflect on their role plays in the light of this and to discuss what some of the major themes that have emerged from their study of Generation 3.0 may have been. Ask them to think about
You may want to cut out some small cards with some of the issues above written on them and ask the pupils to discuss them in the light of their role plays.

**Or alternatively**

Ask the pupils to discuss the following:

- How did it feel developing a role play about the person you chose?
- What sort of difference does it make, knowing that this person is not a fictional character and that you are making certain assumptions about them?
- Were you able to empathise very easily with the person you chose, even if you did not agree with the statement they were making?
- Was the person you chose from a different ethnic background/gender/age group to you? If so, was this exercise challenging, difficult, enlightening or awkward?
- How well or difficult was it to create an intergenerational conversation?
- Are there particular issues that you wish you could discuss with an older member of your family but have never had the opportunity to?

**Cross curricular extension activity – English/Citizenship**

The tasks above can also be used within a Key Stage 3 English or Citizenship class. This cross curricular piece can assist with the following in English:

**English Learning objectives**

- Developing viewpoint, voice and ideas by:
  - developing character and voice in their own fiction writing,
  - developing their own viewpoint, drawing on evidence, opinions and the particular purpose of the task
- Varying sentences and punctuation for clarity and effect by:
  - using punctuation accurately to clarify meaning and create effects in clauses, sentences and when writing speech
  - varying sentence length and structure in order to provide appropriate detail, make clear the relationship between ideas, and create effects according to task, purpose and reader

Ask pupils to develop a piece of creative writing based on one of the individuals they have watched. They should create a fictional piece about how this particular individual responds when he/she overhears a racist or discriminatory remark made by another person in a public place.

The pupils should choose where this place is, for example: standing at a bus stop; choosing books in the quiet section of a library; loading items onto the conveyor belt at the supermarket; in the classroom; or at an evening class. Does overhearing this comment challenge what the individual thinks about the prevalence of racism in contemporary society? For example, that it is no longer as bad as it used to be if the pupil has chosen an older person, or that it is not as bad as their parents/grandparents think, if they've chosen a younger person? They should describe the emotions they feel upon hearing the remark and then outline their response, for example choosing to do nothing, instantly turn on the speaker etc.
Follow up work

What I want to ask .......................  is ..........................................................................................
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What I want to say to .......................  is ..................................................................................
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From hearing these interviews, I think the causes of prejudice are .................................
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What we should do about racism is .....................................................................................
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The most interesting thing anyone said was .................................................................................................................................
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The saddest thing anyone said was ...................................................................................................................................................
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The most hopeful or inspiring or positive thing anyone said was ....................................................................................................
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How might the beliefs and attitudes of people interviewed here be changed by suffering or by prosperity? ...........................................................................................................................................................................................................
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To help with these, you could look at some different interviews by clicking on Themes on Religion http://www.generation3-0.org/theme/religion/ or some of the others included (look at the home page for options). http://www.generation3-0.org/ The three purple boxes Will it ever end? Racism now and then and Can racism be solved? (also on the homepage) will also help.

Compiled by Chris Gaine and Debbie Weekes-Bernard
Learning Objectives

- To develop the students’ abilities to critically assess the views, values and beliefs of others
- To enable students to come to either an understanding of or feel able to challenge individuals who express views or values that are different to their own
- To encourage students’ understanding both of intergenerational difference and similarity

Preparation

This lesson will require access to a number of laptops or computers in order for each group of pupils to watch 6 films – three of older people and three of younger people. The pupils can either choose the 6 that they watch or you can choose these for them.

Task One requires pupils to engage in word association, and Task Two for them to enter information that they can gather from the interviews they have watched.

After pupils complete each task a plenary discussion session should be held.

Task One – Discussion

Ask each group to select some of the words they have added to the sheet and to describe why they have added them, and to work out how the interviews they have just watched have informed the words they decided to write down.

Task Two – Discussion

Ask the students to reflect on the agreement scores they wrote down, and to discuss whether their views about the interviews changed after their discussion with the other group of pupils.
RELIGIOUS EDUCATION
LESSON TWO

Task One

In pairs, pick the interviews of three younger people and three older people to watch. Add words and comments to this sheet.

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<td>anger</td>
<td>insults</td>
<td>actions</td>
</tr>
<tr>
<td>hope</td>
<td></td>
<td>newcomer</td>
</tr>
<tr>
<td>shame</td>
<td>regret</td>
<td>hurt</td>
</tr>
<tr>
<td>unfair</td>
<td></td>
<td>unfamiliarity</td>
</tr>
<tr>
<td>strangeness</td>
<td>bigotry</td>
<td>heritage</td>
</tr>
<tr>
<td>same</td>
<td>different</td>
<td>love</td>
</tr>
<tr>
<td>disgust</td>
<td></td>
<td>forgive</td>
</tr>
<tr>
<td>past</td>
<td>future</td>
<td>never</td>
</tr>
</tbody>
</table>

Task Two

As far as possible, put the following information about each of your chosen people into this chart:

<table>
<thead>
<tr>
<th></th>
<th>Name 1</th>
<th>Name 2</th>
<th>Name 3</th>
<th>Name 4</th>
<th>Name 5</th>
<th>Name 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country of birth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Languages</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agreement score*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Give each person a score, 5 for if you agree with everything they say, 0 if you agree with nothing.
Learning Objectives

- To encourage broader understanding of the way that identity, religious belief, ethnicity, gender and age can impact on people's understanding of difference
- To also encourage an understanding of the way that identity, religious belief, ethnicity, gender and age affect people's views of racism
- To explore how the passage of time can affect the way society responds to racism and discrimination

Preparation

These tasks will require access to laptops and computers logged onto the Generation 3.0 Birmingham pages http://www.generation3-0.org/birmingham/

Students will need to be able to develop lists of interview questions for the second of these tasks so some additional support question development will be necessary. Ask students to avoid closed questions which require only a ‘yes’ or ‘no’ answer and state that they will only be able to ask each other about 2 to 3 questions given that their interview can only last for about 3 to 4 minutes.

It will be useful for students to think of a scenario before starting the interview in which they believe unfair treatment to an individual has occurred and they can use this to help them both with the interview and with the list of 10 rules that they develop. Try to encourage them all to think of different scenarios to avoid repetition in the plenary session.

Discussion

In the plenary session students should discuss the sorts of things they believe constitute unfair treatment and what role the elements they discussed earlier – forgiveness, compassion and hope – can play in creating a fairer society.

Meet with another group, choose two of their interviewees and get them to explain their scores, then do the same with your own. Watch the four interviews together and see if you agree.
Think back over the interviews you have watched. List the names of at least two people who show us examples of each of these, and explain the example as briefly as possible:

Forgiveness

Compassion

Hope

Make your own very short interviews (maybe 3 minutes each) about unfair treatment either with members of the class or with friends and family outside school. Working with a partner, from these interviews produce a list:

10 rules for fair behaviour

1
2
3
4
5
6
7
8
9
10
ENGLISH

LESSON ONE – Notes for teachers

Preparation

This lesson requires access to laptops and computers in order for students to watch some of the interviews to be found on the Generation 3.0 Birmingham website pages http://www.generation3-0.org/birmingham/

This lesson encourages the students to think more broadly about issues pertaining to migration and it may be useful in plenary discussion to encourage them to discuss how current new migrants may be responded to generally and to compare this to some of the descriptions made by the older people in the interviews.

Extension work

In order to assist students to think about these particular issues in more detail, it may be worth spending the lesson completing the acrostic poems by focusing only on what older people have said in their interviews. This can then be used to compare what older people have said about their migration and arrival in the UK with the sorts of experiences new migrants currently have.

Ask students in plenary work to think of new migrant groups to the area and to think about comparisons between their potential experiences and the experiences of the older migrants in the interviews.

Learning Objectives

• To encourage students to think about the emotions and responses of new migrants when arriving in the UK
• To enable students to look at the different ways that migrants and children of migrants may respond to the reactions of others to differences

English Learning Objectives

• Develop active listening skills and strategies
• Understanding and responding to what speakers say in formal and informal contexts
• Developing and adapting discussion skills and strategies in formal and informal contexts
• Taking roles in group discussion
Look at some of the interviews with older people to complete this acrostic:

N  numb
E
W  insulting
M
M  mean
I  interesting
G
R
A  against us
N
T  tears
S  strange

Write a poem with the acrostic as the starting point

Now do the same with some of the interviews with younger people:

R  respect
E  exhort
L
I  interpret
G
I
O  outspoken
N  noticeable

You could try more acrostic poems with:

GENERATION  ASPIRATION  STRUGGLE  CULTURE
ACCEPTANCE  TOLERANCE  FAITH  COMMUNITY

or a word of your own choice
ENGLISH

LESSON TWO – Notes for teachers

Preparation

This lesson requires access to laptops and computers in order for students to watch some of the interviews to be found on the Generation 3.0 Birmingham website pages.
http://www.generation3-0.org/birmingham/

This lesson encourages students to think specifically about what has or has not changed with regard to the way racism operates within society. Ask the students when contributing to the discussion to highlight particular aspects from the interviews to illustrate the points they are making before broadening out the discussion. It may be worth them making notes from the interviews they have watched to assist them with this task.

Learning Objectives

• To encourage students to think about the changes that have occurred over time with regard to perceptions of racism
• To broaden their understanding of how change in some circumstances can operate, often slowly or not at all and to create critical responses to this

English Learning Objectives

• Develop active listening skills and strategies
• Understanding and responding to what speakers say in formal and informal contexts
• Developing and adapting discussion skills and strategies in formal and informal contexts
• Taking roles in group discussion
ENGLISH
LESSON TWO

Watch the interviews headed “Racism – Now and Then”
http://www.generation3-0.org/birmingham

Choose four of the accounts from older people and write down

How I think I would have felt ...................................................................................................................
....................................................................................................................................................................
....................................................................................................................................................................
....................................................................................................................................................................

What I would have liked to say .............................................................................................................
....................................................................................................................................................................
....................................................................................................................................................................
....................................................................................................................................................................

I think the best thing for me to have done is.......................................................................................
....................................................................................................................................................................
....................................................................................................................................................................
....................................................................................................................................................................

Choose four of the accounts from younger people and write down

What I’d do if one of these things happened to me...............................................................................
....................................................................................................................................................................
....................................................................................................................................................................
....................................................................................................................................................................
What I’d say if this happened to someone I know...........................................................................................................
............................................................................................................................................................................
............................................................................................................................................................................
............................................................................................................................................................................
What I’d want to say to the people who acted in a racist way..........................................................................................
............................................................................................................................................................................
............................................................................................................................................................................
............................................................................................................................................................................
After watching these my definition of racism is ............................................................................................................
............................................................................................................................................................................
............................................................................................................................................................................
............................................................................................................................................................................

Split class into 2 OR 4 (2 of each group)

One group should discuss the responses written down for the younger people, the other to discuss the responses for the older people.

• Discuss in the groups the responses they have written down and why
• For both groups - do your responses feel kneejerk/angry/aggressive/combative or have you taken on the role of mediator or find yourself being conciliatory
• For both groups - do you think you would make similar responses now or 20 or 30 years ago? Do you think the responses from the police, teachers or other adults to you would be the same now as they would have been then?
• In the feedback group, get pupils to think about whether definitions of racism have changed and why?
OLD PEOPLE’S GROUPS
Activities and Discussion points

**Introduction**
These sheets contain a series of discussion topics that organisations and groups who work with older people can use to tackle the issues raised by Generation 3.0. All topics are interactive and should provide a range of debating points for any issue based discussion you might want to introduce.

For these activities and discussion areas to work well it will be necessary for whomever is facilitating the discussion to have access to a space with good internet connection and at least one laptop or computer, preferably with a large screen. You may also need to download the Participant Profiles. You will need these for at least one of the discussions and they may also help to familiarise yourself with the 70 people whose testimonies are included on the site.

It may also be useful for you to introduce the group to the topic by showing them the trailer for Generation 3.0 found by clicking on the Generation 3.0 button on the Birmingham page

http://www.generation3-0.org/birmingham/

**Post your comments**
At the end of the activities or discussion, the discussion facilitator should encourage the groups to put together some comments which can be posted onto the Generation 3.0 website. There are a number of places on the site where this can be done - under the buttons titled Racism - Now and Then; Will it Ever End; Can Racism be Solved all found on the Home page http://www.generation3-0.org/birmingham/ and on the Generation 3.0 discussion Forum http://www.generation3-0.org/forum/. If you can include the names and ages of those whose comments you post onto the site, that may also be useful.

**Post your films**
If able to conduct filming during these sessions, don’t forget to add your footage to Generation 3.0 youtube channel on our website and join the debate!

**INTRODUCTORY DISCUSSION**

**Discussion Points**
Develop some discussion around the three main areas covered by the testimonies of the Gen 3.0 participants. These are:

- What is racism?
- What has changed?
- How do we end it?

**Discussion:**

Are the differences between the generations really that great?

The aim of this discussion is to generate thinking about the generation gap and discuss how far (or not) society has moved on.
ACTIVITY ONE – RACISM

“Young people are different, they don’t see the differences but the older generation still believe that we are foreigners”

Sudarshan, 79

Get individuals to listen to the testimonies given by

Older people
Sudarshan  http://www.generation3-0.org/video/sudarshan/
Haile  http://www.generation3-0.org/video/kenroy/
Dorothy  http://www.generation3-0.org/video/dorothy

Younger people
Parmjit  http://www.generation3-0.org/video/parmjit/
Simeon  http://www.generation3-0.org/video/simeon/
Sarah  http://www.generation3-0.org/video/sarah/

Play the three testimonies by older people first. Have a short discussion, then play the three by younger people.

Tip

You can change the named individuals to suit if these 6 people have already been discussed in earlier activities for example

Younger people
Simren  http://www.generation3-0.org/video/simren/
Kim  http://www.generation3-0.org/video/kim/
Rennell  http://www.generation3-0.org/video/runnell/

Older people
Harish  http://www.generation3-0.org/video/harish/
Cecile  http://www.generation3-0.org/video/cecile/
Raymond  http://www.generation3-0.org/video/ray/

Discussion points

(a) In two groups, get them to think about how the older people they have listened to define what racism is.
   • Are these definitions that they agree with?
   • Did they experience similar situations or see/hear about others having similar experiences?
(b) Now get them to listen to the testimonies given by younger people

Parmjit  http://www.generation3-0.org/video/parmjit/
Simeon  http://www.generation3-0.org/video/simeon/
Sarah  http://www.generation3-0.org/video/sarah/

Get them now to think about the definitions of racism employed by the younger people. Then ask them to discuss whether they think the situation has changed a great deal or not very much since then.

- What do they think has changed with regard to racism for young people?
- Do they think younger people have more ethnically mixed friendship groups than the participants may have done when they were younger?
- Do they think younger people stick to their own ethnic/religious groups more than older people? Ask them to make reference to their grandchildren, or friends of grandchildren or younger people whom they know, or see around them.
- Sudarshan thinks that older people still feel as though they are foreigners in the UK but that younger people don’t see the difference – do they agree?

Which of the two Generation 3.0 age groups seems to be more (a) pessimistic, (b) optimistic or (c) realistic?

ACTIVITY TWO - FEARS

Get individuals to listen to the testimonies given by

Older people

Sneh  http://www.generation3-0.org/video/sneh/
Ivy  http://www.generation3-0.org/video/ivy/
Sudarshan  http://www.generation3-0.org/video/sudarshan/

Younger people

Aalia  http://www.generation3-0.org/video/aalia/
Alinoor  http://www.generation3-0.org/video/alinoor/
Michiel  http://www.generation3-0.org/video/michael/

Tip

You can change the individuals to suit if these 6 people have already been discussed in earlier activities. Ranjit, Kim, Simeon (younger people) and John, Bini, Parkash (older people)

Discussion points

In two groups get them to think about what the differences in opinion between the age groups appear to be about. Introduce these concepts to help

- marriage
- friendship groups
- respect
- home

Then get the groups to think about what these differences are actually pointing towards. To aid the
discussion ask:

• What friendship group decisions did they make when they were younger? Did their children, or children of friends make similar sorts of choices when it came to friends or romantic partners?
• What would happen if their grandchildren married outside of their religious or ethnic group communities?
• Do they think that younger people share their views about marriage and friendship groups?
• Do they consider their homes to be places which can or cannot be shared with others from different ethnic, cultural or religious backgrounds?
• What has changed with regard to who people choose to make friends with, who they introduce to their families, who they invite into their homes?
• Sudsarshan thinks that older people still feel as though they are foreigners in the UK but that younger people don’t see the difference – do they agree?
• Is there more or less respect for the views of older people by younger people and vice versa?

Debrief

• This discussion may get individuals to think about what some of the fears that individuals from different age groups and ethnic backgrounds seem to be about.
• These fears can include losing identity, faith, language and culture. Perhaps they see these issues as irrelevant and preventing progress? Perhaps they want to share and pass on to younger generations their own experiences and find it difficult to do so?
• Get the groups to suggest 3 ways forward that would help younger and older groups to understand these fears and barriers and solve them.
• Encourage the group to post these suggestions onto the Generation 3.0 website. Try to include these suggestions under the ‘Young people just don’t listen’ discussion thread on the Forum page http://www.generation3-0.org/forum/
• or the ‘It’s not My Fault, I inherited racism’ thread as both can reflect debate on generational difference/similarity/influence.

Discussion: Where do we go from here?

“Racism...won’t go away, because even if you’re not saying it, you’re thinking it”

Samantha, 14

Split group into 3 (numbers permitting). Either get all of the participants to watch the three clips at http://www.generation3-0.org/birmingham/ from the website together as a group or let them watch the clips in their breakout groups. Use the testimonies as a spring board to get each group to discuss ONE of the three main points for 20 minutes

• What is Racism? (this group should watch the clip ‘Racism - Now and Then’)
• What has Changed? (this group should watch the clip ‘Racism - Now and Then’ or ‘Will it Ever End’)
• How do we end it? (this group should watch the clip ‘Can Racism be Solved’)

Groups can select up to 3 Generation 3.0 participant testimonies to assist them with their discussion.

Each group should try to come up with a response to their particular discussion area that can be posted onto the Generation 3.0 website in the Comments section which can be found under each of the 3 clips above. Everyone then feeds back to the others.
ACTIVITIES FOR YOUTH GROUPS
Activities for YOUTH GROUPS

Introduction

This is a series of games that youth workers can use to tackle the issues raised by Generation 3.0. Some require props, but all are interactive and should provide a range of debating points for any issue based work a youthworker might want to introduce.

For these activities and discussion areas to work well it will be necessary for you to have access to a space with good internet connection and at least two laptops or computers. You may also need to download the Participant Profiles at the end of this resource. You will need these for at least one of the games and they may also help to familiarise yourself with the 70 people whose testimonies are included on the site.

It may also be useful for you to introduce the group to the topic by showing them the trailer for Generation 3.0 http://www.generation3-0.org/birmingham/ but be aware that Game 2 and Game 3 on these sheets work best if the individuals have not yet had a chance to look through the site. You may want to show the trailer once you've run through either one of those activities.

These activities and discussion points are guides only - please feel free to adapt to suit your audience or setting.

And please also make sure that you:

Post your comments

At the end of the activities or discussion, youth workers should encourage the groups to post comments onto the Generation 3.0 website. There are a number of places where this can be done - under the buttons titled Racism - Now and Then; Will it Ever End; Can Racism be Solved all found on the Home page http://www.generation3-0.org/birmingham/ and on the Discussion pages http://www.generation3-0.org/forum/

Post your films

If able to conduct filming during these sessions, don’t forget to add your footage to Generation 3.0 on our website and join the debate!
‘Introduce your partner’

We would suggest a quick icebreaker (with which you are, no doubt, already familiar). This is a short game included to ensure you can create and maintain the right attitude throughout your session.

How to run:

This is just a short exercise to ensure that people are talking to each other.

Tasks:

Divide the young people into groups of 2 ensuring that they do not know or, at least, know well, their partner. Each person will inform their partner what their name is and 3 things about themselves. Once this is completed, each person will inform the group of their partner’s name and 3 things about them you can’t tell just by looking at them.

Debrief:

Did anyone find it difficult to speak up in this group? This might be a good way to kickstart a discussion.

Game 2 - ‘Every picture tells a story’

Aim

To develop an individual awareness of our own, sometimes unconscious, need to stereotype.

Hints and tips

This session can be done with any age. Feel free to adapt this game to meet your own needs.

How to run

You will need to have cut-up series of profile photos in a container. You can find the profiles here or on our website. Ask the young people that you are working with, again in teams of 2 to pull 3 photos out.

Give the partners a bit of time to talk about the pictures and ask, what can you tell from the pictures? What do you think their story is? How old do you think each person is? What do you think their ethnic background may be? Do you think they were born in the UK or elsewhere, and if the latter, where?

At this point, you can ask the young people to read their biography. What was their reaction? Were they surprised and if so why? What was your reaction?
**Game 3 - ‘What’s in a voice?’**

**Aim**
To build on Game 2 and increase our sensitivity to generalizing and challenging stereotypes.

**Hints and tips**
This session can be done with any age.

**How to run**
Listen to the audio of any interview from half way in with the computer screen turned off. Do you think that you can pick out the picture of the person from the audio?

**Game 4 - ‘The listening game’**

**Aim**
To demonstrate how listening is sometimes extremely difficult regardless of how good our intentions are.

**How to Run:**
Ask the young people to sit back to back with a partner. Ask one of them to be ‘number one’ and the other ‘number two’. Give ‘number one’ partner a pencil and paper and ‘number two’ a copy of the map below. ‘Number one’ now has the task of drawing the map based only on what ‘number two’ says. He or she has to draw the map without looking at it. At the same time, ‘number two’ cannot see what is being drawn.
Debrief:

The purpose of this game is just to show how difficult it is to see through someone else’s eyes even if you are listening really hard. What are the implications when you think about listening to the interviews? How hard is it going to be to really understand what another person is thinking?
Further Discussion Points

Develop some discussion around the three main areas covered by the testimonies of the Generation 3.0 participants. These are:

- What is racism?
- What has changed?
- How do we end it?

Discussion:

Are the differences between the generations really that great?

Game 5 - ‘Defining racism’

Aim

To generate thinking about the generation gap and discuss how far (or not) society has moved on

Get individuals to listen to the testimonies given by

Older people
- Sudarshan  [http://www.generation3-0.org/video/sudarshan/](http://www.generation3-0.org/video/sudarshan/)
- Haile  [http://www.generation3-0.org/video/kenroy/](http://www.generation3-0.org/video/kenroy/)
- Dorothy  [http://www.generation3-0.org/video/dorothy/](http://www.generation3-0.org/video/dorothy/)

Younger people
- Parmjit  [http://www.generation3-0.org/video/parmjit/](http://www.generation3-0.org/video/parmjit/)
- Simeon  [http://www.generation3-0.org/video/simeon/](http://www.generation3-0.org/video/simeon/)
- Sarah  [http://www.generation3-0.org/video/sarah/](http://www.generation3-0.org/video/sarah/)

Play the three testimonies by older people first. Have a short discussion, then play the 3 by younger people.

Tip

You can change the named individuals to suit if these 6 people have already been discussed in earlier activities.

Younger people
- Simren  [http://www.generation3-0.org/video/simren/](http://www.generation3-0.org/video/simren/)
- Kim  [http://www.generation3-0.org/video/kim/](http://www.generation3-0.org/video/kim/)
- Rennell  [http://www.generation3-0.org/video/runnell/](http://www.generation3-0.org/video/runnell/)

Older people
- Harish  [http://www.generation3-0.org/video/harish/](http://www.generation3-0.org/video/harish/)
- Cecile  [http://www.generation3-0.org/video/cecile/](http://www.generation3-0.org/video/cecile/)
- Raymond  [http://www.generation3-0.org/video/ray/](http://www.generation3-0.org/video/ray/)

Discussion Points

In two groups, get them to think about how the older people define what racism is. Then ask them to discuss whether they think the situation has changed a great deal or not very much since then. Which of the 2 Generation 3.0 age groups seems to be more (a) pessimistic, (b) optimistic or (c) realistic?
Game 6 - ‘Different opinions’

Get individuals to listen to the testimonies given by

Older people

Sneh  http://www.generation3-0.org/video/sneh/
Ivy  http://www.generation3-0.org/video/ivy/
Sudarshan  http://www.generation3-0.org/video/sudarshan/

Younger people

Aalia  http://www.generation3-0.org/video/aalia/
Alinoor  http://www.generation3-0.org/video/alinoor/
Samantha  http://www.generation3-0.org/video/samantha/

(Can change the individuals to suit if these 6 people have already been discussed in earlier activities)

Discussion points

In two groups get them to think about what the differences in opinion between the age groups appear to be about - introduce a few concepts to help ie marriage, respect, friendship groups, home. Then get the groups to think about what these differences are actually pointing towards.

Debrief

This discussion may get individuals to think about what some of the fears that individuals from different age groups and ethnic backgrounds seem to be - losing identity, faith, culture, or seeing these things as irrelevant.

Get the groups to suggest 3 ways forward that would help younger and older groups to understand these fears and solve them.

Encourage the group to post these suggestions onto the Generation 3.0 website

Discussion:

Where do we go from here?

“Racism won’t go away, because even if you’re not saying it, you’re thinking it”

Samantha, 14

Split group into 3 (numbers permitting). Either get all of the young people to watch the three clips (‘Racism - Now and Then’ ‘Will it Ever End’ ‘Can Racism be Solved’) from the website together as a group or let them watch the clips in their breakout groups. Use the testimonies as a spring board to get each group to discuss ONE of the three main points for 20 minutes

• What is Racism? (this group should watch the clip ‘Racism - Now and Then’)
• What has Changed? (this group should watch the clip ‘Racism - Now and Then’ or ‘Will it Ever End’)
• How do we end it? (this group should watch the clip ‘Can Racism be Solved’)

Groups can select up to 3 Generation 3.0 participants to assist them with their discussion.

Each group should try to come up with a response to their particular discussion area that can be posted onto the Generation 3.0 website in the Comments section which can be found under each of the 3 clips above. Everyone then feeds back to the others.

Resources designed by Debbie Weekes-Bernard and Femi Adekunle
Notes for teachers & Participant Profiles

This free online resource comprises 70 filmed interviews of about 5 minutes each with 45 young people and 25 older people from Birmingham. http://www.generation3-0.org/birmingham/

Some of the interviews are also grouped according to themes such as Language, Elders and Hurt (the same interview might crop up under more than one theme). There is another separate section grouping extracts from some interviews according to three questions: ‘Will Racism Ever End?’ ‘Racism - Now and Then’ ‘Can Racism be Solved?’

There are full written details about the work and how the interviewees were chosen in a 23 page research report Passing the Baton: Inter-generational Conceptions of Race and Racism in Birmingham. It includes the sampling methodology and written extracts from the interviews. It’s available from the Runnymede Trust http://www.runnymedetrust.org/uploads/publications/pdfs/PassingTheBaton-2011.pdf

Navigation is quite intuitive, though what may not be immediately obvious is to click on the logo at the top to get all 70 faces on screen.

Below is a list of the interviewees, their pictures and in some cases a very brief note on what each has to say; this is intended as an aide-memoire and for you to add your own notes.

**YOUNGER PARTICIPANTS**

**Mahfuz**, 10, of Pakistani heritage, has always lived in Handsworth

Has experienced some religious intolerance from a neighbor, has a range of friends

**Shaheille**, 10, of mixed Pakistani and Chinese heritage, has lived in Handsworth much of his life though travels between his mother’s and father’s homes.

Talks about difference, and friends
Isma, 10, of Pakistani heritage, has always lived in Handsworth
Talks about her culture and her friends

Mariam, 10, of Pakistani heritage, has always lived in Birmingham
Frightened of religious conflict and of being killed herself

Aaliyah, 10, Jamaican English heritage, has always lived in Handsworth

Kayleel, 10, of Jamaican heritage, has always lived in Handsworth

Kairo, 10, of African Caribbean heritage, has always lived in Birmingham
Thinks racists should all be locked in a room!
Aalia, 10, of Pakistani heritage, has always lived in Handsworth. Her street and range of friends are mixed, though they are unlikely to come to her house. Her mother stopped speaking English because people made fun of her.

Arun, 18, Indian heritage, has always lived in Handsworth. Has very mixed friendships, thinks today much better than the past.

Jagtar, 18, of Punjabi Indian heritage, has always lived in Handsworth. He really wants peace.

Simren, 18, of Indian heritage, has always lived in Handsworth. Her grandfather was first in family to come to UK and she thinks that as more people become aware of racism more can be done about it.

Monika, 17, of Punjabi Indian heritage, has lived in Handsworth since she was born. Very proud of the hard working example set by her grandfather.
Manjit, 17, of Punjabi Indian heritage, has lived in Handsworth since she was born
Her friends from other minority ethnic or religious groups are unlikely to visit her at home

Chanranjeev, 14 of Punjabi Indian heritage, has lived in Handsworth since she was born
She has friends who are Sikh like her, as well as Muslims and Christians

Chantai, 14, of African Caribbean heritage, has always lived in Handsworth
She thinks that groups don’t mix enough in school

Michiel, 14, African Caribbean heritage, has lived in Birmingham since he was born
Thinks that Jamaica is more racist than Britain

Isha, 14, Bangladeshi heritage, has always lived in Handsworth
Talks of her mum’s experience, while also politely suggesting older people should ‘be quiet’
PARTICIPANT PROFILES

Ismail, 15, Yemini heritage, born in Finland has lived in Birmingham since he was three and came to Handsworth two years ago.

Jerome, 14, African Caribbean heritage, has always lived in Handsworth.
Talks of his mum and dad’s difficult experiences in the past.

Kariba, 14, Bangladeshi heritage, has always lived in Handsworth.
Mixes with people from different cultural backgrounds but worries about those who think they are ‘bigger’ than everyone else.

Kim, 14, Vietnamese heritage, has always lived in Handsworth.
Loves her Vietnamese heritage and language.

Mohammed, 14, Bangladeshi heritage, has lived in Handsworth all his life.
Very positive and interested in other people.
Samantha, 15, African Caribbean English heritage, has lived in Handsworth all her life, as have her UK-born parents

Conscious of her parents’ memories and their journey

Rajesh, 14, Indian heritage, has lived in Handsworth all his life

Defines racism and its effects well

Tatanya, 14, African Caribbean heritage has lived in Handsworth all her life

Talks about how to resist racist abuse

Vanessa, 14, Jamaican English heritage, has lived in Handsworth all her life

Badien, 14, Congolese, came to Birmingham two years ago

Talks about racism
David, 14, White Polish, moved to Birmingham four and a half years ago

Didn't have friends from different backgrounds in Poland but has a very mixed friendship group now. Conversation is good because they can talk about their different cultures

Dung, 14, Vietnamese, came to Birmingham 12 years ago

Thinks Handsworth is very multicultural and though his grandparents tend not to mix very much, he has friends from very different backgrounds

Kamio, 14, Polish, came to Birmingham two years ago

Spoke no English on arrival, suffered from name-calling

Felicity, 14, African, came to Birmingham three years ago

Witnessed racism at school and how it upset a friend, so now stands up for others against bullies

Kebron, 14, Eritrean, came to Birmingham three years ago

Suffered from racist harassment, says we should treat all people well
Oskar, 14, Polish, came to Birmingham two years ago

He was laughed at initially because of his lack of English. His dad speaks little English, so his friends are mostly Polish whereas his mum, who does speak English has English and Asian friends.

Afaq, 15, Afghani, came to Birmingham two years ago, lives with a foster family after being smuggled into the UK due to difficulties in Afghanistan.

Anjula, 14, Gambian, came to Handsworth three years ago from Gambia

Had problems when she arrived, now has lots of friends.

Leon, 14, Vietnamese, has been in Handsworth much of his life

Very rarely speaks to older people and thinks racism affects his family in the way that people keep to themselves.

Marta, 19, Polish, has lived in Birmingham for three years, father having moved to the UK to find a better standard of living and a better job than in Poland.

Was worried about black people at first, as she’d never met them before.
Simeon, 19, Indian heritage, lives outside of Handsworth but attends college in the area

He came to Birmingham in 2003 and thinks racism is like a vicious circle - if a person is attacked they will think badly of the group the attacker is from and there is quite a lot of interracial fighting where he lives

Rennell, 17, African Caribbean heritage, has always lived in Handsworth

Thinks cultural differences not important, certainly when it comes to girls!

Derek, 16, African Caribbean heritage, has always lived in Handsworth

His uncle is mixed race and told him that he experienced difficulty from black and white people

Imran, 19, Bangladeshi heritage, has always lived in Handsworth

His mum tells him to keep his culture inside and not to let it fade but he is happy to mix and socialize with people from a broad range of backgrounds

Sarah, 17, Irish heritage, lives outside of Handsworth but attends college there

Most of her friends are black and she doesn’t think she has a culture. Her friend’s mother was racist to her and she is angry that people judge others without getting to know them
**Parmjit**, 14, Punjabi Indian heritage, lives outside of Handsworth but attends school in the area as well as a Sikh temple

Aware of subliminal racism and the media; when his father wears his Villa shirt there is no racism but without it, there may be trouble

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**Connor**, 14, Mixed English/Irish/Turkish, lives outside of Handsworth but wanted to voice his opinions about the demographics of the area

Feels that it’s time to move on from the past

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**Alinoor**, 21, Bangladeshi, currently working as a part time chef, has lived in Birmingham and London much of his life

Alinoor is gay and talks of social and cultural change - he states that he knows that knows that marriage is important culturally but is not what he wants
OLDER PARTICIPANTS

Reta, 70, African Caribbean, retired, lived in Birmingham for over 50 years
Remembers segregation in housing

Dorothy, 75, African Caribbean, retired, has lived in Birmingham for over 50 years
Has tried to ignore or forgive racist incidents

Ruby, 57, African Caribbean, has lived in Birmingham for over 40 years
Experienced racism as a child in school and thinks it still exists in the workplace and that it is difficult for black people

Esmai, 72, African Caribbean, retired, has lived in Birmingham for over 50 years
Thought streets would be paved with gold but has even met discrimination in church

Cecile, 60, African Caribbean, has lived in Handsworth for 50 years
She felt that black people were not accepted when she arrived, renting rooms was difficult and people would avoid them
Sewa, 84, Punjabi Indian, retired solicitor and wellknown figure in the legal system, has lived in Birmingham for over 50 years.

Knew that he was the first non white solicitor in the area

Parkash (subtitles), 69, Indian retired, has lived in Birmingham for over 40 years

When she and her husband arrived, though he was well educated, he could only find work in the foundry. She didn’t want to stay in the UK and wanted to leave but likes her neighbours

Sneh, 70, Punjabi Indian, retired writer and wellknown figure in the education system, has lived in Birmingham for over 40 years

She thinks it's important for certain cultural and family traditions to remain but accepts that things have changed

Bhagwant, 55, Punjabi Indian, member of the Indian Workers Association, has been in Birmingham for nearly 40 years

Mentions caste system

Joginder (subtitles), 75, Punjabi Indian, retired, has been living in Handsworth for over 50 years

He explains that people would call Asian people names because of their poor English or lack of education. Worries a lot about his grandchildren
Ranjit, 55, Punjabi Indian, has lived in Birmingham for over 30 years, works at the Sikh Nishkam centre.

His parents were more worried about the loss of culture and loss of language than racism or fear of physical attack.

Sarwan, 73, Indian, retired, he has been in Handsworth for over 40 years

Remembers that 30 to 40 people would live together in a house as white landlords would not rent their properties to Asian people.

John, 68, White English, has lived around Handsworth for nearly 40 years, once a head teacher, now works to further schemes in education as well as law.

Sudarshan, 79, Punjabi Indian, has lived in Birmingham for over 40 years, once a head teacher of a local school

Didn’t notice racism at first, invited people to her house but it wasn’t reciprocated.

Haile, 58, Jamaican, has lived in Handsworth for nearly 35 years

Argues that class discrimination is worse than racism.
Raymond, 70, White, English, a local of Handsworth, where he has lived all his life

Doesn’t mind who his children marry as he will always accept them

Ivy, 74, Jamaican, retired, lived in Handsworth for over 50 years

Thinks that the concept of respect has changed the way that young people dress & speak to elders is different

Bini, 65, African Caribbean, known activist for the African Caribbean community and has lived in Handsworth for over 40 years

Believes that African led schools should be established and that each community should speak for themselves

Jon, 57, White, Scottish, has lived in Handsworth for 10 years, has worked on many community projects to encourage integration.

Interaction between communities is often difficult and there is a lot of antagonism towards new migrants

Chris, 57, White, English, head teacher of primary school, has worked in Handsworth for over 15 years

Enjoys diversity
Harish, 58, Punjabi Indian, Equality Community Officer for Handsworth Birmingham City Council

His family experienced a lot of racism in Northampton, so he left his job, sold his house and moved back to Birmingham

Avtar, 60, Punjabi Indian, head teacher of junior school in Handsworth for the last 25 years

Heritage is not static, it evolves. He would not ask his children to retain a certain definition of heritage but simply respect themselves and others

Kulwant, 63, Punjabi Indian, arrived in UK aged 21 and has lived in Birmingham for 25 years

He is now proud to be called a British Indian but experienced a lot of racism, hearing racial abuse, being served last when out but racism has changed

Noel, 53, Jamaican, experienced racist violence within one week of he and his brothers arriving in Birmingham from the Caribbean

Moved to Germany to escape the violence and was disabled in a racist attack

Michael, 58, White English, School caretaker, living and working in Handsworth for over 20 years

Still hears racist comments from older white people