

# Cultural Identity 2

## Extended Teacher Follow-up Activities

The activities provide pupils with opportunities to achieve Key Stage 3 learning outcomes from the PSE Framework for 7 to 19 year olds in Wales.

Diversity Follow-up activity	Links with the PSE Framework for 7 to 19 year olds in Wales	
	Skills	Range
1. Introductory Warm-up Activities	<ul style="list-style-type: none"> <li>Use a range of techniques for personal reflection</li> </ul>	<ul style="list-style-type: none"> <li>Develop positive attitudes towards themselves and others</li> </ul>
2. Gang Culture	<ul style="list-style-type: none"> <li>Be assertive and resist unwanted peer pressure</li> </ul>	<ul style="list-style-type: none"> <li>Understand how to recognise and challenge effectively expressions of prejudice, racism and stereotyping</li> </ul>
3. Extreme Attitudes / Actions	<ul style="list-style-type: none"> <li>Use some prior knowledge to explain links between cause and effect</li> <li>Express opinions clearly and justify a personal standpoint</li> <li>Consider others' views to inform opinions and make informed decisions and choices effectively</li> </ul>	<ul style="list-style-type: none"> <li>Understand how to recognise and challenge effectively expressions of prejudice, racism and stereotyping</li> <li>Develop an insight into their values</li> <li>Develop respect for themselves and others</li> <li>Show sensitivity to the values of others</li> <li>Appreciate that people's actions and perspectives are influenced by their values</li> </ul>

4. Legal and Illegal Activities	<ul style="list-style-type: none"> <li>• Consider others' views to inform opinions and make informed decisions and choices effectively</li> <li>• Express opinions clearly and justify a personal standpoint</li> </ul>	<ul style="list-style-type: none"> <li>• Understand what they believe to be right and wrong actions and the moral dilemmas involved in life situations</li> <li>• Understand their beliefs in the context of those in society</li> </ul>
5. Planning a Campaign	<ul style="list-style-type: none"> <li>• Express opinions clearly and justify a personal standpoint</li> <li>• Communicate confidently personal feelings and views through a range of appropriate methods</li> </ul>	<ul style="list-style-type: none"> <li>• Understand topical local and global issues</li> <li>• Understand how young people can have their views listened to and influence decision making</li> </ul>
6. Joe's story	<ul style="list-style-type: none"> <li>• Make and maintain friendships and begin to negotiate behaviour in personal relationships</li> <li>• Be assertive and resist unwanted peer pressure</li> <li>• Develop and use a range of strategies to manage anger and resolve conflict</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how to recognise and challenge effectively expressions of prejudice, racism and stereotyping</li> <li>• Understand what they believe to be right and wrong actions and the moral dilemmas involved in life situations</li> </ul>
7. Being Me	<ul style="list-style-type: none"> <li>• Identify and assess bias and reliability e.g. evaluate messages from the</li> </ul>	<ul style="list-style-type: none"> <li>• Value and celebrate diversity and equality of opportunity locally nationally and globally</li> <li>• Understand how to</li> </ul>



	<p>media</p> <ul style="list-style-type: none"> <li>• Be assertive and resist unwanted peer pressure</li> </ul>	<p>recognise and challenge effectively expressions of prejudice, racism and stereotyping</p> <ul style="list-style-type: none"> <li>• Understand topical local and global issues</li> </ul>
--	---	---

## What is extremism?

This topic is a challenging one for teachers to deal with in the classroom. There is an absolute need to ensure balance when discussing sensitive issues such as extremism in PSE. It is the teacher's responsibility to give an opposing view more prominence if the overall class perspective is somewhat one sided or narrow.

The following is offered as a definition of extremism:

*It means having a view or taking action that might be considered extreme. It might be an individual, group or party that believes or takes action that goes beyond the accepted norm.*

There follows a set of lesson activities and ideas that will allow open discussion of issues in relation to extremism in its broadest sense.

### 1. Introductory Warm-up Activities

The aim of the following is to provide short starter or plenary activities to help build self esteem and to promote team work.

#### **1a Paper chase (Promote self esteem)**

In groups of 4 give each pupil a sheet of A4 paper and ask them to write their name on top. Ask each pupil to pass their piece of paper to the left, that person then writes something positive about the first pupil. Continue around the group until the paper returns to the named person.

The pupils will then have three positive comments about themselves.

#### **1b Count to 10 game (Promote team work)**

In groups without communicating in any way to each other, pupils are asked to try to count to 10. If two people call out a number at the same time they have to begin again.

#### **1c Circle time**

In pairs A tells B three positive facts about themselves and vice-versa. Pupils report back to the class.

#### **1d We are all individuals**



Divide the class into pairs. Provide each pair with a 'Do you know?' question sheet (1d).

Ask each pair to consider the questions in relation to themselves, but not to discuss them yet. Partner A should ask partner B the questions and Partner B should guess the answers partner A would give. Partner A should then give their actual answers. Repeat this process with Partner A guessing Partner B's response. When completed ask the pupils how many correct answers they achieved. Discuss with the class the implications of this.

- You cannot assume things just by looking at someone.
- Everyone is different you cannot stereotype individuals
- How a person looks does not define a person, rather it is their character and nature.

### 1e True/false quizzes (As a plenary or starter)

Write the following statements on the board. Teachers may add other similar statements that may be of local or particular interest to the pupils. In groups pupils must decide if each is true or false. If they think FALSE, they then write down what they think is true.

E.g. Immigrants are people who move between countries - TRUE

Freedom of speech means I can say whatever I like in public -FALSE

I cannot be racist or scandalous without breaking the law - FALSE

Discuss and feedback to the class.

## 2 Gang Culture

Challenge the class to group themselves according to birth month. Then ask pupils to regroup themselves using their own choice of criteria. (E.g. height, shoe size, eye colour, hair colour, blue front door, prefers cats, dogs, tea, coffee etc.) Ask each group to give feedback.

Ask the pupils:

What criteria did you use to group yourselves?

Do you see your group as a potential gang?

Perceptions of gangs

In small groups ask pupils to complete the mind-map worksheet 'Features of a Gang' (2a)

### ***Teachers' notes:***

Suggested answers could include the following:

Location

Clothes

Taste e.g. music



- Interests e.g. skateboarding, football fans
- Gender
- Opinion
- Religion
- Ethnicity
- Nationality

When the mind map is complete ask the group to choose a spokesperson to feedback ideas to the whole class. Give each group a piece of paper and ask them to write their own definition of a gang. Display these definitions in the classroom.

Give pupils a set of 12 photographs (2b) Ask pupils to rank the images 1-12 according to how they perceive the group. - see the example continuum below



Are the people in the picture a gang or not a gang? Using the same images complete the second continuum line as illustrated below



Are the groups threatening or not a threat? Ask the pupils to discuss: What is it that makes the group threatening? Pupils feedback to the whole group. (Speaking frame (2c) is provided as additional support for pupils)

An alternative method is to prepare a copy of the 'a gang' and 'not a gang' cards and 'threatening' and 'not a threat' cards and display them at the front of the class (2d). Ask the pupils to agree the position of each of the photographs along the gang / not a gang continuum first. Ask the pupils to rearrange them along the threatening/not a threat continuum. Discuss any differences that emerge.

In groups ask pupils to choose the most threatening image and answer the following questions: What are the potential dangers of being in this gang? Would you want to be a member of this gang? How could you resist becoming a member of this gang? (the teacher could develop the discussion around peer pressure). Feedback and discuss the answers with the whole class.

Finally ask pupils to refer back to the definition of a gang created earlier and - knowing what they now know; ask each group to rewrite a definition of a gang? Establish if any opinions have changed and discuss. Feedback to the whole class.



### 3.1 Extreme attitudes

A PowerPoint (3a) is provided to support the activity. Establish the pupils' understanding of the following 3 terms (a single sheet (3b) is available for display in the classroom)

**REFUGEE** - A person who flees from their country due to fear of being persecuted for reasons of religion, nationality, political opinion or membership of a social group, natural disaster or war.

**ASYLUM SEEKER** - A person waiting to be accepted by the government of a country

**IMMIGRANT** - A person who leaves one place to live in another

In small groups of 3 or 4, distribute the discussion cards (3c). Ask the pupils to discuss the 12 statements and place them on a continuum as illustrated below. Alternatively each group could look at a smaller number of statements and discuss them in more detail). The continuum will range from Agree at one side to Disagree at the other. Use the cards agree / disagree (3d). Make the pupils aware that they will have to discuss their decisions with another group of pupils, and therefore will need to pay attention.

Agree



Disagree

Pupils may need to use a speaking frame if necessary (3e). After they have completed the task, ask two pupils to swap with two pupils in another group and explain why they have placed the statements where they have on the continuum.

#### Plenary

Choose one or more of the statements and asks the pupils 'What do you think the consequences would be if this was made law?'

Pupils' responses could then be listed under positives and negatives for the country and whole class discussion will follow.

### 3.2 Extreme Actions

In small groups of 3 or 4, ask the pupils to discuss the 11 pictures given (3f) and place them on the continuum as shown below. The continuum will range from '**Too extreme**' at one side to '**Acceptable**' at the other. Use the cards too extreme / acceptable (3g). Make the pupils aware that they will have to discuss their decisions with another group of pupils, and therefore will need to pay attention.



Too extreme



Acceptable

Pupils may need to use a speaking frame if necessary. (3e) After they have completed the task, two pupils will swap with two pupils in another group and explain why they have placed the statements where they have on the continuum.

Using the PowerPoint presentation (3h) of pictures of extremist activity, the teacher can discuss each photo and make the pupils aware of what each picture shows and correct any misconceptions. Teacher notes are available on the PowerPoint notes option.

### Plenary

Ask the class 'In which of these events do you think the law has been broken?' and ask the groups to put the pictures in two piles legal/illegal. (3i) Discuss as a class the pupils' decisions. Discuss with the class that when the majority of society believes that a certain behaviour/action is unacceptable, a new law may be introduced.

## 4. Legal and Illegal activities

Divide the class into groups and provide each group with a set of sorting cards (4a) and ask them to divide the actions into legal and illegal activities.

### Legal activities

1. Internet research
2. School Council
3. Debate / Meetings
4. Poster campaign
5. Write an article for the press
6. Peaceful demonstration
7. Silence campaign
8. Promotional materials
9. Petitions
10. Letter to Assembly Member AM, MP or MEP

### Illegal activities

1. Non peaceful demonstration
2. Bombing / Terrorism
3. Blocking the road
4. Climbing buildings
5. Graffiti
6. Threatening behaviour

7. Threatening letters
8. Burglary
9. Releasing captive animals
10. Bombarding a web site to attempt to shut it down

N.B. Teacher notes (4c) are available

**Using the PowerPoint (4b) ask** the class to feed back and correct any misconceptions. Introduce the idea of where can the line between reasonable protesting and extremism be drawn? Discuss the fact that effective protest can occur through legal activity. Why can this actually be more effective than more extreme methods of protest? E.g. changing your school uniform through discussion and agreement in your School Council.

## **5. Planning a campaign**

**This activity could also be adopted for use with 14 to 19 year old learners studying for the Welsh Baccalaureate Qualification.**

Divide class into small groups and provide each group with a photograph. (5a) Ask each group to study the photo and consider the issues it illustrates. Ask them to consider

- How does it make you feel?
- Does this prompt you to do something about the issue?
- What could you do?

Ask the class to feedback using PowerPoint (5b). Facilitate discussion that some activities are legal while others are illegal.

In groups, ask the pupils to choose an issue that particularly interests them. You may wish to refer to the NSPCC bilingual pack which can be obtained on line from [www.nspcc.org.uk/inform/resourcesforteachers/classroomresources/change\\_something\\_wda66524.html](http://www.nspcc.org.uk/inform/resourcesforteachers/classroomresources/change_something_wda66524.html) Ask each group to choose one or more campaigning techniques to plan a campaign around their chosen issue. (Refer to the earlier list of legal activities) Provide each group with a flip chart sheet or piece of paper. Using the flip chart paper, ask them to identify the following points:

- The aim of the campaign - what are you trying to achieve?
- The target for their campaign, - who are you trying to influence?
- The techniques selected for their campaign, - what techniques have they chosen and how will they use them?
- The impact of their campaign, - what impact do they expect to have? How will they know if they have achieved it?

Ask the groups to feedback and in each instance review whether they think the

techniques selected were legal and whether they hurt anyone?

A similar exercise - Plan a campaign - could be undertaken about a local issue that the pupils feel strongly about. Pupils could then present their campaign to other pupils in their year group at an assembly or other suitable occasion.

Suggestions for suitable campaigns:

Right to vote at 16	Abortion
Fox hunting	Animal testing
Organ donation	Animal cruelty
Climate change	ASBOs
Hanging/death penalty	Driving at 16
Smoking ban	Downloading music /films
Smacking children	Alcohol ban up to 21
Smoking ban in all public (outside) places	

## 6 Joe's Story

Display an image (6a) of different collections of people e.g. nurses, bikers, skateboarders, football supporters, etc.

Discuss - What are we seeing? Why do people form groups? How do people become part of a group?

Divide the class into groups and give each one a set of cards. Ask the pupils to sort the word cards (6b) into the positive  negative  neutral 

aspects of being in a group. Add more examples from group discussion.

Ask pupils to listen to Joe's Story (6c) being read about how a young person gets drawn into a group of extremists. Alternatively, play the DVD titled Joe's Story (6d) to the class. At appropriate times ask the class:

- What is happening?
- What choices does Joe have?
- Are you uncomfortable with anything that is happening?
- At which points does Joe break the law?
- When does Joe become an extremist?

## (6c) Joe's Story

I can't believe this is happening to me, Me, Joe Woods who, up until 6 months ago, would hardly say a word to anyone, always the quiet one often picked on by the harder kids, now sitting in a police cell. How did it go so wrong? Why didn't I spot the warning signs?



It started not long after Mum died. Dad never seemed to have much time for me, spending hours either in bed or lying on the sofa watching telly with a can of lager. Some days I'd find him in the pub. I got used to my own company.

School holidays were always so boring - until last July. I can clearly remember the day I met Sully. He was hanging around the local shop waiting for someone. He was a bit older than me, about 15 but he was really friendly - offered me a fag and said he was meeting up with the rest of them later. I pretended I was meeting someone too, but deep down I knew he didn't believe me.

As time went on I started to have fun. They - Sully, Mickey and Tim were a real laugh and, although we didn't do much, I felt part of the group. I belonged. Sometimes we'd have a kick of a ball we'd nicked from a younger kid, or hang around the shops waiting for people to pass so we could shout at them. Mickey was brilliant at getting us 'eats' when we were hungry. He never managed to get caught - bold as brass he was. My house was a great place to go when it was raining cos there was no one to bother us. If we were lucky we could pinch some of Dad's vodka. Girls always hung around - especially if Tim was there. He just had it all - the looks, the clothes and the confidence.

His older brother Taz sometimes met up with us. He was totally different to Tim. His face was scarred and his nose sat at an angle just off centre and looked as if it had been broken a few times. Most of his muscle bound arms and legs were covered in tattoos. He was about twenty, never seemed to do any regular work but always had plenty of cash. Occasionally he'd buy us some smokes or booze for us if we cleaned his car or ran errands for him. Once he sent Tim, Sully and me to pick up a parcel from someone he knew.

As we arrived at the flat I had an odd feeling. The lounge was full of older blokes all with the same 'look' as Taz. They ignored us initially, busy planning something it seemed. One shouted "Get the kids out" but when Taz was mentioned he stopped shouting. I was glad we only stayed for a few minutes.

Over the next two weeks I didn't see my mates as Dad and I went to stay with his sister in Manchester. I was so bored. My cousins, who I always got on well with, seemed so boring. I missed all the fun of the gang and couldn't wait to get back home to see them all - even Taz!

When I got back things had changed a bit. Taz seemed to spend more time with us and he was sound. That's more than I can say for Mickey who had just upped and left the group with no contact at all. No one would talk about him and he didn't answer any of my messages. As time went on Taz became a real friend. He'd listen to me and gave me advice when I had a problem and taught me to play a mean game of pool. I felt great when he invited me to join his friends for a pool marathon in the next town. It meant having a lift with one of his mates in his Land Cruiser. What a machine, all black, including the windows.

On the way to the pool game I found out they were mad Spurs supporters. I'd always been a Chelsea supporter but I was outnumbered so I kept quiet. Driving along the London roads there would be occasional comments like 'there's another one'....'we need to step up the action'.....'When's the next meeting?'.....

I thought nothing of it but was very wary of the guy sitting in the front by the driver. He joined in very little of the chat but seemed to make most of the comments. He also was heavily tattooed with a strange Nazi one on the back of his neck.

During the pool match there was a lot of talk I didn't understand. Taz made sure I was ok and assured the group that I was sound and that I could be trusted. I felt, even more grown up than with Sully's gang and was over the moon when they invited me to play pool again. Over the course of a few weeks I saw them most days. Even when school started in



September I'd slip out for an hour or so or catch up with them after school.

The first 'meeting' I attended was held in the back room of a local pub. There, with another group of blokes, I had my first real introduction to racism. I suppose I had my suspicions weeks before, but I chose to ignore them. During the meeting there were leaflets handed out with names and addresses of shops and other businesses that were owned by the 'non-whites'. The idea was to divide the town up into three areas and each of the group members could be responsible for an area. This would involve graffiti and other elements of vandalism in the first instance. I was put with Taz and another bloke, Stew. We had five restaurants, four shops and a laundry to 'take care of'. I knew I was getting in to something serious but the adrenaline rush during the planning was addictive. It was crazy.

Fast forward several months of targeting these businesses. I would draw or write on their windows and walls in the darkness of night. Taz was the 'expert' on intimidating the owners and Stew was the main organiser, planning the next move.

It all went badly wrong when, during one visit to a corner shop, Taz decided to get a bit heavy with the owner and a fight started. Stew and I couldn't leave him on his own and we went in to help. From the corner of my eye I saw a flash of metal and then there was blood. The next minute we were sprinting up the alleyway next to the shop. There was a lot of screaming, shouting and sirens and the rest, as they say, is history.

After listening to or watching Joe's Story, in pairs ask the pupils to think about if they have ever done anything they regret. (NB. Be aware there is a need to protect the pupils from making inappropriate personal disclosures in class). What could they have done differently? Think back to Joe's story and consider, 'What advice would you give Joe?'

### Extra activity

In groups ask the pupils to list examples of as many different extremist groups that they may have heard of. Using different newspaper articles on a variety of extremist groups discuss:

- What belief(s) does the group hold?
- How have they displayed extremist behaviour?
- How could they have protested differently without acting illegally?

### 7. 'Being Me' DVD

The 'Being Me' DVD (7a) is the result of collaboration between South Wales Police and the Ethnic Youth Support Team in Swansea. It presents the views of Muslim young people and provides stimulus for discussion around issues such as:

- ignorance, bullying and anti-social behaviour
- what it feels like to be a Muslim young person in Wales
- Muslim beliefs

Divide the class into pairs and give a post-it note to each pair. Ask the pupils to discuss and complete the following statement:



### ***I believe that.....***

This activity can generate a wide variety of responses that can be explored with careful questioning in feedback. Some examples could be;

'I believe that Wales will win the World Cup'.

'I believe that I will win the lottery one day!'

'I believe that all animals should be protected.'

'I believe that all people have the right to be safe.' - and so on.

When complete the post-it notes can be displayed in groups of similar beliefs on the board. Then ask the class ***"Is what you believe important to you?"***

Introduce the 'Being Me' DVD by asking the pupils to consider if they have ever felt like an outsider - that they didn't belong e.g. going to a new school. Discuss how that must feel. Explain that the DVD shows how Muslim young people feel about their lives and beliefs and show the DVD to the class (10 minutes). Divide the class into small groups and give each class a discussion question (7b).

1. **What kinds of problems do the young people face?**
2. **Why were some of the young people interviewed unhappy?**
3. **What advice would you give the young people in the DVD?**
4. **Why do you think it is important to have a religious belief?**
5. **What would it be helpful to know about a Muslim young person's life?**
6. **How can Muslim young people better understand non-Muslims?**
7. **How can non-Muslim young people better understand Muslims?**

Ask the groups to feedback to the class. Complete the discussions by asking the pupils to suggest ways in which young people of all religions and cultures can work to understand each other. Board blast the suggestions and recap.

