Notes for Teachers

Support for engaging young people in discussions about heritage & identity, belonging, prejudice & discrimination and the future of a multi-ethnic Britain
Introduction

This Is Where I Live is an innovative citizenship project providing young people with a platform to express their views through the arts on heritage, belonging, prejudice and discrimination – and the future ….

What we send you to use alongside these guidance notes is a package full of the voices of young people, based on the interviews we carried out with groups from across the UK in 2004. Their voices and personalities come to you in the form of a Cd-Rom. They talk about arts projects they’ve been involved with in their own localities – sometimes from within larger organisations or activities, sometimes as self-motivated and self-sustaining groups. Their engagement with their projects has helped them develop a sense of purpose and of community, against a wider background debate about heritage, identity, nation and citizenship.

The notes that follow give you some of the background – why and how we came to put this material together, and how we think you might be able to make use of it in your own classrooms. Will you use it for citizenship classes, for instance? Will you see it as part of PSHE? We have aimed it at Key Stages 3 and 4.

One of our suggestions is that you use the material from the Cd-Rom in conjunction with an earlier Runnymede publication, Complementing Teachers, to develop lesson structures for the encouragement, development and support of anti-racist attitudes, among staff and pupils, across the National Curriculum and with age groups at Key Stages 3 and 4.

This kind of discussion is best when it’s ongoing, between communities and between generations. So, when you’ve had time to use the Cd-Rom with your pupils we’d love to get some feedback from you. We’d welcome comments on these guidelines for a start – have they helped you make best use of the material? But even more welcome would be some of the lesson plans you will have developed through use of the Cd-Rom, ideas that you think others could find useful too. We would like to keep developing these guidelines and increasing their usefulness to those who need more support in creating high-quality learning opportunities for all young people. This, in turn, will contribute to the creation of a successful multi-ethnic Britain.

Keep the dialogue going …
Please send any comments and ideas that you’d like to share to: info@runnymedetrust.org

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This Is Where I Live (or TIWIL as we came to know it) is a project that involved a range of young people, through engagement with the arts, in a countrywide debate about heritage, identity, nation and citizenship.

The seeds of the project were sown back in 2000, when the Commission on the Future of Multi-Ethnic Britain published its findings in what is usually referred to as The Parekh Report, which remains a major contribution to understanding modern Britain. Its findings and recommendations become more and more relevant against the backdrop of repeated challenges to our community of citizens and communities. Terrorist attacks, ongoing racial inequality, rising far-right activity, growing religious intolerance and increasing tension between neighbourhood communities regularly challenge our notion of what a successful multi-ethnic Britain could and should be.

From mid-2003 to 2004 we picked up key threads from The Parekh Report and wove some narratives from them. We criss-crossed the UK talking to newly formed and existing youth organisations who were using the arts to express their thoughts on social issues, and carried out structured interviews and focus group research with the group members.

The groups were diverse, some organised around their ethnicity, others around location or interest. They included groups of young people with disabilities, lesbian and gay groups, Baha’i, Muslim, rural and urban groups. From the 27 participating groups, 14 took part in the focus group research. They formed the core around which the expression and recording, in a variety of formats, of their opinions about what it is to live in this country as a young person in the 21st century became concentrated.

In order to record and share the young people’s ideas and activities with a wider audience, the project resolved itself around the development and production of a Cd-Rom for schools. Six of the TIWIL groups were chosen for filming and follow-up interviews:

- Fitzrovia Youth in Action (photography)
- Monkwearmouth School in Sunderland (video)
- Trash Fashion at Belfast Community Arts (fashion design)
- Merseyside Youth Association (poetry)
- Bristol Youth Music Action Zone (music and lyrics)
- Shahck-Out Too! At RJC Dance in Leeds (dance)

Working in partnership with Skillset and Heart Vision, 12 hours’ worth of material was filmed in the final months of 2004. Launched in January 2005 by two young contributors to the project at our ‘Cohesion, Diversity, Equality’ conference, the edited Cd-Rom (at 1.5 hours’ length) also featured in the Youth Section of the ODPM’s Sustainable Communities Summit in Manchester during the same month.

The views of the young people address a wide range of current debates about the future of multi-ethnic Britain and the Cd-Rom is a useful resource for other young people, policymakers and practitioners in understanding the importance of identity, heritage and belonging in contemporary Britain and Northern Ireland.

A Classroom Resource

For further discussion of the curriculum and guidance on promoting race equality in your school see the Runnymede publication:

‘Complementing Teachers – a practical guide to promoting race equality in schools’

ISBN 184085 9121
Feb 2003 - A4 160+ pages £30.00

For details of how to order visit www.runnymedetrust.org
Within both the National Curriculum and guidance from the DfES are explicit references to valuing diversity and promoting equality.

What the National Curriculum says about equality and diversity

Values and purposes underpinning the school curriculum

• Education is also a route to equality of opportunity for all, a healthy just democracy, a productive economy and sustainable development. Education should reflect the enduring values that contribute to these ends. These include valuing ourselves, our families and other relationships, the wider groups to which we belong, the diversity in our society and the environment in which we live.

The school curriculum should aim to provide opportunities for all pupils to learn and to achieve.

• The curriculum should contribute to the development of pupils’ sense of identity through knowledge and understanding of the spiritual, moral, social and cultural heritage of Britain’s diverse society, and of the local, national, European, Commonwealth and global dimensions of their lives.

The school curriculum should aim to promote pupils’ spiritual, moral, social and cultural development and prepare pupils for the opportunities, responsibilities and experiences of life.

• It should help develop their knowledge, understanding and appreciation of their own and different beliefs and cultures, how these influence individuals and societies. It should promote equal opportunities, and enable pupils to challenge discrimination and stereotyping.

(National Curriculum Guidance 2000)

What the DfES says about diversity, inclusion and the global dimension

• ‘Providing opportunities for children and young people to learn about and explore similarities and differences is central to developing the global dimension. One of the duties placed upon schools by the Race Relations Amendment Act (RRAA) 2000 is to promote good relations between persons of different racial groups. The statutory inclusion statement within the National Curriculum supports the modification of the programmes of study to meet the needs of all learners. In the light of the RRAA 2000 and the inclusion statement, schools have a responsibility to provide a broad and balanced curriculum for all children and young people.’

(Developing the Global Dimension in the School Curriculum', DfES 1409/2005)

Key Concepts across the Curriculum

Guidance from the DfES in the form of two publications – ‘Aiming High: Understanding the Educational Needs of Minority Ethnic Pupils in Mainly White Schools’ (DfES/0416/2004) and ‘Putting the World into World-Class Education’ (DfES/1077/2004) – highlights a number of the basic concepts that underpin the curriculum’s aims and objectives. Pupils could benefit from a clear understanding of the personal qualities the national curriculum is attempting to help them develop in the course of their schooling. Many of the key concepts the curriculum is aiming to inculcate, and which are spelled out below, can be explored using the TIWIL Cd-Rom and these guidelines.

Cultural and personal identities

Every individual is likely to belong to a range of different groups, and therefore has a range of different affiliations and loyalties. Some of these may be inconsistent with each other and therefore all pupils need to consider how to live with the diversity within themselves as well as in the world around them.

Equality Assurance in Schools (Runnymede, 1993) proposes that a person’s identity needs to be: confident, strong and self-affirming, as distinct from uncertain, ashamed or insecure; open to change, choice and development, as distinct from being unreflective and rigid.

Difference and diversity

Throughout the world, but very importantly also in Britain and within our own communities is to be found much cultural, ethnic, religious and linguistic diversity. There are also many different ways of pursuing the same values and needs, in the words of the Bengali writer and poet Rabindranath Tagore ‘the key is not to wipe out all differences but to unite with our differences.
Key Concepts across the Curriculum

In many subjects there are direct opportunities for teaching and learning about cultural differences, and differences of perception, interpretation and narrative.

Similarity, sameness and universality

Underlying their diversity, all human beings have in common certain basic values, aspirations and needs. Some of these are physical and material – nutrition, shelter and good health. Others are personal – love and affection, a sense of belonging, a sense of meaning and self-fulfilment. There are also recurring concerns to do with the organisation of society or of a community – including economic life, resolution of conflicts, leadership, rules, and balancing the needs of the individuals and the needs of society. Teaching about difference and diversity must go hand in hand with teaching about commonality and sameness.

Cohesion

Recognition of the universality of basic values, aspirations and needs enables us to make connections between and towards others and helps to bridge gaps and build cohesive communities where all members feel a sense of place and belonging. Providing opportunities to explore and feel comfortable with the concept of multiple identities.

Interdependence

In teaching and learning about cultures it is important to explore the notion of each culture being distinct from all others. Events and trends in one place in the modern world frequently impact or affect events and trends elsewhere.

Key Stage 3 and 4 PSHE (Personal, Social and Health Education) and Citizenship

PSHE comprises all aspects of a school’s planned provision to promote their pupils’ personal and social development, including health and well-being. In a rapidly changing society, it helps young people to make sense of their communities and the increasingly diverse world around them, promoting harmony and effective and positive relationships.

All four strands of the PSHE Curriculum support cultural diversity and race equality:

<table>
<thead>
<tr>
<th>Strand</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Developing confidence and responsibility and making the most of their abilities</td>
</tr>
<tr>
<td>B</td>
<td>Preparing to play an active role as citizens</td>
</tr>
<tr>
<td>C</td>
<td>Developing a healthy, safer lifestyle</td>
</tr>
<tr>
<td>D</td>
<td>Developing good relationships and respecting the differences between people</td>
</tr>
</tbody>
</table>

Citizenship education should equip young people in a multi-ethnic society with the knowledge, values, attitudes, understanding, and skills necessary for living a full and satisfying life. Through engaging with local and wider issues of rights and responsibilities, young people are able to question their own thinking. They can discuss issues with their peers, clarify shared values, learn to resolve conflicts and mediate through meaningful dialogue with each other. Young people should also have opportunities to gain awareness of social, political and economic realities in Europe and around the globe.

‘PSHE and citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become informed and active citizens… They learn to understand and respect our common humanity, diversity and differences so they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.’

(QCA & DfES Guidance 2000)

Diversity & the National Curriculum

Key Concepts across the Curriculum

Interactions and influence
There has been much borrowing, mingling and mutual influence over the centuries between different countries and cultural traditions. This is still the case and it is interesting to look not only at the past but also at present-day examples, e.g. rap and hip-hop, ‘Bollywood’.

Excellence
Excellence is to be found in all cultures and traditions, not only in ‘the West’. What can all too often come over with the curriculum is the assumption that all significant human achievements arose in the West. In every subject, examples of achievement, invention, creativity, insight and heroism should be taken from a wide range of cultures, both in the present and in the past.

Race, equity and justice
Children from a very early age develop a notion of fairness. Over the course of their learning they need opportunities to explore and understand how not everyone is treated fairly or has the same chances in life. Pupils require specific opportunities to develop their knowledge and understanding around ignorance, prejudice, discrimination and injustice, to include racism. Work around human rights and the rights of the child can be a very helpful way into addressing these issues. They also need to know that there are numerous ways that people, including young people, work to tackle racism and they too can play their part.
Opening Activity for Educators

Context

‘People in Britain have many differences. But they inhabit the same space and share the same future. All have a role in the collective project of fashioning Britain as an outward-looking, generous, inclusive society — a community of communities and citizens.’

(Commission on the Future of Multi-Ethnic Britain 2000)

All the young people featured in the TIWIL Cd-Rom live in Britain. Some were born here, others have moved here. They reflect some of the rich diversity that exists in Britain today. The representation of young people in this resource may not exactly reflect or mirror the diversity of your own area, but it is clear that much of what they have to share and say has resonance for communities and localities across the country, whether urban or rural.

This resource recognises how important it is for young people to be offered opportunities to examine, explore and reflect on what it means to live in Britain in the 21st century. They can do this by engaging with their own and each other’s experiences, ideas and interpretations of concepts as crucial as nationhood, identity, heritage, prejudice and belonging. It is in this kind of engagement, in the shaping of these individual and collective identities, that Britain fundamentally begins to change and shift in response to an increasingly complex, interdependent and diverse global landscape.

It is important that young people are given space to unpick what they actually see as diversity. Too often, the definitions we offer young people are over-simplified, narrow and limiting, focusing explicitly on skin colour or faith. The idea, for instance, that there is a homogeneous ‘white’ British identity that shares a homogeneous, monolithic culture against which we should measure all ‘other’ identities and cultures is neither accurate nor fair. It is unfamiliar to most young people, who may be more understanding and accepting of their own multi-identities than we give them credit for. This resource offers several different ways to explore these possibilities.

If we are to develop a common sense of belonging or cohesion, it can’t be by imposing identities and presupposing responses. Cohesion must be responsive to, and grow from the multiple identities and hybridity that are characteristic of complex late-modern societies. When, with this in mind, we are considering what it means to belong and what it means to be British, it is important for all young people to explore:

• who they are
• where they come from
• where they belong and who they belong with
• their dreams and hopes for the future

Learning intentions from this resource

Throughout the activities derived from using the TIWIL Cd-Rom, young people are encouraged to explore questions such as these and are offered the chance to play their part in ‘fashioning Britain as an outward-looking, generous, inclusive society’.

Educators’ use of this resource

1. View the Cd-Rom. To help you engage with this resource and explore some of the issues in readiness to use TIWIL with young people it will be helpful to view the Cd-Rom — either on your own or with a group — paying particular attention to the themes. The activities for the young people are closely linked to the themes.

2. Discuss with colleagues, after viewing the Cd-Rom, the following questions:

• Do you think the young people contributing to this film are British? Is this the only way they might describe themselves? Are there other ways in which they might identify themselves?
• How might you describe yourself? Are you British? Is there only one way of being British? What makes you feel British?
• What kind of future are these young people hoping for? What can help bring this future into being? What part can the young people play? What is our role as educators?

3. Engage with the key messages. After reading or skimming through the activities in this resource, identify how the activities might help young people to engage with Lord Parekh’s key messages (see page 6).

You may have concerns or anxieties around handling contentious or sensitive issues that could arise in connection with some of these activities. Acknowledge these, and give some thought to how you can create a safe and enabling environment for you and the young people to talk about them.

4. Employ ground rules — such as good listening, respect for the right to hold different views, challenge, but challenge considerately. But it might be more helpful to have a preliminary discussion with the young people around the nature of the film and the activities. Then you can explore with them how to help them enjoy discussions at more depth, with more engagement and of greater potential value.
On the Future of Multi-Ethnic Britain: Wise words from Lord Parekh

Equality, diversity and cohesion are the three principles that need to be balanced to achieve a successful multi-ethnic society.

When we are referring to equality we are talking about how we live in a fair society. At the heart of this will be ensuring equal opportunities and equal life chances for all. Material equality, equal access, participation and representation, including the removal of barriers is essential.

When we are referring to diversity we are talking about how we value difference: developing acceptance, respect and understanding of our differences; involving an openness between and towards others; and promoting cultural exchanges that are responsive to our multiple identities (being Black and British, Muslim and Welsh, and so on).

Ensuring equality and celebrating diversity are necessary but not sufficient – we also have to strive for cohesion, or a common sense of belonging. Cohesion in essence is about how we get along with each other. This would be characterised as a feeling amongst all of us that we belong to Britain and Britain belongs to us.


Key Messages of Opening Activity

Achieving cohesion relies on two key aspects:

- Emotional bonding
- Respecting differences and multiple identities

Emotional bonding

Emotional bonding requires familiarity, sharing, and a common purpose. It involves feeling good about ourselves and feeling good about others – where the suffering of one becomes a common responsibility for all, ‘your pain is my pain’. It is when we as communities (i.e. beyond the individual response) say that: ‘treat others badly can’t go on – we are not able to lead equal lives’. We therefore value and champion basic human rights.

Emotional bonding leads us to feel connected to each other and reinforces a community’s sense that they belong together. It includes the emotional bonding of symbols of nationhood – such as when British athletes reclaimed the Union flag in both the 2000 and 2004 Olympics.

Respecting differences and multiple identities

Cohesion cannot be guaranteed by imposing identities and presupposing responses. We need to recognise the existence of multiple identities reflecting the diversity of our society and the richness that this brings.

This involves exploring and developing a shared British identity thus enabling a pluralistic concept of Britishness; not allowing one group to own the national identity by excluding others. This process includes increasing the diversity of images of Britishness that are large enough to include all communities – such as a Britain in which it is just as ordinary to see ‘older men visiting a local mosque for prayers’ as it is to see images of life in the ‘southern home counties’.

A common sense of belonging also gives the community the confidence to live with and even cherish its differences, for it is secure in its sense of unity and knows that differences and disagreements can neither undermine its harmony nor be used to destabilise it. An insecure community is too worried about its unity to accept, let alone delight in, its differences.
This Is Who I Am

In the video extract, young people involved in the project briefly state their names and where they live. Some of the young people also describe their countries of origin, or their ethnic background.

- To have made an initial exploration of the importance of identity and place
- To have explored how it feels to define oneself, questioning how both name and place are important (or limiting) in establishing and communicating individual and group identities

Play the video clip ‘This is who I am’, but obscure the images on the screen so that participants can hear just the soundtrack. Give them the title of the clip, however. Ask the group for their initial impressions of what they have heard. Then, on a piece of flipchart paper, write down the names of some of the young people who were featured, perhaps:

<table>
<thead>
<tr>
<th>Natalia</th>
<th>Phoebe</th>
<th>Natalie</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rabia</td>
<td>Tyrone</td>
<td>Nicola</td>
</tr>
<tr>
<td>Lewis</td>
<td>‘Moves’</td>
<td>Paul</td>
</tr>
<tr>
<td>Maurisha</td>
<td>Aaron</td>
<td>Sohail</td>
</tr>
</tbody>
</table>

**Exercise 1**
Get each group to focus on four of the names. What assumptions do they make about the identities of these young people simply by reading their names and hearing their voices? Get them to consider:

- age
- gender
- ethnic background

You could extend this discussion to include issues around social class. If you decide to do this ask them, before you move into this area of the discussion, if they have heard any of these names before. Do they know anyone of the same name? Do they know anything about the social or cultural origins of any of these names?

Ask them if they feel comfortable doing this. If not, then why not? Get them to share their thoughts and to discuss assumptions and stereotyping in particular.

You will need to make it safe for your young people to explore these issues, to make mistakes without anxiety, and to learn from the process of making assumptions and then discussing them.

In the same groups, identify or recall where the young people in the film say they live now.

- London
- Liverpool
- Leeds
- Bristol
- Belfast
- Sunderland

**Exercise 2**
What do your group members know about these cities? In their minds, what makes a Londoner different from a Liverpudlian or a Bristolian? Is it possible to ‘place’ people in such an arbitrary way and if not, why not? Ask the question:

- Is where you are from who you are?

In the plenary session you could focus on pulling together contradictions such as the importance of names in establishing the identity of an individual whilst also opening up the possibility of stereotyping. What messages do names send out about the identity or background of the individual?

You could also begin to draw out issues around place:

- What does an individual’s location mean to them or say about them?
- What does where you are located, or where you have located yourself mean to you?
**Exercise: My name**

This exercise focuses on how important our names are in describing or representing our identity and how crucial the ‘ownership’ of our names is. Divide the whole group into smaller groups (maximum three or four).

Ask each member to try to introduce themselves to the rest of the group but tell them they will not be able to use either their name or the place where they live (or where they are from) in order to do this.

Ask the whole group what aspects of their identity they will use to represent their identity to others, for example:

- Likes and dislikes
- Hobbies or pastimes
- Work
- Faith
- Language
- Elements of family, number of brothers and sisters, for example

Give them a minute to prepare their choices and then enough time to go round and complete the task.

Ask them how this exercise makes them feel. They are likely to have found this to be a surprisingly difficult and frustrating task! Build in time to allow for this.

- What would it feel like if people around them refused to use their names or allocated another name to them?
- Do they have any experiences of having another name given to them, perhaps because their own name was seen as being unfamiliar or difficult to spell or pronounce?
- If not, can they imagine how this might make them feel?

This might also lead to some further discussion about ‘nicknames’ or tags as alternative ways of identifying, or redefining yourself.

**Extended exercise: So, what does a name do for us?**

- Does it give us security in our own identity?
- Does it allow those around us to identify us, to connect with us and to establish and maintain a relationship with us?

Names are often rooted in different cultural, social or historical traditions.

- Write your name down on a post-it note.
- Think about the origin of your name. Where does it come from? Who chose your name and why?
- Does your name tell us anything about your ethnic background, or your beliefs, nationality or family? What diversity or things in common about the people in your group have you established from having this discussion?
- Have you learned anything about your own heritage or background? What have you learned about the heritage and background of others in the group by doing this exercise?
- Have you ever imagined having a different name, a name of your choosing? What is that name and why did you choose it?
Activities with Theme 2

Heritage & Identity

‘Where you live, your environment changes the way you are’

‘I’d probably have different ambitions’

‘I didn’t realise you spoke English’

In the video extract the young people begin to explore what it is that makes them who they are. Their statements focus on the importance of where they live and/or have grown up to their sense of who they are.

Interestingly, although the theme is titled heritage and identity, only a small number of the young people mention family or culture (history and heritage). Instead they focus on their environment. It may be useful for your group members to consider what is meant by heritage as well as providing opportunities to discuss and value where they live now.

The statements on the Cd-Rom also enable us to question whether, based on their appearance, we can tell who someone is, where they come from, and where they live.

- To have explored and developed a sense of place, a sense of ‘where I live’
- To have questioned our assumptions on who people are and where they come from based on appearances
- To have recognised and valued the commonality (and differences) in perceptions of ‘where I live’.

Exercise 1

Play the film clip ‘Heritage and Identity’. Pause at the end of Phoebe’s comment ‘I didn’t realise you spoke English’ (about 4 minutes into the extract).

Ask the group for their thoughts as to why someone might have assumed Phoebe would not be able to speak English.

Discussion prompts:

- What does that comment indicate about how others viewed her and who she was?
- What assumptions do people make or guess at from someone’s appearance?
  Do we make assumptions as broad as where they were born; the language they speak; their religion or faith; where they live, where they grew up?
- How accurate are these perceptions likely to be?
  This will provide an opportunity to draw on earlier discussions on assumptions and stereotypes.

Wider discussions around belonging and identity are often linked to debates over citizenship, and can focus on our ability or willingness to speak in the dominant or main language of a ‘home’ country.

Exercise 2

Another use of this video extract could be as a starting point for exploring the contentious question ‘do you have to speak English to be British?’

Return to the film clip and play the rest of this theme.

Follow it up with these questions:

- What do these young people say is most important in shaping who they are?
  Is it where they are from, or is it where they are?
Exercise 1
Ask the pairs to have a 5-minute discussion on whether they agree or disagree with this viewpoint:
‘Where you grow up or where you live is the most important thing shaping who you are’
Can they explain their reasons for agreeing or disagreeing with this view?
Collect verbal feedback and pull together the thoughts of the whole group.

Exercise 1
Think about where you live now. How would you describe it?
Consider the people, the places, the sights, sounds, buildings and places…
In pairs, choose five words to describe where you live now. Share these words with the whole group.
Ask the whole group or groups…
• How similar and how different are the words chosen?
  Do they differ in lots of ways?
  What ways are these?
• Have you selected positive or negative words?
• When you read these words, do you think it seem like a good place to live?

Exercise 2
Provide the groups with disposable cameras and ask them to take photographs that capture the essence of where they live now. This would make a good homework task.
If cameras are not available:
• Ask the group to imagine that they are about to move away from this area. If they could take three to five photographs with them to remind them of where they lived, what would these pictures show?
• The task is to collect images that say something about where they live.
• They can collate and display the real images or the suggestions for images as a whole group. The words selected in Exercise 1 could also be used to annotate this display.
• From among the images they chose, ask the group to identify aspects of their environment as: recreational places, open spaces, people, eyesores, buildings.
• What significant locations or places can they identify?
  Who uses these spaces?
  Do the same individuals/groups use the same places?
• If they grew up in the area, do any images particularly reflect that, any particular places?
  If they have come to live in the area more recently, do the same or different images stand out?
• Can they identify individual photos/images that especially mean something to them and why? Ask them to consider which of the images that come to mind they could share with the whole group.
Collect and collate feedback from the whole group. What does this activity say about how important our environment is to who we are?
Again, take the opportunity to recognise differences, but also focus on the commonality between not just the images taken and selected, but also what it is about the images that makes them meaningful or significant.
This activity could be developed for small groups preparing a short presentation.
Activities with Theme 3

Belonging (Parts 1 & 2)

In the video extract young people discuss whether they feel any sense of belonging to the places where they live, and if so, what gives them this sense of belonging. They also discuss the concept of ‘community’ and how they would go about welcoming someone new into their own ‘communities’.

- To have explored what it is that helps us feel connected with each other in order to gain a sense of belonging
- To have developed and defined this idea of ‘community’ and to have explored ideas for encouraging communities to come together

**Context**

**Learning outcomes**

**Resource-based activities**

**Whole group**

**In smaller groups or pairs**

**Topic 1. Belonging and place**

Play the first part of the video clip ‘Belonging (Part 1)’ – you should show the first six interviews.

Look at the ‘Resource Sheet for Topic 1 (page 12)’.

- Ask them, in their small groups or pairs, to identify something from the film that the young people said they liked or disliked about where they live or where they are. For example, ‘Moves’ says he doesn’t ‘really like Liverpool’ because of the harassment skaters get there, but in fact he agrees that there is a good atmosphere in the city.
- Share what the small groups have identified.
  
  Does how the young people feel about where they live tell us anything about their sense of belonging?
  
  What reasons do they give for feeling they don’t like where they live, and are there any commonalities?
  
  For example, how important is it for them to get on with the people around them?
- Who is the most and who the least positive about their sense of ‘belonging’?

- Does the full group identify with any of these young people and, if so, how?
  
  Do they too have any of the same thoughts or feelings about where they live?
  
  In doing this, they could refer back to the issues they may have explored in the ‘Heritage and Identity’ theme activities.
Activities with Theme 3

Resource Sheet for Topic 1

(Five stills from the TIWIL Cd-Rom)
Greg talks about how important ‘community’ is to him.

He says: ‘It’s really important to be part of a community, because the community’s your friends, your family, the people you are around every day. I can’t think of anything more important.’

(Still pic of Greg from the TIWIL Cd-Rom)

We use the word ‘community’ all the time, in many different contexts. Below are just some of the most common ways in which the word ‘community’ is used:

<table>
<thead>
<tr>
<th>A group of people living in the same place, e.g. the local community</th>
<th>A group of people with similar interests: e.g. the business community, the scientific community, the ‘skating’ community</th>
</tr>
</thead>
<tbody>
<tr>
<td>A group identified as forming a specific part of society, e.g. the Asian community, the gay community</td>
<td>The area in which a group of people live, e.g. the West Field community</td>
</tr>
</tbody>
</table>

‘Community’ can also be used to mean:

| Similarity or identity | A sense of sharing and coming together |

Talk these definitions through with your groups.

• Which of these ‘communities’ do they think Greg is talking about?
• Which ways do they think they use ‘community’ most often?
**Belonging (Parts 1 & 2)**

**Topic 3. Do you belong to a ‘community’?**

You may already have discussed the idea of ‘place’ and whether where we live is the same as where we are from. Now, you are going to consider more specifically which ‘communities’ we are part of, and how that contributes to or defines our sense of belonging.

Get them to work through this short list together with a partner. The question is:

- ‘Are you a member of any of the communities below?’
  - a group of people living in the same place or area
  - a group of people with similar interests
  - a group identified as forming a specific part of society

If the answer is ‘yes’, they should first of all describe to each other which ones they mean. Next, they should identify the characteristics of their ‘communities’ and describe the other members.

- Which of these ‘communities’ is most representative of them as individuals?

**For example:**

You might say that you live in a town or city and that your local community is made up mainly of young families and older people.

Perhaps your family lives in the same area, and they are an important part of your personal community, but for you there isn’t a feeling of its being a local community, of doing things together for a common purpose.

You might feel that your friends are more of a community – maybe you share interests like music, skateboarding, fashion, sport, a common ‘language’.

You might also see yourself as a member of broader, separate groups – a faith community, the black community, the white community, the French community.

Ask them if they like being ‘grouped’ in this way.

- Does it limit them?
- Does it make them feel good to belong to a community, or more than one community, and if so, why?
- Do they think that their own ‘multiple identities’ are positive and helpful in enabling them to connect and identify with one another and with other ‘communities’?

Sohail says: ‘I’ve got this Irish friend and there’s…a group of Bengalis, and I’m not sure how he feels when he’s with us but because we teach him a bit of our language and so on and because he does what we do and like on Eid he celebrates with us and so on…it’s just like to make him feel, to get him in with what we do.’

(Still pic of Sohail from the TIWIL Cd-Rom)

Sohail talks about sharing his own language and faith and beliefs in order to help his friend feel like he belongs in the broader group.
Belonging (Parts 1 & 2)

Divide the group so that they are working with people they may not know, or may not have worked with before. The task will focus on how ‘belonging’ can be related to more abstract concepts than that of place. It will also extend to look at belonging to a group.

First, each one of the pair should spend a couple of minutes completing these five quite limiting statements about themselves. They could write these down, draw them, rap them or even mime them to provide some variety, but they should then share them with their partner.

- My name is …
- I was born in…
- I live in…
- The most important thing in my life is…
- I speak …

Language and place (of living rather than birth) would probably be the most likely commonalities between pairs in a list such as this. The ‘most important thing’ may also offer some key insights and discussion points.

- How well does this list represent you?
- What is missing?

Now ask them to make up their own list. Give them freedom to be creative, to think about how they would define themselves. This time, there could be more focus on beliefs, music, pastimes, ambitions and families. Lists might look more like this:

- I think eating meat is wrong
- I am a friendly person
- I am a Christian but I don’t go to church and I don’t pray
- I make music on my PC at home, mainly with samples
- I want to be a writer

Again, ask them to share these thoughts. This time, encourage pairs to ask each other some questions, to find out more about items in their partner’s list that really interest them.

They will probably identify as many commonalities as differences. Although we may feel distinct (and often very important and influential), and things separate us from each other, in fact we are bound by as many, if not more, common experiences, thoughts, beliefs, backgrounds and places than we might have initially assumed.

What is also important is that we make time to explore these differences as well as accepting the common points.
In larger groups, but using the lists the pairs have been discussing, they should negotiate five statements that best represent them as a group. They will have to discuss and agree on the common points that link them, and this may not always be straightforward.

- In fact, can they do it?
- What level of compromise will be required?
- Can they form their own consensus and become a ‘micro-community’?

On a flipchart or display, write the word ‘home’. Give groups a piece of flipchart paper and ask them to thought-shower ideas that spring from this single word. Share these thoughts in a whole-group plenary. Then, in small groups, ask them to complete this statement — as a line, a poem, a slogan, a visual image, a piece of music or film.

‘Home is … ?

This exercise will draw out ideas of place and belonging that are rooted in the idea of what ‘home’ means to them. ‘Home’ could mean many things, both concrete and abstract. The exploration of this concept is important.

Again, in the plenary it is important to draw out and acknowledge both commonality and diversity as a precursor to developing some of these ideas in more detail within the themes that follow.
Prejudice and Discrimination

‘Give each other a chance’
‘Not just put us into one box’
‘We are all as equal as each other’

The young people in this film clip recognise that all of us hold stereotypical ideas about groups and form opinions about the attitudes, interests and behaviours of others.

They ask us to be mindful that such stereotyped views of others, especially when based on ethnicity, tend to be negative: they place constraints and low expectations on an individual’s abilities and potential, and they are based on a narrowly defined and limited representation of these groups.

These views are therefore prejudiced and discriminatory, and should be questioned and challenged.

The young people argue that if only we could be more open-minded and get to know each other – ‘just ask us’ – then we would realise that more connects us than divides us.

• To explore our understanding of stereotypes and prejudice and their negative impact on ‘emotional bonding’ and developing ‘a common sense of belonging’
• To develop our ability to question and challenge the representations and stereotypes we hold
• To recognise difference, including someone’s background, as positive and enriching rather than threatening

Exercise 1
Reflect on the photographs on the resource sheet (page 18), all of which are available in the CD-Rom’s ‘Images’ section, ‘London Gallery One’. Ask the pairs or groups to identify one or two images to focus on.

Discuss their initial impressions.
• Do they like the images?
• Are they good photographs?
• What do they particularly like or dislike about these images?

Taking in turn each of the images they have chosen, discuss:

• What assumptions might we make about the individual(s) in the photos?
• How much can we really know about these individual(s) just from looking at these pictures, and how much of our interpretation is based on our own assumptions about these people?
• What, for example, might we be guessing at, in terms of the kind of person they are, their likes and dislikes and their behaviour; simply by looking at these pictures?

Make a note of these ideas, and consider how much we draw upon stereotypes in order to interpret what we see around us.
Prejudice and Discrimination

Resource Sheet for Exercise 1 Theme 4: Prejudice and Discrimination
Images taken from 'London Gallery One'

1

2

3

4

5

6

(The individual photographers who produced these images are members of youth groups in Fitzrovia and Seven Sisters, London and in Croydon. See the Cd-Rom for full accreditation.)
Prejudice and Discrimination

**Activity point**

Either thought-shower the terms ‘stereotypes’ and ‘prejudice’ or use the Internet or a dictionary to explore the definitions of these words.

Then go back to the notes the groups made on the images. Discuss whether their interpretations actually reflect any stereotypes or prejudices. If so, in what ways!

Collect feedback from the whole group. Ask the group whether or not the images that were selected from the image gallery in this resource (however beautiful or appealing as images) may be reinforcing negative stereotypes and how this happens.

This discussion is likely to lead towards an acknowledgement that making assumptions and stereotyping is something very common to us all, but that attaching negative values to these stereotypes and acting on the prejudices that they reinforce leads to discrimination and denial of opportunity for individuals or groups.

Negative stereotyping can make us feel we have nothing in common with some people, and that their ways of living are very different from ours. It is thereby a significant barrier to the development of emotional bonding or a common sense of belonging.

**Exercise 2**

Divide into three groups and view the film clip: ‘Prejudice and Discrimination’. Ask groups to consider one of the following questions below. They can make notes if it helps.

- **Group 1**: What do these young people feel are the effects of prejudice and discrimination on their lives and the lives of others around them?
- **Group 2**: Where do they feel these prejudices come from? Why do they feel they arise or are perpetuated?
- **Group 3**: In what ways do these young people feel we can challenge the stereotypes and prejudices we hear or see?

Collect responses and any other feedback from each of the groups and share in a whole-group plenary.

**Exercise 3**

Ask the whole group to think back to the first activity, which focused on images from the gallery. Ask them if they can recall the possible stereotypes and prejudices associated with these images.

In pairs they should discuss what these images and stereotypes were and how these views or representations could be questioned and challenged.

If they have taken and collated pictures during the ‘Heritage and Identity’ theme activities, do any of their own images themselves act as a challenge to stereotyping?
Activities
with
Theme 4

Prejudice and Discrimination

Consider the messages that young people receive about difference, diversity and multi-ethnicity in Britain in 2005. This activity will focus on the role of the media in representing 'Britishness', looking specifically at the messages commonly contained in representations of minority ethnic people, Gypsies and Travellers, asylum-seekers and Muslims.

The following could be explored:

• A selection of newspapers printed on the day of this activity
• Television programme guides
• Their recollection of any programmes that feature people from different backgrounds and the roles they played, e.g. 'Eastenders', 'Goodness Gracious Me'
• The music young people listen to and enjoy, and its origins

Young people should be encouraged to question and discuss these representations and think about the messages they give out.

• What assumptions about individuals or groups are reinforced by these representations and views?
• Are these representations stereotyped?
• Are prejudiced views expressed?
• What do the group members think is the impact of these messages as a whole?

Think space
This is an appropriate space in which to consider the press and media coverage of the July 2005 terrorist attacks on London and how that coverage has affected, informed or altered young people’s views on where they live, the communities to which they belong, and what they believe in.

Of course, this needs to be handled sensitively, but young people will have questions, anxieties, views that they may wish to explore in a safe environment.

It is an opportune time within the use of this resource to have such discussions, particularly around Islamophobia, Britishness and the ideas of emotional bonding, cohesion, belonging and multiple identity that have been touched on elsewhere.

It is beneficial for young people to explore and articulate difficult feelings and issues in order to help them make sense of the world around them and to begin shaping their own views.

Further support for teachers on talking about terrorist attacks can be found on the Runnymede website [www.runnymedetrust.org].
### Mr Prime Minister

In the video extract, young people respond to the question 'If you could say one thing to the Prime Minister, what would it be?' The variety of responses demonstrates a range of priorities, needs and wants, ranging from the global, to the local, to the personal.

- To have touched on the relationship between the political and the personal
- To have considered a range of views and priorities
- To have given some consideration to the process of decision-making

#### Context

**Learning outcomes**

- **Resource-based activity**
  - As a whole group
  - Divide into small groups

#### Before you show the clip begin by asking them:

- What is a 'government'?
- What is a 'Prime Minister'?
- What do they think is the role of their government and their Prime Minister in their lives?
- Where do they get their information from, and what or who shapes their views?

*Watch the video clip.*

#### For 'Themes and Ideas':

Distribute the group handout (page 22). In light of what they’ve heard and already discussed, ask them to discuss further and report back on three questions:

- Did you identify any common themes in the suggestions?
- Which of the suggestions did you think were the most important?
- Are there any notable omissions?

On a piece of flip-chart paper, write the words ‘Mr Prime Minister…’.

Give each group three pieces of paper and an envelope. Ask groups to spend a few moments discussing and then agreeing on the three suggestions they would make to the Prime Minister to help improve the quality of their lives and their communities.

Each group should hand back their sealed envelope to the facilitator, who will use them in the next activity as a stimulus for further work.
Handout 1: ‘Mr Prime Minister’

These are just some of the things that the young people taking part in the project wanted to tell the Prime Minister:

‘I would tell the Prime Minister to give more funding to projects around communities in the UK.’

‘Build skate parks, build lots of them.’

‘Give more funding for music…’

‘I would tell Tony Blair to take one minute to put himself in the shoes of these young kids in Iraq being around when all these bombs go off.’

‘Give us better education.’

‘We need lots of help and lots of things for kids and older teenagers because there is nothing for us to do and we’re getting into trouble which shouldn’t happen.’

‘Do something to make people aware and to break down stereotypes.’

‘I would ask the Prime Minister to restrict advertising because everyone’s becoming too image conscious and it’s causing a lot of distress to people through anorexia and stuff and everyone’s becoming too obsessed with getting the right brand.’

‘Something needs to be done for the youth…so they are not on the streets.’

‘I would tell him to listen to what the past is telling him and not make the same mistakes that everyone else has time and time again.’

‘We are the voice of the future and we are a force to be reckoned with.’

They also said:

‘He listens, but he doesn’t hear.’

‘There’s so much he’s got to open his eyes to.’

Did you identify any common themes in the suggestions?

Which of the suggestions did you think were the best ones and which were the most important?

Were there any others that you think they missed out?
Making sure that groups don’t get given their own suggestions, distribute the sealed envelopes from the opening activity. Ask each group to appoint a group leader.

Explain the task:

- Your group is now a select group of Government advisers – the group leader you appointed is now the aspiring Prime Minister.
- In your envelopes you have a number of actions that young people would like you to take.
- You will have to decide on which ONE of these suggestions you wish to prioritise. Then, advisers must work with the PM to shape the actions you will propose in order to make this happen.
- You will prepare for an open ‘Question Time’ debate where each group will have to present their idea to the whole group and then take questions on it.
- At the end of the debate a vote will be taken to see which idea is adopted, and which Prime Minister is ‘elected’ to take this forward.

The groups should then open the envelopes and begin discussing which of the suggestions they think is the most important and their ideas for taking it forward.

Groups will need to discuss and negotiate how to come to a decision. Will it be through a vote, or through consensus? Who will have the final say?

The presentation phase is an exercise in persuasion, convincing the other groups of the importance of their own idea, and also their ability to carry it out. A show of hands or a more formal ballot could be used to make the final decision, following ‘Question Time’ at the end of the session.

Young people could be asked to compose a short letter, email or even text message to send to their local MP, local councillors or to the Prime Minister; making their own suggestions for changes that, to their minds, could bring improvements at personal, local and national levels. They should be encouraged to expect a reply!
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Selected Runnymede Publications

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The Space Between: From Rhetoric to Reality on Race Equality in the Workplace
A Runnymede Trust Report by Sandra Sanglin-Grant (2005)

Social Capital, Civil Renewal & Ethnic Diversity

Preventing Racist Violence: Interim Findings

Realising the Vision: Progress and Further Challenges
(Briefing Paper April 2004)

Guardians of Race Equality: Perspectives on Inspection and Regulation

Developing Community Cohesion: Understanding the Issues, Delivering Solutions

Complementing Teachers: A Practical Guide to Promoting Race Equality in Schools
(2003, Runnymede/Granada Learning)

Divided by the Same Language? Equal Opportunities and Diversity Translated
(Briefing Paper March 2003)

Cohesion, Community and Citizenship

Perpetrators of Racist Violence and Harassment: A Runnymede Research Report
Omar Khan (2002)

Widening the Talent Pool: Racial Equality in FTSE-100 Companies
(Briefing Paper April 2002)

Mentoring: Business and Schools Working Together
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The Future of Multi-Ethnic Britain: The Parekh Report
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Improving Practice. A whole school approach to raising the achievement of African Caribbean youth, Nottingham Trent and Runnymede (1998)

Islamophobia: A Challenge for Us All (1997)

This Is Where I Live: Stories and Pressures in Brixton (1996)

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