

CELEBRATING DIFFERENCE

EXPLORING STEREOTYPES AND ANTI-RACISM



RESPECT STARTS WITH YOU
#CHOOSERESPECT

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SHOW
RACISM
THE
RED
CARD



PURPOSE

To explore the importance of celebrating difference, and to increase awareness of prejudice, stereotypes and racism in society.

GROUP

Ages 10 – 18 years, see link with Experiences and Outcomes below

TIME

Total time is 65 minutes, though the session can be delivered over a number of sessions.

MATERIALS

Would you rather statements; culture shock images and statements; diverse city job roles; one thing today to celebrate difference template.

PREPARATION

Remind your group of the key messages from the **Iceberg Activity** from the first stage of the #ChooseRespect campaign on 'self-reflection'. During this exercise young people completed their own iceberg – aspects of who they are that are visible (e.g. physical characteristics, skin colour, accent) and aspects of who we are that are not immediately obvious (e.g. culture, heritage, likes and dislikes, family background etc). The icebergs show that while there are lots of things we have in common, we are all unique and we should get to know someone rather than make assumptions about who they are.

This exercise will build on this idea, by further exploring prejudice, stereotypes and anti-racism.

It is important to be sensitive to the experiences of individual young people who may be participants in this session, and could be affected by some of the discussions. If you are looking for more guidance on how to approach this, download a copy of '**Addressing Inclusion: effectively challenging racism in schools**'.

This exercise has been developed in partnership with Show Racism The Red Card, and adapted from their classroom workshop series.

For more information visit: <https://www.theredcard.org/>

INTRODUCTION AND SAFE SPACE (5 MINUTES)

Explain that this is a safe space, nobody will be judged on their answers or opinions. It is okay to make mistakes, but it is important to recognise and learn from those. Introduce, or remind of them of existing ground rules by asking the participants how they show respect to each other in a learning environment.

ICEBREAKER: WOULD YOU RATHER GAME? (10 MINUTES)

Use this as an introduction to gauge the group and reiterate ground rules. Get the group to practice listening skills, and respecting others' opinions.

Break participants into smaller groups or pairs and ask them to take turns answering the 'would you rather' questions.

Encourage them to give reasons for their answers – like they will be doing throughout the rest of the session.

CULTURE SHOCK: STEREOTYPES AND PREJUDICE (20 MINUTES)

Explain that in this session we will be exploring some of the behaviours that lie behind prejudice and racism. In groups, get the participants to match up the pictures with the labels – make sure everyone backs up their answers with reasons. Ask for feedback on their chosen answers before revealing the correct answers. Get the groups to keep score as they hear the answers.

- How did they score?
- What answers surprised them most? Why?
- Are we good at judging people before we know them? Why?
- Does anybody know what a stereotype is?
- Do you think that stereotypes might have influenced our answers?

Define what a stereotype is: they are generalisations that don't account for individual difference.

- What kind of stereotypes exist about Scottish people? E.g. Ground Keeper Willie from The Simpsons. Do we eat haggis every day, wear kilts all the time, speak aggressively, have red hair?

Refer again back to the iceberg activity – who we are defines how we look at the world. We notice things that are different to us. Noticing difference is okay, it is natural human behaviour and how we make sense of the world. However if we attach stereotypes and negative assumptions to how we perceive difference, that can lead to prejudice, discrimination and even racism.

Get participants to think of all the places that they might hear about/learn about stereotypes and list on the board (TV, internet, movies, friends, news, social media).

- Where do stereotypes come from? Sometimes there is an element of truth in stereotypes, but the problem with them is that they don't account for individual differences.
- How do we know how to judge someone? Find out the facts for yourself.

DEFINING RACISM (10 MINUTES)

Give the participants some time to fill in the blanks. This can be done as a whole group or in small groups.

Racism is ...

Prompt: What does racism look like? What kind of racist behaviours and actions do you know about? What role does bullying play here? The types of treatment involved in racism can be listed above (name calling, ignoring people, picking on people, bullying, fighting, violence). You could make the point that someone doesn't need to intend to be racist or intend any harm for their behaviour to hurt someone in a racist way.

Relating to differences or perceived differences in...

- 1.
- 2.
- 3.
- 4.

Prompt: What characteristics or traits would someone pick on if they were going to be racist?

Under 'relating to differences or perceived differences in...' the following may be listed: **skin colour, religion, nationality, culture**. On the point of religion, you could clarify that although there can be assumptions that people from certain ethnic groups follow certain religions, this is often not true and all religions have members from a wide range of backgrounds.

DIVERSE CITY (15 MINUTES)

This exercise can reiterate the concept of diversity and help celebrate that everyone is different in many ways.

- (Part 1) Place participants into three groups and distribute jobs (below) to every participant. Ask the participants to work together to find other people who have a similar job as themselves and to stand together. Ask participants where do they work?
- (Part 2) Ask the participants to now find others in the group that have the same interests as them. Once they have found their groups, start the discussion.
- (Part 3) Ask the participants to now find others in the class that have the same nationality. Once they have found their group, start the discussion.

Discussion:

- (Part 2) • Facilitate a discussion on how even though they have the same interests, do they have the same sort of job?
- Find two completely different jobs and ask why are you standing together? For example a surgeon and a ward cleaner, would you be friends based on just jobs? "No" then why are you friends? "We like the same things"
- (Part 3) • Ask the participants, would they be able to run a hospital, school or airport if everyone worked there had the same nationality?
- Emphasise that it doesn't matter where you're from or what job you have. Many people share the same likes and dislikes and it's important that you get to know these before you make judgements.
 - Facilitators may want to explain that someone's nationality will often be British even if their family background is in another nation.
-

ONE THING I WILL DO TODAY TO CELEBRATE DIFFERENCE (5 MINUTES)

Ask your group to each commit to celebrating difference by filling out the 'one thing I will do today to celebrate difference' template. This final exercise encourages looking at all those differences and things that make people unique.

Take a photo and share on social media to join the **#ChooseRespect** conversation!

EXAMPLE STATEMENTS FOR WOULD YOU RATHER ICE BREAKER:

WOULD YOU RATHER BE
ABLE TO DO BACKFLIPS
OR BE ABLE TO
BREAKDANCE?

WOULD YOU RATHER
BE VERY LUCKY OR
VERY SMART?

WOULD YOU RATHER
BE A FAST SWIMMER
OR A FAST RUNNER?

WOULD YOU RATHER BE
FIVE YEARS OLDER OR
TWO YEARS YOUNGER?

WOULD YOU RATHER
SEE FIREWORKS OR A
CIRCUS SHOW?

WOULD YOU RATHER
BE VERY FUNNY OR
VERY SMART?

WOULD YOU RATHER
LIVE NEAR THE SEA OR
NEAR THE FOREST?

WOULD YOU RATHER
HAVE A TAIL OR WINGS?

WOULD YOU RATHER
SAIL A BOAT OR FLY
A GLIDER?

WOULD YOU RATHER
ONLY BE ABLE TO CRAWL
OR ONLY BE ABLE TO
WALK BACKWARDS?

CULTURE SHOCK IMAGES AND LABELS FOR MATCHING



1.



2.



3.



4.



5.



6.



7.



8.

MUSLIM

TERRORIST

ASYLUM SEEKER

RAPPER

TEACHER

CHRISTIAN

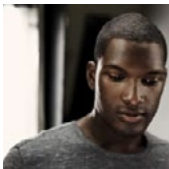
OPERA SINGER

GYPSY TRAVELLER

CULTURE SHOCK ANSWER SHEET:



1. Asylum Seeker. A young man originally from Syria, moved to the UK when he was 11 because his home country was at war. He is an asylum seeker.



2. Opera Singer. Noah Stewart is an African American opera singer who has had a number one album. This image has been taken from the cover of one of his albums.



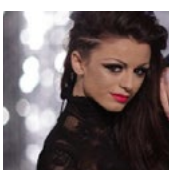
3. Terrorist. Christopher Tappin is a convicted terrorist. He exported Hawk 'surface-to-air' missiles to Iran between 2005 and 2007.



4. Muslim. Samir Nasri is a very proud Muslim born in France who currently plays for Spanish Club Sevilla, on loan from Manchester City (Nov 2016).



5. Christian. Emmanuel Adebayor is a very proud Christian born in Togo, Africa who has previously played for English clubs Arsenal, Manchester City, Tottenham Hotspur and Crystal Palace, as well as French sides Metz and Monaco and Spanish team Real Madrid.



6. Traveller. Cher Lloyd finished 4th in X Factor in 2010. She is a proud Gypsy Traveller. She never told anyone while on the X Factor she was a traveller because she feared people wouldn't vote for her. When the X Factor finished she revealed she was a Traveller and suffered a huge amount of abuse on Twitter & Facebook.



7. Teacher. This is a P.E. teacher from Australia.



8. Rapper. Mark Grist is a rapper and an Education Worker, he works for a charity that goes into schools across England trying to promote poetry.

DIVERSE CITY JOBS: HOSPITAL

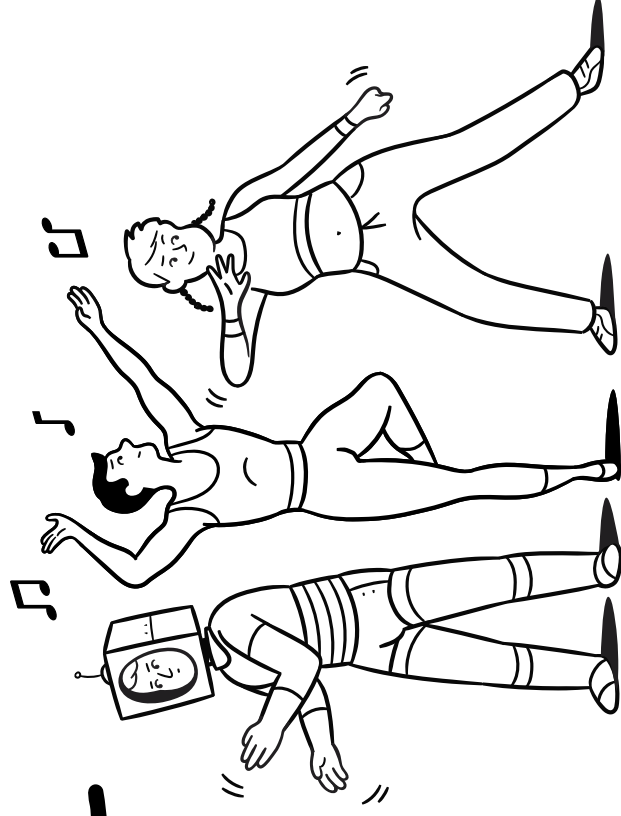
<p><u>DOCTOR</u></p> <p>Job: Diagnose patients and try to heal them</p> <p>Interests: Reading</p> <p>Nationality: Spanish</p>	<p><u>DOCTOR</u></p> <p>Job: Diagnose patients and try to heal them</p> <p>Interests: Football</p> <p>Nationality: British/Indian</p>	<p><u>NURSE</u></p> <p>Job: Making sure patients are taking their medicine</p> <p>Interests: Pop Music</p> <p>Nationality: Nigerian</p>	<p><u>NURSE</u></p> <p>Job: Making sure patients are taking their medicine</p> <p>Interests: Watching Films</p> <p>Nationality: Spanish</p>
<p><u>X RAY TECHNICIAN</u></p> <p>Job: X Ray patients to find any broken bones</p> <p>Interests: Football</p> <p>Nationality: Indian</p>	<p><u>X RAY TECHNICIAN</u></p> <p>Job: X Ray patients to find any broken bones</p> <p>Interests: Reading</p> <p>Nationality: Nigerian</p>	<p><u>WARD CLEANER</u></p> <p>Job: Making sure all wards are clean to stop infection</p> <p>Interests: Watching Films</p> <p>Nationality: Spanish</p>	<p><u>WARD CLEANER</u></p> <p>Job: Making sure all wards are clean to stop infection</p> <p>Interests: Football</p> <p>Nationality: British</p>
<p><u>SURGEON</u></p> <p>Job: Provide surgery to patients who need operations</p> <p>Interests: Reading</p> <p>Nationality: Nigerian</p>	<p><u>SURGEON</u></p> <p>Job: Provide surgery to patients who need operations</p> <p>Interests: Watching Films</p> <p>Nationality: Spanish</p>	<p><u>HOSPITAL MANAGER</u></p> <p>Job: Makes sure the hospital is running well</p> <p>Interests: Cooking & Baking</p> <p>Nationality: Spanish</p>	<p><u>HOSPITAL MANAGER</u></p> <p>Job: Makes sure the hospital is running well</p> <p>Interests: Cooking & Baking</p> <p>Nationality: Brazilian</p>
<p><u>CANTEEN CHEF</u></p> <p>Job: Prepares and cooks meals throughout the day</p> <p>Interests: Pop Music</p> <p>Nationality: Brazilian</p>	<p><u>CANTEEN CHEF</u></p> <p>Job: Prepares and cooks meals throughout the day</p> <p>Interests: Football</p> <p>Nationality: British/Nigerian</p>	<p><u>RECEPTIONIST</u></p> <p>Job: Answers the phone and organises appointments</p> <p>Interests: Pop Music</p> <p>Nationality: Brazilian</p>	<p><u>RECEPTIONIST</u></p> <p>Job: Answers the phone and organises appointments</p> <p>Interests: Cooking & Baking</p> <p>Nationality: Indian</p>

EXPERIENCES AND OUTCOMES

For delivering Curriculum for Excellence, this activity can be used to explore experiences and outcomes such as:

<p>I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.</p>	<p>HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a</p>
<p>I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.</p>	<p>HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a</p>
<p>As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.</p>	<p>HWB 0-09a / HWB 1-09a / HWB 2-09a / HWB 3-09a / HWB 4-09a</p>
<p>I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.</p>	<p>HWB 0-10a / HWB 1-10a / HWB 2-10a / HWB 3-10a / HWB 4-10a</p>
<p>I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships.</p>	<p>HWB 0-44a / HWB 1-44a</p>
<p>I am aware that positive friendships and relationships can promote health and the health and wellbeing of others.</p>	<p>HWB 2-44b</p>
<p>I recognise that we have similarities and differences but are all unique.</p>	<p>HWB 0-47a / HWB 1-47a</p>

**ONE THING I WILL
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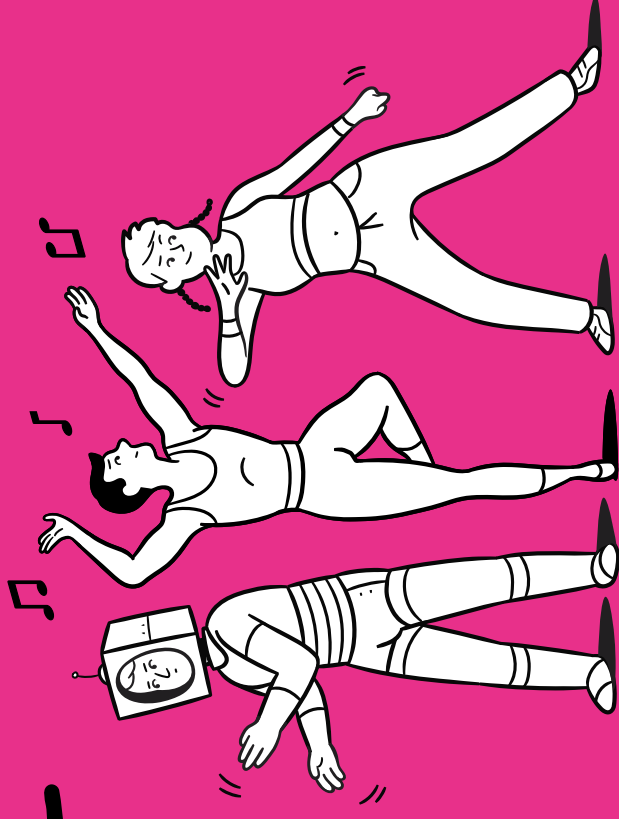


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