

Save Me!

Teacher Follow-up Activities

The **Save Me** follow-up activities provide pupils with opportunities to achieve Key stage 4 learning outcomes from the PSE Framework for 7 to 19 year-olds in Wales.

Save Me Follow-up Activities	Links with the PSE Framework for 7 to 19 year-olds in Wales	
	Skills	Range
<p>1. My Identity</p> <p>PowerPoint Presentation and Activities.</p>	<ul style="list-style-type: none"> ▪ Use a range of techniques for personal reflection ▪ Appreciate, reflect on and critically evaluate other points of view 	<ul style="list-style-type: none"> ▪ How beliefs and values affect personal identity and lifestyle ▪ Develop respect for themselves and others
<p>2. Save Me</p> <p>PowerPoint presentation and activities</p>	<ul style="list-style-type: none"> ▪ Take different perspectives into account when making informed decisions and choices effectively ▪ Appreciate, reflect on and critically evaluate other points of view 	<ul style="list-style-type: none"> ▪ Value diversity and equal opportunity, and be affronted by injustice, exploitation and denial of human rights ▪ Develop respect for themselves and others ▪ How to challenge assertively expressions of prejudice, racism and stereotyping



<p>3. What makes me unique/similar?</p>	<ul style="list-style-type: none"> ▪ Appreciate, reflect on and critically evaluate other points of view 	<ul style="list-style-type: none"> ▪ Develop respect for themselves and others ▪ Value diversity and equal opportunity, and be affronted by injustice, exploitation and denial of human rights
<p>4. Causes of discrimination</p>	<ul style="list-style-type: none"> ▪ Communicate personal views effectively in a wide range of situations through a range of appropriate methods 	<ul style="list-style-type: none"> ▪ Value diversity and equal opportunity, and be affronted by injustice, exploitation and denial of human rights ▪ How to challenge assertively expressions of prejudice, racism and stereotyping
<p>5. Discrimination scenario Card activity</p>	<ul style="list-style-type: none"> ▪ Communicate personal views effectively in a wide range of situations through a range of appropriate methods 	<ul style="list-style-type: none"> ▪ Value diversity and equal opportunity, and be affronted by injustice, exploitation and denial of human rights ▪ How to challenge assertively expressions of prejudice, racism and stereotyping ▪ Learners are given opportunity to understand how beliefs and values affect personal identity and lifestyle.



<p>6. Discrimination based on sexual orientation</p>	<ul style="list-style-type: none"> ▪ Communicate personal views effectively in a wide range of situations through a range of appropriate methods 	<ul style="list-style-type: none"> ▪ Value diversity and equal opportunity, and be affronted by injustice, exploitation and denial of human rights ▪ How to challenge assertively expressions of prejudice, racism and stereotyping
<p>7. Combating racism</p>	<ul style="list-style-type: none"> ▪ Appreciate, reflect on and critically evaluate other points of view. ▪ Communicate personal views effectively in a wide range of situations through a range of appropriate methods 	<ul style="list-style-type: none"> ▪ Value diversity and equal opportunity, and be affronted by injustice, exploitation and denial of human rights ▪ How to challenge assertively expressions of prejudice, racism and stereotyping
<p>8. A whole school solution to the problem</p>	<ul style="list-style-type: none"> ▪ Take different perspectives into account when making informed decisions and choices effectively. ▪ Listen perceptively in a range of situations, and respond appropriately 	<ul style="list-style-type: none"> ▪ Value diversity and equal opportunity, and be affronted by injustice, exploitation and denial of human rights ▪ Resolve conflict with a win/win solution ▪ Reflect on the roles played in group situations, including leadership ▪ Work both independently and cooperatively to plan and complete a range of tasks.



1. My Identity PowerPoint

1.a Who am I? Activity

Start by using slides 1-4. Use slide 2 for introductory discussion
In pairs use activity sheet (1a) (slide4) "Who am I?" Ask pupils to follow the instruction given on slide 3 to complete the activity.

Resource 1

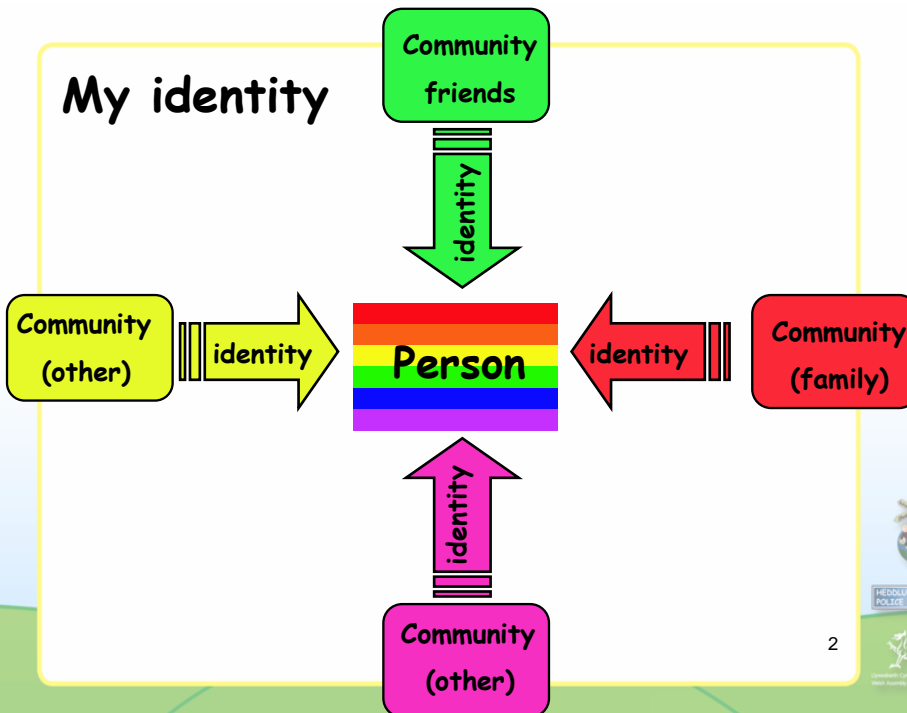
Who am I?



1



My identity



2



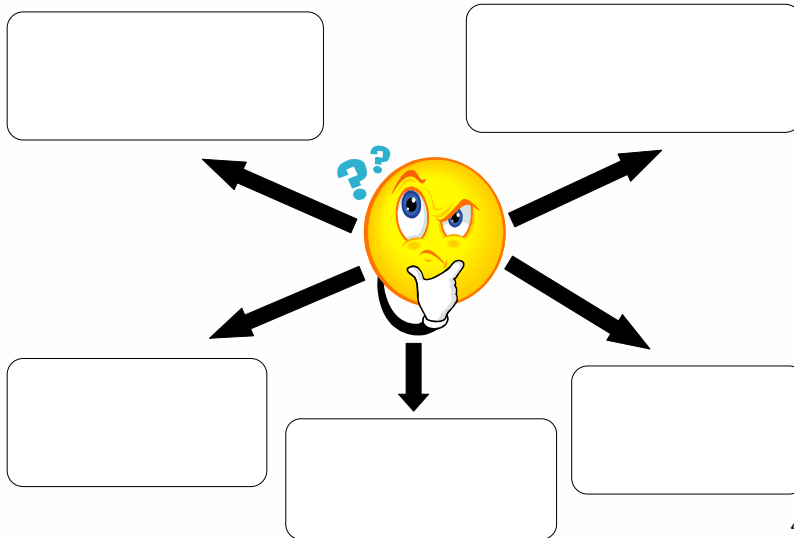
Mind map using the approach in the layout on the previous slide to answer the following questions:

- Where are you from? (Community/ family)
 - What are you like?
 - What do you like doing?
 - What are you good at?
 - What do you like about yourself?
- Does your partner agree with the detail you have put into your diagram?

3



Who am I?



4



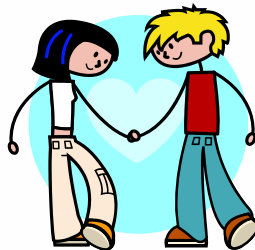
Activity 1b – A Typical Teenager...

1.b. Using slides 5-7. Ask pupils to follow the instructions on Slide 5. Provide pupils with a copy each of resource (1b). „I think a typical teenager” then read statements on Slide 6 and follow discussion on Slide 7. Finish by establishing that 'stereotyping is a belief that all members of specific groups share similar characteristics and will behave in the same way'.

A teenager

Working individually,
finish the following
statement:

I think that a typical
teenager



Write down 2 statements
you think are true about
a typical teenager.

5



Statements about a typical teenager :

- Young people do not care about other people's property.
- Teenagers spend a lot of their time fighting in gangs.
- Most teenagers carry a knife when they are out in the evening.
- Teenagers think that smoking makes them look cool.
- Teenagers think they should not get involved if they see someone being bullied.

6



Teacher led discussion of the statements

- Why do you think the media presents teenagers like this?
- Do you believe these statements are true?
- Can you think of **any other groups** which might be misrepresented in the media?

7



Stereotyping is...a belief that all members of specific groups share similar characteristics and will behave in the same way.



8



Activity 1c - True/False discussion

Use Slide 9. Provide each pupil with (1c) true/false resource to complete. Feedback as a whole class to dispel any misconceptions. Slides 10, 11 and 12 provide the answers. As a plenary discuss Slide 13.

5 minutes to complete!

True or False?

	Statement	True	False
1	Britain is swamped with refugees		
2	We are being ripped off		
3	Asylum seekers are lazy		
4	Refugees are here because of the danger they face in their own country.		
5	Asylum seekers and refugees take our homes.		
6	All refugees are con artists.		
7	Asylum seekers take our jobs.		
8	Refugees make a valuable contribution to the economy.		
9	We pay more Council Tax because of asylum seekers.		

9



Teacher Feedback and discussion

- **Myth: Britain is swamped with refugees.**

False - Britain is in 10th place in Europe per head of population for asylum applications. The vast majority of refugees end up in the Middle East and Africa.

- **Myth: We are being ripped off.**

False - The total amount of money and vouchers asylum seekers can get is 70 per cent of what someone on income support would receive. This works out around £30-£40 a week

10



- **Myth: Asylum seekers are lazy**

False - Many are really skilled and want to work and we have a shortage of skilled workers.

- **Myth: Some refugees are here because of the danger they face in their own country.**

True - Because in some countries people do not have human rights and their government can do as it likes. Refugees have been through the asylum seeking process which decides whether they have good reasons to stay.

- **Myth: They take our homes**

False - When they are given a house or flat, asylum seekers get the ones that are empty or the properties landlords find difficult to let.

11



- **Myth: Asylum seekers take our jobs.**

False- Asylum seekers are not allowed to work while going through the asylum seeking process.

- **Myth: Refugees make a valuable contribution to the economy.**

True- Many refugees have jobs and pay tax.

- **Myth: We pay more Council Tax because of asylum seekers**

False- Asylum seekers are looked after by the Government, not local councils.

- **Myth: All refugees are con artists**

False- Even though the Home Office is being tough on refugees applying to stay in Britain, last year, over 40% of applicants were given permission to stay because of the danger they would be in if they went home.

12



Consider:

The UK hosts a small fraction of the world's refugees - less than 3%.

Make your mind up!

- Have the discussions affected what you think about teenagers and asylum seekers/refugees?
- If so - how?



13



Activity 2 Save Me PowerPoint 'I want to know'

- Slides 1-3.
- Working in pairs, provide the pupils with a copy of "Save Me - I Want to Know" worksheet (2a)
- Pupils write down responses and feed back to whole class.

Save Me



A fight for justice: The Stephen Lawrence story



It all goes back to a spring evening in 1993. Late on 22 April an 18-year-old A-level student called Stephen Lawrence and his friend Duwayne Brooks were making their way home after spending the day together. The boys were rushing to catch a bus in the south-east London suburb of Eltham - Stephen was already late - when they were confronted by a gang of white youths.

The gang set upon Stephen. A stunned and helpless Duwayne briefly watched in paralysed silence, before he was chased off by one of the white youths.

Driven by fear and adrenaline, Stephen, managed to scramble free as Duwayne urged him to "just run". But he had been stabbed and was bleeding profusely.

He collapsed after 200 yards in a pool of blood and died.

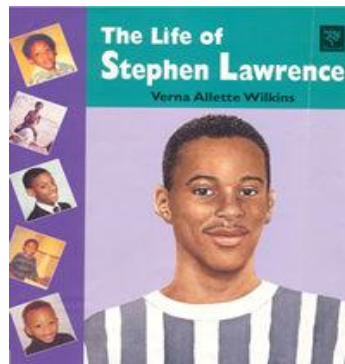
A government inquiry and a report followed called the Macpherson Report. As a result the Race Relations (Amendment) Act 2000 followed.



Why do you think this murder happened?

I want to know.....

With your partner suggest 2 questions you want to ask about the article



Activity 3 What makes me unique and what makes me similar?

Slides 4-6.

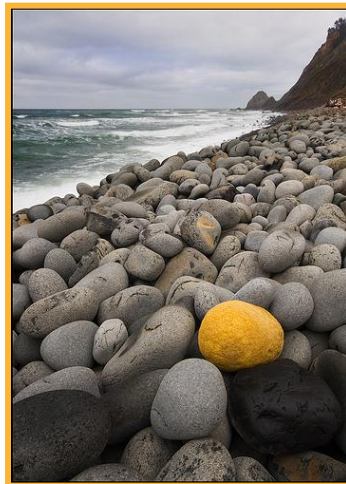
- Ask pupils to answer Resource (3) What makes me Unique/Similar?
- Feedback pupil's responses to the whole class
- Check pupil understanding of the term prejudice display slide 5
- Now ask pupils if any differences identified might lead to prejudice

Discuss

In pairs:

- What makes each of you **unique** in your classroom environment?
- What **similarities** do you share with other people in the class?

FEEDBACK



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4

What is Prejudice?

Prejudice is ...

An unreasonable opinion about a person or group of persons formed beforehand without any real knowledge of the person or group.



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5



Discuss

Did you raise any points
that might reveal
prejudice?



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6

Activity 4 - Causes of discrimination

Check pupil understanding about the term discrimination. Review **Stereotyping** – as is a belief that all members of specific groups share similar characteristics and will behave in the same way. **Prejudice** as an unreasonable opinion about a person or group of persons formed beforehand without any real knowledge of the person or group. Refer to **slide 7** for definition of discrimination emphasising that it is about the treatment of a person/s and is about how someone chooses to behave because of their opinions and beliefs.

Discrimination is

treating people
differently based on
their actual or perceived
membership of a group



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6



Refer to Slide 8

- Give Resource 4 the Causes of Discrimination to each pupil to complete
- Discuss the responses as a whole class.

Causes of discrimination????

	Influencing factors	Not likely	Quite Likely	Very Likely
1	Clothing			
2	Gender			
3	Hair colour			
4	Sexual orientation			
5	Culture			
6	Height/weight			
7	Transgender			
8	Disability/family			
9	Religion			
10	Colour of skin			
11	Working hard in school			
12	Wearing glasses			



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8

5. Discrimination Scenario Card Activity

Slide 9

Give each pair or small group a copy of the Discrimination Scenario Card Activity worksheet (5.a) and one out of a choice of 10 Causes of Discrimination Scenario Card (5b). Also supply a sheet with a list of possible causes of discrimination, called Types of discrimination cards (5.c). Use slides 10 -19 when feeding back pupil responses to the whole class, for each scenario.

Alternatively use Causes of Discrimination Scenario Cards 5b with causes of discrimination worksheet (5d).



Discrimination Scenario Card Activity

In pairs/groups read the scenario card. Discuss in your pair/ small group

- What happened in the scenario?
- What kind of discrimination has taken place?
- How the main character/s may feel ?
- What would you advise the main character/s to do?
- What would you advise them not to do?



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9

1 Anya and Joe's story



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10



2 Stacey's story



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11

3 Seren's story



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12



4 Jamie's story



13

5 Kieran's story



14



6 Tanya's story

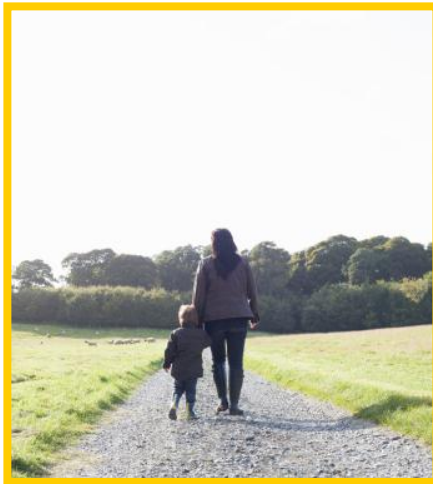


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15
Llywodraeth Cymru
Welsh Assembly Government

7 Margo's story



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16
Llywodraeth Cymru
Welsh Assembly Government



8 Gareth's story



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17

9 Ravi's story



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18



10 Kayleigh's story



6. Discrimination based on sexual orientation

Slide 20 - 22

Now consider the following information:



1996 survey of under 18 gay, lesbian or bisexual young people showed:

- 48% had experienced violence
- 61% had been harassed
- 90% had been called names because of their sexuality
- 50% of violent attacks involved fellow students
- 40% of attacks took place at school

They found that 60% of pupil suicides in the UK were directly related to homophobic bullying.



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21

Were you surprised by these details?

- **Class vote**
- In pairs discuss why these groups are more likely to suffer bullying and violence.
- Suggest any other groups who might face bullying.



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22



7. Combating racism

Slides 23- 24

Combating Racism

- In pairs suggest 2 reasons for racism.

Feedback your reasons to the class



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Lenny Henry on Racism



What you do with racism is reject it. Some people say 'I don't let it get to me'. But you must say something if you think somebody is being deliberately offensive.

Peer groups are very difficult - after all, they're your mates! So what you have to do is say 'I'm really uncomfortable with that line of humour and I'm finding it offensive. Could you just back off with that?'

And sometimes sarcasm, like 'Yeah, that's right, we do have spears, 'cos I'm from Dudley y'know, and we always walk down the street with spears' works.

In the real world that can get you hurt. You must act - walk out, do something. You don't have to be a victim.



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24

Slides 25-28 - Give each pair one out of a choice of three Racism Scenario Cards (7.a) and a Racism Scenario card work sheet (7.b). Ask pupils to discuss questions and write their answers on the work sheet provided. Feedback responses to the whole class using slides 25-28.



In Pairs discuss and answer the following questions:

In what ways has the character in the scenario experienced racism?

How does the character feel?

What should the character do?

What can the school do to help the character?



Ibrahim is a 13 year old black boy who has moved from Tunisia with his parents to a school in Wales. English is a second language for him and so he needs extra support from the school's department for additional learning needs. He has struggled to make friends because of the language barrier. He has experienced being called names by other pupils and being mocked for having a different accent. He feels lonely and scared at times and is increasingly being left out by his peers. He feels that he doesn't fit in as there are few pupils in his school who are either black or not originally born in Wales. He feels like running away.



Svetlana is a bright 15 year old Romanian girl who has recently moved with her family to live in Wales. Her father is a doctor and has high expectations for her. She was very nervous about starting at her new school as the head teacher said that she was the first pupil that they had join them from Romania. Although she has good English she finds it hard to make friends. One girl started a rumour about her that she was a Gypsy traveller, and that she was living in a caravan on wasteland near the local canal. After 5 weeks nobody really speaks to her unless it is to make a mean comment about her supposed cultural background. She is very distressed about school and this is now affecting her grades.



Calvin is a 14 year old boy that has moved schools in the city of Swansea where he lives. His mum is white and his dad is of Asian origin. He has recently experienced some unpleasant comments by some older boys about his dad after a recent parents evening. He found the racist remarks very hurtful. Since the parents evening he has been experiencing racist comments and slurs about him, such comments as him being a terrorist. They make jokes to other pupils who although it seems to Calvin are uncomfortable with this, no one ever speaks up for him. His friends have told him just to ignore it. He has recently been receiving nasty texts and rude comments have been left on his facebook page along with some threatening messages. Calvin feels increasingly unhappy and unsafe at school and in his community.



8. A whole school solution to the problem

Working in small groups, supply pupils with a large sheet of paper and ask them to mind map what schools can do to help reduce instances of racism.

This approach can also be used to problem solve issues of prejudice and discrimination based on:

gender, sexual orientation, disability, religion, etc.

Display mind maps and ask each group in turn to feedback their ideas to the class. Note differences and similarities in ideas and approaches.

What can schools do to help reduce instances of racism?



In groups mind map your ideas

