All Different All Equal
Inclusive Work with Young People

Information Pack
June 2009
Useful Websites

http://www.ukyouth.org/whatwedo/Youth+Work+Projects/Participation+Inclusion+and+Achievement+Projects/report.htm Report on UK Youth’s Participation, inclusion and achievement project (PIA)
http://alldifferent-allequal.info/ Homepage of the European wide ‘All Different All Equal’ campaign
http://www.nya.org.uk/information/108779/all_different_all_equal/ National Youth Agency ADAE pages, resources etc
http://www.coe.int/t/dg4/youth/fej/ADAE%20cookbook.pdf ADAE ‘cookbook’ sharing good practice and listing contacts in all 365 ADAE projects – a practitioner oriented ‘how to’ guide to developing your own small to large scale inclusion projects
http://www.eycb.coe.int/edupack/default.htm Some excellent inclusive activities and background information
http://www.idea.gov.uk/idk/core/page.do?pageId=5145172 Policy & guidance background
http://www.swap.ac.uk/resources/themes/inclusion.html Inclusion & diversity resources
http://www.lluk.org/2820.htm Lifelong Learning equality & diversity resources
http://www.voiceit.com/eod_pack.php The Voice It project offers an equal opportunities & diversity pack for young people
Introduction

This month’s pack focuses on inclusive work with young people – building empathy and looking at the idea that young people are ‘all different all equal’. The aim of the pack is not to give a blueprint for working with particular groups of young people but rather to build a sense of inclusiveness with groups of young people you work with and an understanding of diversity and the contribution we all have to make.

This pack is about supporting youth workers to develop young people’s attitudes and to challenge them when appropriate. It is important that you feel comfortable with challenging young people and also with the material in the session as some will directly confront issues of prejudice and hate language. If you or your staff identify any training needs as a result of working with this pack, please contact Steve Edwards steve.edwards@kent.gov.uk to discuss them.

I recommend reading the following advice to practitioners, which I will précis here http://www.eycb.coe.int/edupack/19.html#1

• Create a good working environment and agree ground rules with everyone in the group before you start the session – rules like letting everyone have their say, not using inappropriate language etc
• Encourage young people to relate the topics under discussion to their own experience
• No one in the group has to participate or reveal information about themselves that they don’t want to
• Encourage members of the group to actively listen to each other
• Stress what members of the group have in common and try and find consensus among them – use time outs from an activity if necessary so that participants can discuss the problem on neutral territory
• Encourage creativity and self esteem
• Above all, show sensitivity to young people in the group who may fall into any of the groups at risk of social exclusion that the pack deals with
Any young person who attends any 3 of the 4 sessions earns a recorded outcome. All the activity sheets and activities can be used to develop a Youth Achievement Award Challenge focused on diversity and inclusion. If you choose to use the activity sheets in this way, please make sure that you and the young person sign and date them for inclusion in the YAA portfolio.

If you need further information on the issues raised in this pack, please contact the Diversity Officer, Gary Forde gary.forde@kent.gov.uk

CURRICULUM CHAPTERS: Asylum Seekers & Refugees, Citizenship, Diversity, Inclusive Practice, Sexuality & Discrimination, Working with Young Travellers

ECM OUTCOMES: Enjoy & Achieve, Make a Positive Contribution
Session 1: Identity

MATERIALS: Flip chart/whiteboard, worksheets: identity profile, welcome action plan.

ICEBREAKER: Go round the circle, everyone says 1 truth about themselves and 1 lie, other have to spot which is the truth and what’s the lie. What does this say about us and our identity? Do we sometimes lie because we think we’re not smart enough, or cool enough? We all make assumptions about people based on the way they look and what they say. Do we need more to establish identity?

ACTIVITY 1: Forms of ID – Ask the group to name forms of ID, and write them up on a flipchart. What info do ID forms ask for and what does that information tell us about people (gives us their background but doesn’t tell us about them as a person). Are ID cards a good or bad thing? Good because we know who people are can keep tabs, bad because an invasion of privacy, you’re more than an ID card.

ACTIVITY 2: Personal profile – hand out sheets and get each young person to complete. List things that identify you as a person (red hair, freckles, long legs) then groups you’re a part of. Now ask each young person to add:

• A group people assume you’re part of but you’re not e.g. your parents religion; a group you wanted to be part of but weren’t included (e.g. older siblings friends)
• Feedback: why do we choose to be part of a group, and why some groups rather than others? And what does it feel like when you want to be part of a group but the group rejects you?
Session 1: Identity

ACTIVITY 3: Welcome to our centre. Hand out role play cards and ask each group to think about how they would welcome this young person to the centre. Hand out the worksheets for them to make an action plan. They can include the local community and also need to make a list of what workers need to do to make the centre inclusive and welcoming. Think about questions like:

- What would make your centre safer and more accessible
- What language and behaviour is appropriate (do you already have a charter or code of conduct?)
- What responsibility do workers have and could they do more?
- Is there any additional support you would like?

Feedback: make a list of most common suggestions and pin this up somewhere so you can remember to act on it. If you already have a set of guidelines for your centre, review the in the light of this discussion.

EVALUATION: Use a talking ‘stick’ to get each young person to summarise what they felt they learnt during the session.

EXTENSION ACTIVITY: Either produce a pack, with information about the centre, local community, things to do or design a welcome website (using Word or Publisher).
The personal profile sheet from Activity 2 could be used for Youth Achievement Awards.

The role play cards are suggestions only – if you feel that any would be inappropriate for use with the group you are working with then please amend them or substitute your own suggestions. You could use the activity sheets with young people who may be fairly new to your centre, asking their opinion on what you could do to make your centre as welcoming as possible.

The action plan is very simple:
What needs doing? Identify issues that may exist that stop your centre being as welcoming as it could be
How are we going to do it? What solutions can you come up with to change the situation e.g. is there a dark hallway? How can it be better lit and more welcoming?
How are we doing? This is an opportunity to rate what is happening now – you could use stars, smilies, 1-10 ranking to evaluate how well your centre is doing at the moment
## Role Play Cards

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<tr>
<td>An out lesbian or gay young person who has been the victim of ‘gaybashing’</td>
<td>A young person in a wheelchair</td>
<td>A young person with Aspergers who has difficulty making friends</td>
<td>A young asylum seeker who doesn’t speak English very well</td>
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<td>A young traveller who has just arrived in the area</td>
<td>A black young person who is being bullied</td>
<td>A Muslim young person who needs somewhere to pray</td>
<td>A young person who has recently lost a leg in an accident</td>
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This is me – my personal profile

- Hair colour
- Eye colour
- Height
- The think I like best about myself is
- Something that makes me stand out from the crowd
- Something that I have in common with my best mate

Groups I’m a part of

Paste your photo here
# Welcome to my centre – Action Plan

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<th>What needs doing?</th>
<th>How are we going to do it?</th>
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Session 2: Not in My Back Yard

(with thanks to the BBC and Holocaust Memorial website)

MATERIALS: Nellie’s letter, Johnny’s story, true or false information, activity sheets for roleplay debate.

ICEBREAKER: Mingle, mingle. Ask the group to move around the room as you call ‘mingle, mingle, mingle’. Then shout out a category that they need to get into e.g. Get into groups of 3, people with the same hair colour, wearing the same colour socks. All group members will need to hold onto each other.

ACTIVITY 1: Read out the story of Johnny Delayney – in pairs think of:
• Reasons why a passerby wouldn’t get involved
• Reasons they would give for not getting involved
• What will happen to the bullies if they’re not stopped
• What would happen if 1 person tried to stop them
• What would happen if a group of people tried to stop them

A2: Now read out the rest of Nellie’s letter – on a flipchart list:
• The positives and negatives of traveller life
• The positives and negatives of your own life if you’re a non traveller – what are the similarities and differences, if any?
Session 2: Not in My Back Yard
(with thanks to the BBC and Holocaust Memorial website)

ACTIVITY 3: Traveller Issues Quiz – the statements are agree or disagree. Use responses to spark debate (facts are included in leader’s notes).
Feedback: did the group realise the issues that face GRT young people? Are they very different to the issues that affect all of us?

ACTIVITY 4: Roleplay debate – read the information on the activity sheet about the proposed traveller camp at __________. As a group decide who the main protagonists are (traveller families and children, council members, people who live next to the proposed site). Then assign a role to each member of the group or divide the group into smaller groups who each assume a role. Thinking in character, ask them to brainstorm some of the major arguments – will affect house prices, we have a right to access clean water and healthcare, UN rights of the child, civic responsibility towards all people in the county etc. Most of the information you need will be on the sheet. Give the groups a few minutes to prepare what they’re going to say, and to think of good counter arguments and then bring the group together for the debate. You are the final arbiter in front of whom all groups must present their argument. Then allow time for open debate (keep this controlled and don’t allow inappropriate, abusive or racist language) and finally ask for summing up from each group. Remind them that they really have to convince you as to whether the site can go ahead or not.

EVALUATION: as individuals, taking into account all the arguments they’ve heard and some of the information they have about GRT issues, ask the group to vote on whether the site should go ahead or not. Then ask individuals why they made that decision and what they think they’ve learned from the session.

EXTENSION ACTIVITY: Why not contact your local young travellers group (e.g. Youth action at New House) and arrange a GRT evening when young people can find out more about the GRT way of life and the issues that affect GRT young people.
ACTIVITY 1 & 2 Johnny’s Story/Nellie’s Letter – Read Johnny’s Story first, then the rest of Nellie’s letter that talks about Traveller life and the strong family connections.

ACTIVITY 3: the information in these true/false statements is taken from the Gypsy Roma Traveller History Month website: http://www.grthm.co.uk/myths-and-truths.php. These statements are deliberately contentious but only use those that you feel comfortable discussing and challenge any inappropriate language.

Two sites are of particular interest and have a wealth of resources and stories for building empathy between young people:

YOUTH DIVISION was set up to support young travellers, gypsy and Roma who are feeling socially excluded or being bullied – there are a series of stories and an active message board: http://www.youthdivision.moonfruit.com/#

CYBER PILOTS is aimed at young people but includes a range of valuable resources for those working with GRT young people, as well as stories, poems and videos: http://www.gypsy-traveller.org/cyberpilots/

Clearly one session cannot hope to embrace the rich history of Gypsy Roma Traveller culture but to find out more, try visiting some of the websites that give an insight into GRT tradition:

http://www.standards.dfes.gov.uk/ethnicminorities/raising_achievement/gypsy_travellerachievement/ includes resources
http://www.bbc.co.uk/kent/romany_roots/ stories, news, message boards and more
http://www.nationalgypsytravellerfederation.org/ GRT history and culture links
I would like to tell you the very sad story about what happened to my 15 year old brother Johnny in 2003. It was my Aunt Margaret’s 50th birthday and she had arranged to have a special birthday party for everyone to attend. My brother Johnny went over to Ellesmere Port to invite two of his friends over to join the family party. It was a hot summer’s day. So on the way home they went into a shop to buy some potato crisps and lemonade. But there were some nasty boys inside the shop and they started to threaten Johnny and his friends and call them horrible names.

When the boys left the shop, Johnny asked the shopkeeper if he could look to see if it was safe for them to go outside. “Yes, the man said, “it looks like they have gone now”.

When they got outside, Johnny and his friends decided to take the short cut home across the park. But the eight boys appeared from nowhere, and started to chase Johnny and his friends across the field.

Johnny’s friend got caught, so Johnny went back to help him. He managed to get him free, but Johnny got caught. The nasty boys then started kicking Johnny in the head and chest until finally Johnny died.

A man was passing by walking his dog; he shouted at the boys “Why did you do that”? One of the nasty boys shouted back to him “He deserved it , he was only a ******* Gypsy”.

It really hurt all our family to lose Johnny this way. My mother and father were very upset and would cry all the time. Two years later my father, Patrick, died too. Mummy said that he died of a broken heart.

My little brother Paddy is now aged 7 but he doesn’t seem to understand. He thinks his Dad and brother have gone away travelling and will soon be back.
Dear Friends,

I would like to tell you about the awful thing that happened to my brother Johnny.

My name is Nellie Delaney and I am now 15 years old. I live with my Mother and my two sisters, and my younger brother Patrick. We are an Irish Traveler family and we live in the City of Liverpool in England.

It’s really good being from a Traveler family because we get to travel all over England and we get to see interesting places and meet lots of different people.

Best of all though, is always being together as a family and growing up with cousins, uncles and aunts and grandparents always nearby. Whenever there is a family birthday or celebration, we are all there to enjoy it together.

It’s also good being a Traveler child because we have lots of fun and laughter.

My older brother Johnny was my favourite brother; he was always making us laugh. When we were little we always had lots of pillow fights. He taught us how to play Blind Man’s Bluff and other games, and it was really funny when he taught my little brother Paddy how to Break Dance, we laughed so much that day! He also taught my little sister Eileen how to read.

Another time, our cousin Ann-Marie was staying with us and she decided to make us all some toast. But as fast as she made the toast, the pile kept on getting smaller and smaller….she couldn’t understand why? Then she saw that Johnny was feeding the toast to us from the window! We all had breadcrumbs and warm butter around our mouths.

That was the best toast ever, and it was good seeing Johnny’s smile.

In school I have lots of friends too, but sometimes when we are travelling we meet people who are nasty to us. Most people we meet are okay with us and are good mannered to us. We help to make their homes and communities nice by tidying up their trees and improving their houses and driveways, and selling them pretty flowers at the market.

But some people we meet are not nice at all and are prejudiced against us. They say nasty things to us and say they don’t like Travellers. I don’t know why.
GRT culture – true or false?

GYPSIES ARE FOREIGN
False: Gypsies and Travellers have been part of British culture for at least 500 years

GYPSIES ARE DIRTY
False: There are very strict codes of cleanliness in Gypsy life – in fact they view non-Gypsies as dirty for letting animals in their houses

GYPSIES WERE PERSECUTED BY THE NAZIS
True: As many as half a million Gypsies died in the Holocaust and had to wear special symbols (an upside down triangle) on their clothes.

ALL GYPSIES LIVE IN CARAVANS
False: In fact, 90% of Gypsies worldwide now live in houses – they bring their culture with them

GYPSIES RAN AWAY IN THE WAR
False: Many Gypsies and travellers fought for Britain in both world wars winning a number of Military Medals and at least one Victoria Cross – traveller and Gypsy family names are on war memorials all across the UK and Europe

GYPSIES AND TRAVELLERS DON’T CONTRIBUTE TO BRITAIN
False: As self-employed workers, Gypsies and travellers pay taxes like anyone else. And as the fastest growing ethnic minority in Europe, they make a huge contribution both as workers and to our culture.

GYPSIES CAN CURSE YOU:
False: To defend themselves, Gypsies and travellers have sometimes used the mystery that surrounds their origin and culture to let people believe they have ‘special powers’. In fact, anybody in the population might have psychic powers – including you!
Council Plan New Traveller Site near Residential Area

Anger erupted yesterday over the council’s controversial plans to situate a traveller’s site on the edge of a residential estate.

‘It is intolerable that the council would do this without asking us, the taxpayers, what we think’ said head of the resident’s committee, Daphne Keeling. ‘The disruption and mess will have a huge impact on house prices’.

Councillor Hugh Jackson said ‘everybody has a right to clean water and healthcare. These are basic human rights that are often denied to the traveller community. We ‘ However, his view is not shared by everyone in the council. Councillor Jean French said ‘I share the objections of the people I represent and think the council are imposing their views without asking what people want. It’s well known that these people don’t pay taxes or make a contribution. They increase crime and leave a mess’. Cllr Jackson responded ‘Legally, we have to find suitable sites that provide hard standings, toilet facilities, electricity and water. And we also have a duty to protect young people from social exclusion’.

A representative of a gypsy traveller group (who asked not to be named) thanked councillors for their ‘brave’ decision: ‘Gypsies and travellers have been in this country since 1500 and have made a huge contribution to the economy and culture of places like Kent. Living on the side of the road, having our planning appeals turned down and getting evicted is nobody’s idea of fun’.

Local resident Bill Jenks said that a lot of the rumours about anti social behaviour were untrue and that the accommodation issue should be separated from the behaviour issue as only a small minority caused any problems.
Session 3: Disability – Myths & Misconceptions

(with thanks to the DRC)

MATERIALS: Quiz questions and answers, disability audit sheet, flip chart, post-its

ICEBREAKER: Say what! So what? Read out the following statements and ask young people to decide whether they’re say what (negative stereotyping) or so what (don’t care) statements – discuss after each statement:

• Despite being in a wheelchair, he still manages to live a normal life (implies being in a wheelchair is not normal)
• I’d like you to meet Chantelle. She’s the cleverest black pupil in the school (draws attention to her ethnicity in a way that wouldn’t happen with a white pupil)
• We’d like to welcome you all to our hotel – we have a football match set up for the men and cookery classes for the ladies (gender stereotyping)
• The job is open to women and other minorities (implies that women are a minority and that women and people from a minority background who wish to find a job are the exception not the rule)
• Even though she has learning difficulties, Jarmilla manages to enjoy school (implies that having learning difficulties mean you can’t enjoy life)

ACTIVITY 1: role play excluded/included. This will have 3 scenes:

• A scene where someone is excluded – because of a disability, because they’re being bullied
• The problem is confronted – parents complain, a group of young people confront the bully
• The problem is resolved – workers resolve the situation, anti bullying measures are taken

Don’t spend too much time on rehearsal or presentation – concentrate on the feedback:

• What did it feel like to be excluded from a group for something you couldn’t control?
• Do you feel that enough was done to resolve the situation?
Session 3: Disability – Myths & Misconceptions

(with thanks to the Disability Rights Commission)

ACTIVITY 2: Disability myths and misconceptions. Present this as a game show with either yourself or a young person in the role of quizmaster. Agree on the format of the show – teams or individuals, head to heads or taking it in turns to answer then use the questions to stage the show.

Feedback: What did young people learn? Did they have their assumptions challenged? What was the most important message they would take away from the quiz?

ACTIVITY 3: Design a game. Divide the group into 3 or 4 smaller groups and ask them to design a game that shows the challenges facing young people with disabilities – they can use an existing game as a template or come up with something new.

Feedback: do they think the measures they have built into their game would be successful at helping young people with disabilities be included at their centre?

EVALUATION: Give each member of the group a post-it note and ask them to draw a smiley, tick or a cross, or write a couple of words in answer to the following questions then stick to the flip chart

• Did you enjoy the session?
• Did you learn something from it?
• Would you like to find out more?

EXTENSION ACTIVITY: Do a disability audit of your centre – look at accessibility issues not just in terms of the building but the information you have available, computers etc. How could you improve accessibility and make your centre more welcoming for young people with disabilities? Use the attached sheet or devise your own and remember to revisit in 6 months time.
Session 3: Leader’s Notes

It’s important to make it clear in this session that disability doesn’t only include what you can see (a wheelchair, missing limb, a white stick or a dog) but also the disabilities you can’t see – dyslexia, learning difficulties, autism. The NUS has a good briefing on hidden disabilities with links to useful websites here:
http://resource.nusonline.co.uk/media/resource/hidden%20disabilities%20briefing.pdf

Handigo is an excellent collection of 3 mini browser games where players take on the roles of different characters with disabilities – the game is available here: http://www.handigosolidaires.com/en/goodies/index.html

After the disability ‘myths & misconceptions’ quiz, you could show the following video
http://www.truetube.co.uk/media.php?do=detail&mediaid=739 which highlights some of the myths by talking to people with disabilities

The audit sheet is very basic – remind young people to keep information simple and use symbols and graphic representations if necessary. The process is more important than what goes on the sheet – you’re encouraging young people to focus on access issues, areas where bullying might occur and strategies to combat these issues. One example has been provided.

Some other useful websites on disability issues can be found here:
http://www.bbc.co.uk/ouch/ funny, insightful and thought provoking site – the podcasts are very un-PC and very funny
http://www.direct.gov.uk/en/YoungPeople/Youngdisabledpeople/index.htm direct.gov site for young disabled people
http://www.kentsport.org/disability.cfm Kent Disability Sport site
http://sites.childrenssociety.org.uk/disabilitytoolkit/ Useful toolkit for working with young people
http://www.whizz-kidz.org.uk/ Mobility charity for young people
## Quiz: Disability Myths & Misconceptions

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<th>QUESTIONS</th>
<th>ANSWERS</th>
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<td>Disability is a devastating personal tragedy</td>
<td>What often disables people is the attitudes of others, not the disability itself</td>
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<td>Most deaf people can lip read</td>
<td>Deaf people also communicate through sign language, speech to text and lip speaking</td>
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<td>Most disabled people can’t have relationships</td>
<td>People with disabilities make the same choices about marriage, partnerships and children</td>
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<td>Disabled people are courageous heroes</td>
<td>People with disabilities cope with life in the same ways that anybody else does</td>
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<td>Disabled students are better off studying at home</td>
<td><em>All</em> students need the stimulus of studying together and can find studying at home isolating</td>
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<td>Disabled people are being punished</td>
<td>Anybody can become disabled at any time</td>
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<td>Disabled people don’t contribute as much to society as able bodied people</td>
<td>People with disabilities have as many skills and abilities to offer to society as anybody else – ask Stephen Hawkins or Stevie Wonder</td>
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<td>We have to speak for disabled people because they can't do it for themselves</td>
<td>Not allowing people with disabilities to speak for themselves takes away their self worth and assumes they have nothing worth saying</td>
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<td>People in wheelchairs aren’t mobile</td>
<td>Tell that to Dame Tanni Grey Thompson the famous wheelchair athlete and multiple gold medal winner</td>
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<td>All disabilities are visible</td>
<td>Many people have ‘hidden’ disabilities like autism, Aspergers and learning difficulties</td>
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<td>ISSUE</td>
<td>SOLUTION</td>
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<td>Access</td>
<td>Provide an access ramp</td>
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Session 4: What is ‘Britishness’
(with thanks to the BBC and Stockport Inclusion)

MATERIALS: Flip chart & marker pens, activity sheets – language, poem & wordsearch, citizenship quiz sheets, paper plates or alternative (see icebreaker), appropriate materials for extension activity (see below)

ICEBREAKER: Commonalities Game: ask the group to form a circle with 2 in the middle. Each person in the circle will stand on a paper plate. Find something that the 2 people in the circle share in common, like age. Everyone else who shares that commonality must move to a new plate. As they move, take away a couple of plates so 2 people end up the centre. Repeat, taking away more plates each time so that more and more people end up in the centre because they share things in common.

ACTIVITY 1: Are you an American? Take the test (see leader’s notes - these questions are from the American citizenship test) – if you failed any of the questions you can’t be an American. But if you did fail, does that mean you wouldn’t fit into American society? And if you studied specially for the test and then passed, would that mean you had changed as a person?

Now take this test (see leader’s notes) – did you pass this test? If you didn’t then you’re not British! Do you think that studying for a test and passing it makes you part of that country? Now think of your own test and what questions would be important to you to ask – brainstorm this in the group and come up with 10 questions for your ‘Britishness’ quiz. Encourage discussion as the questions develop. What do they say about what you think ‘Britishness’ is?

ACTIVITY 2: Where do we come from? Make a list of Britain’s top sportsmen – do they conform to the stereotypical image of a ‘Brit’? Be sure to mention people like Kelly Holmes, Tanni Grey Thompson, Colin Jackson, David Beckham (has OCD). Are they all ‘British’ even though their backgrounds are different? What are their commonalities and their differences? What are the qualities that make them ‘British’? Do you think only ‘British’ people have those qualities or are they shared by many people regardless of their ethnic background? Hand out the words sheet – split the group into small groups and ask them to complete the sheet guessing whether words are Indian, French etc. Now go over the answers – were you surprised at how many words that you think are English come from other languages?
Session 4: What is ‘Britishness’

ACTIVITY 3: Now read the poem ‘The British’ and hand out the sheets. What did the group think of the poem? Were they surprised at the number of different nationalities that make up the ‘British’? Does it alter their view of ‘the British’? Did they realise how many different tribes and people from different countries make up ‘the British’?

Now complete the wordsearch – can you find some of the many different peoples that make up the UK that are mentioned in the poem?

EVALUATION: Target evaluation – draw a target on the flip chart/whiteboard. The Bullseye is ‘strongly agree’, then ‘agree’, ‘disagree’ and ‘strongly disagree’. Then ask the following questions and ask the group to mark on the target whether they agree/disagree:

• Did you agree with the poem?
• Do you think Britishness depends on passing tests?
• Do you agree with the statement ‘all different, all equal’?
• Did you enjoy the session?

EXTENSION: Write your own poem/rap/song lyric about your own feelings about ‘Britishness’ and the ‘British’, or produce a piece of visual art.
Session 4: Leader’s Notes

ACTIVITY 1: Deliver these yourself, reading out the questions and inviting discussion around the possible answers. The answers to the questions are given on the sheet. If young people would like to see if they can pass the UK test, there’s a short online test available here: http://news.bbc.co.uk/1/hi/magazine/4099770.stm

ACTIVITY 2: If young people would like to find out the origin of some of the common ‘English’ words we use, there is a comprehensive list available at Wikipedia – guessing the origin of some of our most used words could be easily expanded as an activity: http://en.wikipedia.org/wiki/Category:Lists_of_English_words_of_foreign_origin

ACTIVITY 3: Benjamin Zephaniah’s work is instantly accessible for young people who can find out more here: http://www.benjaminzephaniah.com/content/index.php There are several excellent poems on the BME experience in Britain. You could also contrast Zephaniah’s view with those of Linton Kwasi Johnson whose poem ‘Sonny’s Letter’ paints a dark picture of the BME experience http://lister.ultrakohl.com/homepage/Lkj/sonny.htm The wordsearch takes some of the major migrant groups that have shaped the UK – it should be quite clear that Britain is a ‘mongrel’ nation and that what we think of as ‘British’ has been shaped by wave after wave of migration to these shores. The Moving Here website covers the last 200 years of migration with stories, images and resources to trace your family tree: http://www.movinghere.org.uk/

A potted history can be found here: http://www.thefreelibrary.com/U.K.+kids:+who+are+the+British%3F-a0128205900

A British history timeline is available here: http://www.bbc.co.uk/history/british/launch_tl_british.shtml
Citizenship Test

1. What are the colours of the American flag?
2. How many stars are on the American flag?
3. Who is the American president?
4. Who is the vice president?
5. How many amendments are there to the American constitution?
6. Are you over 18?
7. Can you speak English?
8. How many states are there in the USA?

- The American flag is red, white and blue
- It has 50 stars
- Barrack Obama
- Joe Biden
- 27 (the most famous was Prohibition, which banned the sale of alcohol)
- There are 50 states in the USA (each star on the flag represents a state)

1. What are MPs
2. What does PG stand for?
3. Where is the Scouse dialect spoken?
4. When did Queen Elizabeth II start her reign?
5. When you buy a dog what must you get – a license, have the dog neutered, get a collar and dog tag?
6. St Patrick’s Day is the national day of which country?
7. At what age can you vote in the UK?
8. Where do midwives work?

- Members of Parliament
- Parental Guidance (not a type of tea!)
- Liverpool
- 1952
- Get a collar and dog tag (there’s no dog license and neutering is recommended but not a legal requirement)
- Ireland
- 18
- Health centres and hospitals
The language we speak in Britain is English. But do you know that most of the words we use everyday come from French, German and Latin. The English language reflects the different origins of the people who live here – but can you work out what language the following words come from?

<table>
<thead>
<tr>
<th>WORD</th>
<th>INDIA</th>
<th>AFRICA</th>
<th>ARABIC</th>
<th>FRENCH</th>
<th>CZECH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bungalow</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Mascara</td>
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<tr>
<td>Kilometre</td>
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<tr>
<td>Dollar</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
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<tr>
<td>Robot</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Pyjamas</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Jazz</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Bacon</td>
<td></td>
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<tr>
<td>Cola</td>
<td></td>
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</tr>
</tbody>
</table>
The British
by Benjamin Zephaniah

Take some Picts, Celts and Silures
And let them settle,
Then overrun them with Roman conquerors.

Remove the Romans after approximately 400 years
Add lots of Norman French to some
Angles, Saxons, Jutes and Vikings, then stir vigorously.

Mix some hot Chileans, cool Jamaicans, Dominicans,
Trinidadians and Bajans with some Ethiopians, Chinese,
Vietnamese and Sudanese.

Then take a blend of Somalis, Sri Lankans, Nigerians
And Pakistanis,
Combine with some Guyanese
And turn up the heat.

Sprinkle some fresh Indians, Malaysians, Bosnians,
Iraqis and Bangladeshis together with some
Africans, Spanish, Turkish, Kurdish, Japanese
And Palestinians
Then add to the melting pot.

Leave the ingredients to simmer.

As they mix and blend allow their languages to flourish
Binding them together with English.

Allow time to be cool.

Add some unity, understanding, and respect for the future,
Serve with justice
And enjoy.

Note: All the ingredients are equally important.
Treating one ingredient better than another will leave
a bitter unpleasant taste.

Warning: An unequal spread of justice will damage the people and cause pain. Give justice and equality to all.
## Being ‘British’ Wordsearch

<table>
<thead>
<tr>
<th>Region/Tribes</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PICTS</td>
<td>Ancient Scottish tribes</td>
</tr>
<tr>
<td>CELTS</td>
<td>Tribes from Spain, Brittany, Cornwall &amp; Wales</td>
</tr>
<tr>
<td>SILURES</td>
<td>Ancient Welsh tribes</td>
</tr>
<tr>
<td>ROMANS</td>
<td>From Italy and the Roman Empire</td>
</tr>
<tr>
<td>NORMANS</td>
<td>Vikings from France &amp; Italy</td>
</tr>
<tr>
<td>VIKINGS</td>
<td>From Scandinavian</td>
</tr>
<tr>
<td>SAXONS</td>
<td>Old Germanic tribes</td>
</tr>
<tr>
<td>JUTES</td>
<td>Germanic tribes who occupied Kent</td>
</tr>
<tr>
<td>JAMAICANS</td>
<td>The first Caribbean migrants arrived June 22, 1948 on the Windrush</td>
</tr>
<tr>
<td>VIETNAMESE</td>
<td>Arrived in the early 70s escaping the Vietnamese War</td>
</tr>
<tr>
<td>PAKISTANIS</td>
<td>Most are Commonwealth migrants (the Queen is head of the Commonwealth)</td>
</tr>
<tr>
<td>BOSNIANS</td>
<td>Many fled from the Balkans Conflict 1992-5</td>
</tr>
<tr>
<td>PALESTINIANS</td>
<td>Refugees from ongoing Middle East conflict</td>
</tr>
</tbody>
</table>

s n a c i a m a j c s i
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n s r a n n i o s i s p
a r s u e n m n e c e s
t a n g l a a a a s n m p
s n a i n i t s e l a p
i t m s n i s a x o n s
k c r s n t k p i c t s
a s o t a l a i e n s
p b n i b n t l v t i n
i n t i r m t s u s v e
e l g o i s e j t n t i
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