8 Identity and Discrimination

About this unit

The aim of this unit is to help students understand more about their identity and the different groups in their community. It considers different types of discrimination and reasons for it.

Key Curriculum Links

These links cover only the Key Concept and Range & Content sections of the national curriculum for citizenship. The Key Processes and Curriculum Opportunities covered will vary depending on how this resource is used.

Citizenship KS3, Key Concepts

1.3 Identities and diversity: living together in the UK

a Appreciating that identities are complex, can change over time and are informed by different understandings of what it means to be a citizen in the UK
b Exploring the diverse national, regional, ethnic and religious cultures, groups and communities in the UK and the connections between them
c Considering the interconnections between the UK and the rest of Europe and the wider world
d Exploring community cohesion and the different forces that bring about change in communities over time.

Citizenship KS3, Range & Content

a political, legal and human rights, and responsibilities of citizens
b the changing nature of UK society, including the diversity of ideas, beliefs, cultures, identities, traditions, perspectives and values that are shared.

Contents

8.1 Who am I? **4**

8.2 What is diversity and discrimination? **9**

8.3 What makes discrimination wrong? **19**

8.4 What is racism? **25**

8.5 What is homophobia? **33**

8.6 Where would you live? **41**

8.7 Do we have a national identity? **47**

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8 Identity and Discrimination

Key Curriculum Links

Citizenship KS4, Key Concepts

1.3 Identities and diversity: living together in the UK

a Appreciating that identities are complex, can change over time and are informed by different understandings of what it means to be a citizen in the UK
b Exploring the diverse national, regional, ethnic and religious cultures, groups and communities in the UK and the connections between them
c Considering the interconnections between the UK and the rest of Europe and the wider world
d Exploring community cohesion and the different forces that bring about change in communities over time.

Citizenship KS4, Range & Content

a political, legal and human rights and freedoms in a range of contexts from local to global
b the origins and implications of diversity and the changing nature of society in the UK, including the perspectives and values that are shared or common, and the impact of migration and integration on identities, groups and communities.

Opportunities for Active Citizenship

Students produce a leaflet for other students explaining the reasons discrimination is wrong. (Activity 8.3)

Students put together a survey of people's attitudes towards national identity (Activity 8.7). This could lead to writing an article to inform parents and people in the community about issues relating to national identity.

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8.1 Identity and Discrimination

Who am I?

Activity 8.1 Who am I?

Learning Outcomes

Key Learning Outcome **The learner has:**	**Evidence**
Demonstrated the ability to identify one positive and one negative aspect of multiple-identities.	Completed 'More than one identity' sheet and 'My identity flowchart' and participated in discussion on them.
Other Learning Outcomes **The learner has:**	**Evidence**
Demonstrated the ability to identify their own multiple identities.	Participated in discussion on their identities.
Acquired an understanding of identity.	Completed 'More than one identity' sheet and 'My identity flowchart' and participated in discussion on them.

Key Words

- **Identity:** People's sense of self - who or what they are or what they belong to. This can be based on a variety of factors; our gender, age, ethnicity, background, culture, sexuality, hobbies etc.
- **Ethnicity:** A 'racial' group you belong to with shared ancestry, history, sense of identity, geography and cultural roots. Everyone has an ethnicity.
- **Multiple identity:** Recognises that we have more than 'one identity'. We may have different identities depending on the circumstances we are in or the people we are surrounded by. For example, 'I am a Londoner and British. I'm also black and a Spurs fan.'

Resources

- More than one identity, p. 7
- My identity Flowchart, p. 8

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8.1 Identity and Discrimination

Who am I?

Additional Resources

Resource	Source
This is a two part drama about two British Muslims drawn in separate directions post-9/11. It provides an interesting stimulus for discussion on multiple identities but is probably best for older more able students.	http://www.channel4.com/programmes/britz
In the identity section of this BBC learning site there is information as well as a game and a quiz about identity.	www.bbc.co.uk/schools/citizenx/being/index.shtml

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8.1 Identity and Discrimination

Who am I?

Activities

	Activity	Resources
Starter	Ask students to draw a rough sketch of themselves in the middle of a blank piece of paper (a stick man will do). They then write around words or phrases to describe their identity. This could include: ■ Gender ■ Age ■ Background ■ Culture ■ Hobbies ■ Religion ■ Where they live ■ Their look ■ Their group of friends ■ Music they listen to. Ask students to consider which things are most important to them and share with a partner or the group explaining why.	
Main Activity 1	Ask: ■ Are there some things you would change about your identity? ■ Are you different around different people? In what way? Explain the concept of a 'multiple identity' by modeling an example (yourself perhaps – teacher, parent etc.) Ask: ■ How does your identity differ around your parents? Your teachers? Your friends?	

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8.1 Identity and Discrimination

Who am I?

Activities

	Activity	Resources
Main Activity 2	Explain to students our identity can cause us problems. People may want us to be different or not accept some parts of our identity. Read each of the case studies from 'More than one identity'. Students complete the table on this sheet. Ask: Is race / ethnicity more important to some groups' identity than others? Why? Does this cause any problems for the individuals involved or the community?	More than one identity, p. 7
Plenary	Ask students to create their own identity flowchart, identifying the possible challenges and benefits their multiple identities might present using the 'My identity flowchart.	My identity flowchart, p. 8
Further/ Additional Activities	Students could produce a collage using images from the internet or magazines to show their multiple identities.	

Visitor Opportunity

This is an opportunity for students to speak with someone who may have multiple identities that prove challenging such as a British Muslim. There may be a member of staff who is willing to do this.

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8.1 Identity and Discrimination

Who am I?

More than one identity

	Identity Traits	Benefits	Challenges
Imran was born in Pakistan and arrived in this country aged 2. In his teenage years, though, he found that there were quite a lot of things he could not share with his friends because he was uslim. Occasionally, these days, he gets racist comments in his area but not often.			
Sarah is a vegetarian who loves Goth music. Her friends are all Emos. She wants to wear some of her Goth clothing and jewellery with her school uniform but its not allowed and has been confiscated once. Sarah thinks this is against her human right to freedom of expression.			
Patrick has a British Caribbean father. He is both a gifted sportsman and bass guitar player. The head of PE is putting pressure on Patrick to concentrate on his sport but he wants to go to university to study music and drama.			
Billy lives in a small village. His dad is a farmer. Billy supports Man U and England at football but Scotland at Rugby. He is also really interested in dancing but his dad would go mad if he found out.			

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8.1 Identity and Discrimination

Who am I?

My Identity Flowchart

Your name

↓

Identity traits

↓

Benefits and Challenges

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8.2 Identity and Discrimination

What is Diversity & Discrimination?

Activity 8.2 What is Diversity & Discrimination?

Learning Outcomes

Key Learning Outcome **The learner has:**	**Evidence**
Demonstrated the ability to give a definition for diversity and discrimination.	Participated in discussion and written definitions.
Other Learning Outcomes **The learner has:**	**Evidence**
Demonstrated the ability to identify different forms of discrimination.	Completed the 'Discrimination case studies' task.

Key Words

- **Diversity:** difference, variation
- **Multicultural:** including several different cultures
- **Culture:** the behaviours, customs, arts and beliefs of social groups
- **Discrimination:** Unfair treatment of a person or group often based on race, sexuality, gender or disability.

Resources

- Soap opera clip (see links below)
- 'Discrimination case studies', pp. 14-16
- 'Types of discrimination' cards, p. 17

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Additional Resources

Resource	Source
A clip from a popular soap opera, such as Eastenders, Coronation Street or Hollyoaks.	Episodes of soaps are available on BBC iPlayer (http://www.bbc.co.uk/iplayer/), ITV Player (http://www.itv.com/itvplayer/) or 4OD (http://www.channel4.com/programmes/4od).
Website about life in the UK for young people from a range of different backgrounds.	www.britkid.org

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8.2 Identity and Discrimination

What is Diversity & Discrimination?

Activities

	Activity	Resources
Starter	Show a clip from a popular soap opera. Ask students to write a list of the ways that people are similar and different within the programme.	Soap opera clip (see links above)
Main Activity 1	Students then add to their lists using their own knowledge, perhaps of their community or of other celebrities or characters from television. Feedback their answers. Ask: ■ What things make people similar? ■ What makes people different to each other? ■ How would the world be different if everyone was the same? Would that be a good thing? Make sure students understand the meaning of the word diversity by the end of this discussion.	

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8.2 Identity and Discrimination

What is Diversity & Discrimination?

Activities

	Activity	Resources
Main Activity 2	Explain to students that with diversity sometimes comes discrimination. Ask: ■ What do you think discrimination means? Use the definition in key words to back this up. Students read the 'Discrimination case studies' and identify what form of discrimination is going on in each case study. They can do this by matching the 'Types of discrimination' cards or independently. Ask: ■ Have you ever been discriminated against? Why? ■ Why do you think discrimination happens? ■ In the past, there was a lot of discrimination in this country (for example, pubs and hotels would show 'No Blacks or Irish' signs) What has changed the culture? Has discrimination completely gone, in your opinion?	'Discrimination case studies', pp. 14-16 'Types of discrimination' cards, p. 17
Plenary	Ask students to write down a definition of diversity and discrimination with an example for each one.	
Additional Activities	Students could come up some form of poster or display highlighting all the benefits of diversity within their community. Students could research the help available for people who are victims of different types of discrimination.	

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8.2 Identity and Discrimination

What is Diversity & Discrimination?

Information Point

The law protects citizens from discrimination in a range of areas including race, gender, age, disability, sexual orientation and religion. You can find out more about the aw on discrimination at http://www.equalityhumanrights.com/your-rights/.

Visitor Opportunity

There is an opportunity to invite someone in who positively represents diversity within the young people's community such as a community leader, business person or performing artist.

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8 February 2008

High-pitch alarm quietens youths

A device which emits a high-pitched noise has been installed outside a shop in Oxfordshire to cut the number of anti-social behaviour incidents.

A mobile "mosquito" alarm, which can only be heard by younger people, has been placed by the Co-op outside its store in Ladygrove, Didcot.

Parents have been campaigning to get the device fitted, and it is hoped it will stop large groups congregating.

It has been installed at the same time a youth club is due to open nearby.

http://news.bbc.co.uk/1/hi/england/oxfordshire/7234913.stm

Thursday, 2 September, 2004

French scarf ban comes into force

A law banning Islamic headscarves and other religious symbols from French state schools came into effect on Thursday, the first day of term.

So far, most pupils have been observing the law by removing the headscarf or other symbols before entering school.

http://news.bbc.co.uk/1/hi/world/europe/3619988.stm

Thursday, 26 November 2009

Sissoko wants action on racism

Juventus midfielder Mohamed Sissoko has called for action against the club's fans after yet more racist chanting.

The Mali star reacted after the Juve crowd sang abusive songs at the club's Champions League defeat by Bordeaux. Juventus were forced to play one match behind closed doors last season because of racist chanting aimed at Inter Milan striker Mario Balotelli.

http://news.bbc.co.uk/sport1/hi/football/africa/8381741.stm

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23rd February 2009

One-armed presenter is scaring children, parents tell BBC

A disabled CBeebies presenter has been the victim of a disturbing campaign after parents complained that she was scaring toddlers.

They claimed that host Cerrie Burnell - who was born with one arm - is not suitable to appear on the digital children's channel.

Miss Burnell and co-presenter Alex Winters took over the popular Do and Discover slot and The Bedtime Hour programme last month.

But the decision to hire her has prompted a flurry of complaints to the BBC and on parenting message boards, with some of the posts on the CBeebies website becoming so vicious that they had to be removed.

Incredibly, one father said he wanted to ban his daughter from watching the channel because he feared it would give her nightmares.

Others claimed that they were forced to discuss difficult issues with their young children before they were ready.

One blogger wrote: 'Is it just me, or does anyone else think the new woman presenter on CBeebies may scare the kids because of her disability?

http://www.dailymail.co.uk/news/article-1152466/One-armed-presenter-scaring-children-parents-tell-BBC.html

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24 Mar 2009

Moyles wrong for radio jibe

GOBBY Radio 1 DJ Chris Moyles was blasted yesterday for ridiculing singer Will Young's homosexuality.

Moyles, 35, made a series of mocking comments in a camp voice during his top-rated breakfast show.

Watchdog Ofcom found they had the "potential to cause considerable offence" - and encourage kids to be playground bullies.

http://www.thesun.co.uk/sol/homepage/showbiz/tv/2336281/Chris-Moyles-wrong-for-Will-Young-gay-jibe.html

Tuesday, 9 June 2009

Zimbabwe 'facing fresh violence'

Zimbabwe could be heading for a new wave of violence, a minister in the country's unity government has warned.

Sekai Holland, a member of the former opposition MDC, told the BBC opponents of the power-sharing government were drawing up assassination lists.

She said she believed the worst violence was being planned to coincide with elections due in 18 months.

Her comments echo earlier claims by PM Morgan Tsvangirai of ongoing political intimidation and abuses in Zimbabwe.

http://news.bbc.co.uk/1/hi/world/africa/8090641.stm

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8.2 Identity and Discrimination

What is Diversity & Discrimination?

Types of Discrimination Cards

Sex/Gender Discrimination

Racism

Homophobia

Disability Discrimination

Age Discrimination (Ageism)

Religious discrimination

Political Persecution

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8.3 Identity and Discrimination

What makes discrimination wrong?

Activity 8.3 What makes discrimination wrong?

Learning Outcomes

Key Learning Outcome **The learner has:**	**Evidence**
Demonstrated the ability to identify three different levels of moral reasons as to why discrimination is wrong.	Completed the 'Discrimination is wrong because…' card sorting activity and participated in discussion on 'Anne Robinsons angers the Welsh' article.
Other Learning Outcomes **The learner has:**	**Evidence**
Demonstrated the ability to compare these reasons for validity.	Completed the 'Discrimination is wrong because…' card sorting activity and participated in discussion on it.

Key Words

- Moral reasoning: A thinking process we use to help us decide if something is right or wrong. Psychologists believe there are different levels of reasoning. The more 'mature' we are the more likely we are to see the bigger picture. The four levels which influence our behaviour and which we will consider in this lesson are:
  - Authority – 'It's wrong because parents say so'.
  - Self – 'People will not like me if I discriminate' (egocentric concern) or 'I might get into trouble if I discriminate'
  - Others – 'Discrimination hurts people's feelings' (people-focused concerns)
  - Society – 'Discrimination damages the community' (society-focused concerns)

Resources

- 'Anne Robinson angers the Welsh', p. 22
- 'Discrimination is wrong because…' cards, p. 23

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8.3 Identity and Discrimination

What makes discrimination wrong?

Additional Resources

Resource	Source
A range of video clips of people talking about discrimination.	www.bbc.co.uk/videonation/
CBBC Newsround guide to racism.	http://news.bbc.co.uk/cbbcnews/hi/newsid_1700000/newsid_1703900/1703902.stm

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8.3 Identity and Discrimination

What makes discrimination wrong?

Activities

	Activity	Resources
Starter	Read the case study, 'Anne Robinson angers the Welsh' as a group. Ask: ■ Was Anne Robinson wrong to express her thoughts on TV about Welsh people? ■ Do you believe this is a 'sacking offence'? ■ Would it have been acceptable for Anne to say these things privately but not on TV?	'Anne Robinson angers the Welsh', p. 22
Main Activity 1	As a class, list all the reasons students think Anne Robinson's behaviour is unacceptable. To develop students answers get them to keep asking 'Why?' following each of their answers, eg 'It is racist', 'why?', 'Because it is rude about a certain race', 'why?' etc.	
Main Activity 2	Ask students to arrange the 'Discrimination is wrong because...' cards into their top six reasons against racism and the three worst or weakest reasons as to why racism is wrong. This could be done as a diamond ranking exercise. Ask: ■ Which reasons do you think are better? ■ What seems to make one reason 'better' than another? Explain the concept of moral reasoning, as explained under the key words. Ask the students to reorganise the cards into the four levels. (they may not find they all fit neatly). Feedback as a group. You can use this activity to progress students' moral thinking towards racism, ie if students are at the egocentric level ask them to identify the effects of racism on other people. Students who can already identify people's needs can be asked to consider the needs of the community as a whole.	'Discrimination is wrong because...' cards, p. 23

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8.3 Identity and Discrimination

What makes discrimination wrong?

Activities

	Activity	Resources
Plenary	Students explain their top reason either verbally or by writing a justification. They also identify what level of moral reasoning this is – authority, self, others or society.	
Further/ Additional Activities	Students could produce a leaflet for other students explaining the reasons discrimination is wrong.	

Information Point

This lesson tries to help students realise that discrimination is not a 'black and white' issue – there are moral grey areas. By asking them to think about it as a moral issue, they develop their ability to reason in moral ways. They are exposed to views which may help them to become more empathetic. The four levels are actually based on psychological research. Students need not be told which the more sophisticated levels of reasoning are. Note that even if someone gives a person-focused reason, this does not mean they are not able to reason at societal level. This may be a personal choice. Societal reasoning is more common in youg people from KS4 upwards.

Visitor Opportunity

There is an opportunity here for students to meet with people from their community who have suffered from discrimination.

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8.3 Identity and Discrimination

What makes discrimination wrong?

Anne Robinson angers the Welsh

Anne Robinson, presenter of the TV show 'The Weakest Link' has upset many Welsh people by her comments on 'Room 101', the show fronted by Paul Merton. She described Welsh people as irritating and annoying and added, 'They are always so pleased with themselves.'

There has also been a call for Anne Robinson to be sacked. A committee of Welsh MPs now wants Anne to come to the House of Commons to 'explain herself'. Martyn Jones MP said, 'If the remarks had been about black people, or Pakistanis or gays it just would not have gone out.'

© Image of Anne Robinson by Flickr user 'rickh710' and licensed for reuse under the Creative Commons Licence.

8.3 Identity and Discrimination

What makes discrimination wrong?

Discrimination is wrong because...

1 It wastes police time.	**2** It is a form of bullying and no one likes you if you're a bully.	**3** It ruins people's lives.
4 It is unfair to dislike someone when they haven't done anything to you.	**5** It is against the law.	**6** Discrimination can ruin the community people live in.
7 It undermines society which works better if people all get along together.	**8** It is not based on evidence.	**9** My parents say so.
10 If someone hears you say things that discriminate they will judge you.	**11** It hurts people's feelings.	**12** Nobody likes it if people are discriminating against them, so they should not do it to others.
13 No one is better than anyone else.	**14** It is everyone's human right to be treated equally.	**15** No one has the right to make someone else's life a misery.

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8.4 Identity and Discrimination

What is racism?

Activity 8.4 What is racism?

Learning Outcomes

Key Learning Outcome The learner has:	Evidence
Demonstrated the ability to identify two criteria to discover whether racism has occurred.	Completed and participated in discussion on the case studies activity.
Other Learning Outcomes The learner has:	**Evidence**
Acquired an understanding of the forms that racism can take, both overt and covert.	Completed and participated in discussion on the case studies activity.

Key Words

- **Discrimination:** Treating individuals or social groups unfairly because of their age, sex, religion, age, disability, etc.
- **Racism:** Discrimination against or antagonism towards other races.
- **Overt racism:** Racism we can see or hear. It is easy to detect. We can see people being treated differently.
- **Covert racism:** Racism which is not always obvious. People may not realise they are being racist.

Resources

- Case Studies - What is racism? pp. 29-31

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8.4 Identity and Discrimination

What is racism?

Additional Resources

Resource	Source
Video starring footballers about racism in football.	http://www.teachers.tv/video/33372
This website has a range of information as well as a quiz that students can do. It also runs a competition for schools and has a range of videos.	www.srtrc.org

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8.4 Identity and Discrimination

What is racism?

Activities

	Activity	Resources
Starter	Brainstorm different types of discrimination with the group. Ask: ■ Are there some types of discrimination that are more serious than others? Why? Tell students gender and race discrimination were outlawed in 1970s while disability discrimination only outlawed in 1995. Ask: ■ Why do you think disability discrimination was outlawed later? Was this fair?	
Main Activity 1	Explain that discrimination can sometimes be difficult to spot. Sometimes we may not realise we are being racist or discriminating against others or we may think something is racist when there is actually a different explanation. Ask: ■ Can you think of any examples of when this has happened to you? ■ Why do you think sometimes it is hard to spot racism? ■ Why might someone else think you are being racist when you don't think you are?	

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8.4 Identity and Discrimination

What is racism?

Activities

	Activity	Resources
Main Activity 2	Ask students to review each of the case studies from 'Case Studies - What is racism?' and arrange the cards into three piles - 'Definitely racist', 'Not sure', 'Not racist'. Examine the reasons underlying disagreements. Ask: ■ How would you know racism has taken place? ■ What has made you place some in the 'not sure' pile? ■ Which case studies do you think could be explained by different reasons? Racism can be described as overt/covert. Share the definitions with students. Ask: ■ Which of the case studies show overt / covert racism? ■ How might racism show itself in school? What forms might it take?	Case Studies - What is racism? pp. 29-31
Plenary	Students create two criteria they could use to assess if a situation is racist. They could then apply them to the case studies and see if their original opinion has changed.	
Further/ Additional Activities	Ask students to come up with their own definition of racism.	

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8.4 Identity and Discrimination

What is racism?

Information Point

It is against the law to discriminate against someone on the basis of their race. You can find out more about the law at http://www.equalityhumanrights.com/your-rights/race/.

Visitor Opportunity

'Show Racism the Red Card' offers school visits and workshops. These can be requested via their website.

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8.4 Identity and Discrimination

What is racism?

Case Studies - What is racism?

Look at the examples of behaviour in the boxes below. Decide whether you think racism has taken place or whether the behaviour can be explained in another way.

A Left behind

Lakhbir is a Sikh. He works for the council as a surveyor. He has worked for them for 15 years but has only been promoted once. Other less experienced people have been promoted over his head.

B Football chants

During a friendly match between England and Spain in Madrid, some of the Spanish crowd shouted monkey chants each time a black England player got the ball.

C Nothing from the Far East

John wanted to change his car and asked his friend Deepak for advice. Deepak said, 'Why not try a Honda, Toyota or Mazda. They're all good cars'.
'I'm sorry,' said John, I don't want a car made in Asia. 'I just don't like the thought of it.'

D Violence

When a Muslim family moved onto a mainly white housing estate in the Midlands, they began to receive abuse and threats of violence.

Windows were smashed and their car was vandalised. They were insulted whenever they went out. A note with a match attached and the words, 'Get out' was posted through the letterbox.

E Not very British

Keith feels very uncomfortable when he sees women in the street wearing the niqab (the full veil). 'In Britain, we expect to see a person's face. It's harder to tell what they are thinking.'
He goes on, 'I think people in Britain should generally adapt to our way of life.'

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8.4 Identity and Discrimination

What is racism?

Case Studies - What is racism?

F Not forgiven

Jean's father was held as a prisoner of war by the Japanese in the Second World War. He was not treated well, but rarely spoke of it.
He is dead now, but Jean still does not like the Japanese, and would never go to Japan.

G The wrong word?

Judd is white. He lives in Leicester, where about a third of the people are British Asian. He often uses the word 'Paki' when he talks about them or a shop run by an Asian family.
Judd has many British Asian friends and workmates.

H English not welcome

Elwyn is a teacher who lives in North Wales. He wants home rule for Wales, and thinks Welsh should be the main language in Welsh schools.
He feels that people should not be allowed to buy property in Wales unless they live there. Many English people buy holiday homes in Wales.

I No black music

The manager of a music radio station wants to keep listening figures as high as possible.
He decides not to play any black music in order to keep the audience figures as high as possible. He thinks that in his area not many people like that kind of thing.

J For a white person only

A woman who was dying told the hospital that she wanted to donate her kidneys and liver - as long as they went to a white person.
People at the hospital were not very happy with this but they agreed to it because there is a shortage of suitable organs.

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8.4 Identity and Discrimination

What is racism?

Case Studies - What is racism?

K No time for Americans

Sairah was born in England, but her parents were originally from India. She dislikes racial prejudice and has friends from many different backgrounds. However she strongly dislikes Americans - in fact she says she hates them. She is very critical of the way they behave in the world. She also thinks that American companies and films have too much influence throughout the world.

L The good old days?

Alan, who is 72, lives alone in a suburb of Birmingham.
He is sorry that lots of people with an immigrant background have moved into his area. He feels that the place has changed a lot from his childhood and he hardly knows anyone any more.
He also thinks that the white people in his area don't seem to get as much from the council as the newcomers.

M Too many foreigners

A journalist writes in a newspaper about the high number of foreign footballers in England.
'They are good to watch,' he writes, 'but they stop many English players from playing at the highest level. No team should be allowed to have more than one or two per team.'

N Falling back on racism

An MP who had served in the Army for many years said that he had come across many people from ethnic minorities who falsely claimed they were victims of racism.
He said they would do this even when they were in the wrong – which he thought they were a lot of the time.

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Activity 8.5 What is homophobia?

Learning Outcomes

Key Learning Outcome The learner has:	Evidence
Demonstrated the ability to identify two key events in the history of gay rights.	Completed timeline and participated in discussion.
Other Learning Outcomes The learner has:	**Evidence**
Acquired an understanding of homophobia	Participated in discussion.

Key Words

- **Homosexual:** a person who is sexually attracted to members of the same sex.
- **Gay:** another term for homosexual
- **Lesbian:** a female who is attracted sexually to females.
- **Homophobia:** an intense hatred or fear of homosexuals
- **Gay rights:** Legal (and moral) entitlements of homosexuals
- **Prejudice:** preconceived opinion that is not based on reason or experience
- **Decriminalise:** To stop something being illegal
- **Hate crime:** This is any criminal offence that is motivated by hostility or prejudice based upon the victim's race, disability, sexual orientation or religion.

Resources

- Gareth Thomas article, p. 37
- Key events cards (no dates), p. 38
- Key events cards (with dates), p. 39

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8.5 Identity and Discrimination

What is homophobia?

Additional Resources

Resource	Source
A 45 minute Channel 4 video on Teacher's TV about homosexuality in the black community.	http://www.teachers.tv/video/26563
A Stonewall advert about homophobia.	http://www.youtube.com/watch?v=jQ-7cptgAJ8
Audio clip of Gareth Thomas discussing coming out.	http://www.bbc.co.uk/worldservice/news/2009/12/091222_thomas_gay_nh_sl.shtml
A collection of case studies of young people's, teachers' and parents' experiences of homophobia.	http://www.stonewall.org.uk/education_for_all/case_studies/default.asp

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8.5 Identity and Discrimination

What is homophobia?

Activities

	Activity	Resources
Starter	Read through the Gareth Thomas article with the students (alternatively you could play the audio clip). Ask: ■ Why did Gareth not come out as homosexual earlier in his life? ■ Is it fair that Gareth had to hide an important part of his identity? ■ What do you think it was like for Gareth to hide his identity? In what ways has he suffered? Ask students to think of an important part of their identity (eg ethnicity, religion, family). Ask them to consider how they would feel if they had to hide that every day of their lives. Explain what is meant by 'homophobia'. This will be visited later in the lesson.	Gareth Thomas article, p. 37
Main Activity 1	Give students the cards which cover key events in gay rights history in the UK. They should research the dates that each event occurred using the internet, fill them in and put them into the correct order. If the internet is unavailable, they could use the dated versions and put them into the correct order. Ask: ■ Which events do they think were particularly important? ■ Why, if homosexual acts were decriminalized in 1967, did Gareth Thomas find it so difficult to come out as homosexual?	Key events cards (no dates), p. 38 Key events cards (with dates), p. 39

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8.5 Identity and Discrimination

What is homophobia?

Activities

	Activity	Resources
Main Activity 2	Ask: ■ Do you think Gareth is the only high profile UK sportsperson to be homosexual? (2008 official figures show 1 in 16 people identify as homosexual) ■ Why do so many people feel they need to hide their homosexuality in the UK? ■ Why does so much homophobia exist in the UK? ■ Who gives anyone the right to persecute someone else? Comparisons could be made to levels of other discrimination such as racism. ■ Homophobia seems to be more socially acceptable than racism, why might this be? You may encounter the view that some religions believe homosexuality to be wrong (sinful). Explain that people are entitled to believe this but not entitled to interfere with the lives of gay people. They should keep beliefs of this kind to themselves. Within Christianity though many people still believe it is wrong, many others now believe that view is out-dated coming from an age that did not understand the nature of homosexuality.	
Plenary	Ask students to select the two events in the history of gay rights in the UK that they think are the most important and write a couple of sentences explaining why they have selected them.	

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8.5 Identity and Discrimination

What is homophobia?

Activities

	Activity	Resources
Additional Activities	As an alternative to the starter students could write down words they associate with men and then words they associate with gay men. Following this you could read the Gareth Thomas article and then consider their words for men and gay men. Issues surrounding homophobia, stereotypes and multiple identities could be discussed. The second main activity could be expanded by looking into the use of words associated with homosexuality being used as day-to-day insults in society. Homophobic terms are often treated with the same severity as racist terms. An comparative example of this was Ron Atkinson, a football commentator being fired for using a very offensive racist term while Chris Moyles was barely reprimanded for using the word "gay" in a negative manner. Discuss the introduction of the word 'gay' as a positive alternative to 'queer'.	

Information Point

It is against the law to discriminate against someone on the basis of their sexual orientation. You can find out more about the law at http://www.equalityhumanrights.com/your-rights/sexual-orientation/.

Visitor Opportunity

This is an opportunity for students to speak with a homosexual who may have suffered from homophobia. Stonewall can provide speakers: http://www.stonewall.org.uk/education_for_all/about_us/1725.asp.

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8.5 Identity and Discrimination

What is homophobia?

Gay activists praise rugby star Gareth Thomas's decision to come out

Jamie Doward, guardian.co.uk,
Saturday 19 December 2009 18.11 GMT

The shock decision by rugby union player Gareth Thomas to announce that he is gay has triggered speculation that other sports stars might come out. Thomas is Wales's most-capped player and a former British and Irish Lions captain. The fact that he has confirmed his sexuality while still playing the game has been **praised by gay rights campaigners.**

Yesterday the 6ft 3in, 16-stone rugby star said he hoped he could make a difference to others struggling with their sexuality. 'I just want to thank everyone for the amazing response I have received, on behalf of me, my family and friends,' Thomas said. **'I hope that by saying this I can make a big difference to others in my situation.'**

But he said **he did not want to be known as a 'gay rugby player' and hoped people would treat his sexuality as "irrelevant" to his career.** 'What I choose to do when I close the door at home has nothing to do with what I have achieved in rugby,' he said. 'I'd love for it, in 10 years' time, not to even be an issue in sport, and for people to say: 'So what?'

Thomas said he decided to go public about his sexuality to 'send a positive message' to other gay people, especially young people considering a career in sport. **'It has been really tough for me, hiding who I really am, and I don't want it to be like that for the next young person who wants to play rugby, or some frightened young kid,'** he said.

Homosexuality is still considered taboo in many sports. Tatchell drew a comparison between rugby and football. **'It is interesting that a couple of rugby and ex-rugby players have come out in recent years but still not a single professional football player,' Tatchell said. 'However, given there are 500 professional football players, statistically about 50 of them are probably gay** or bisexual yet none have felt able to be open about their sexuality. Quite a few fear negative reactions from team-mates and fans and others are anxious they might lose sponsorship. Others feel their clubs would not be supportive.'

Adapted from: www.guardian.co.uk/world/2009/dec/19/gay-groups-applaud-gareth-thomas

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8.5 Identity and Discrimination

What is homophobia?

Key events cards

Year _____ Equal rights are granted to lesbian and gay couples applying for adoption.	**Year** _____ In England the 'Labouchere Amendment' is passed which makes homosexual acts illegal.	**Year** _____ Recognition of homophobic assault as a 'hate crime' under the Gender Recognition Act.
Year _____ The Sexual Offences Act 1967 decriminalizes homosexual acts in private for consenting adults over 21 or over.	**Year** _____ Civil Partnership Act allows same-sex partnerships. This gives similar rights to those of married couples.	**Year** _____ Chris Smith, is the first MP to come out as gay while in office.
Year _____ Nazis sent thousands of homosexuals to the concentration camps. Many were worked to death or gassed.	**Year** _____ Discrimination at work on the grounds of sexual orientation is made illegal by the Employment Equality (Sexual Orientation) Regulations 2003.	**Year** _____ The Offences Against the Person Act abolishes the death penalty for homosexual sex in England & Wales.
Year _____ The British government lifts the ban on gays in the military. The Sexual Offences Act lowers the age of consent to 16, in line with the age for heterosexuals.	**Year** _____ BBC Radio 4's, The Archers, the world longest running soap, introduces first openly gay character. Robert Runcie, ex-Archbishop of Canterbury, admitted having ordained known gay clergy.	**Year** _____ First Gay march in London protesting against the unequal age of consent for gay men (21) took place.

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8.5 Identity and Discrimination

What is homophobia?

Key events cards

2002 Equal rights are granted to lesbian and gay couples applying for adoption.	**1885** In England the 'Labouchere Amendment' is passed which makes homosexual acts illegal.	**2004** Recognition of homophobic assault as a 'hate crime' under the Gender Recognition Act.
1967 The Sexual Offences Act 1967 decriminalizes homosexual acts in private for consenting adults over 21 or over.	**2005** Civil Partnership Act allows same-sex partnerships. This gives similar rights to those of married couples.	**1984** Chris Smith, is the first MP to come out as gay while in office.
1938 Nazis sent thousands of homosexuals to the concentration camps. Many were worked to death or gassed.	**2003** Discrimination at work on the grounds of sexual orientation is made illegal by the Employment Equality (Sexual Orientation) Regulations 2003.	**1861** The Offences Against the Person Act abolishes the death penalty for homosexual sex in England & Wales.
2000 The British government lifts the ban on gays in the military. The Sexual Offences Act lowers the age of consent to 16, in line with the age for heterosexuals.	**1996** BBC Radio 4's, The Archers, the world longest running soap, introduces first openly gay character. Robert Runcie, ex-Archbishop of Canterbury, admitted having ordained known gay clergy.	**1971** First Gay march in London protesting against the unequal age of consent for gay men (21) took place.

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8.6 Identity and Discrimination

Where would you live?

Activity 8.6 Where would you live?

Learning Outcomes

Key Learning Outcome **The learner has:**	**Evidence**
Demonstrated the ability to identify two reasons people might want to leave their country to live in another country.	Written down ideas and participated in discussion.
Other Learning Outcomes **The learner has:**	**Evidence**
Acquired an understanding of different attitudes towards immigration.	Participated in discussion.

Key Words

- Immigration: the process of coming to live in another country
- Emigration: the process of leaving a country to live elsewhere
- Immigrant: a person who comes to live permanently in a foreign country.
- Refugee: a person who has been forced to leave their country in order to escape war, persecution, or natural disaster.
- Asylum Seeker: This is the status a person is given before they are officially recognised as a refugee (which includes greater rights and access to services).

Resources

- World Map, p. 45

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8.6 Identity and Discrimination

Where would you live?

Additional Resources

Resource	Source
A 15 minute video about 9 children who have had to flee their home countries.	http://www.teachers.tv/video/3463
A 25 minute video about Caribbean immigration to the UK. This is an interesting opportunity to make a comparison with problems immigrants face today.	http://www.teachers.tv/video/37643
A 15 minute story about young people forced to move to the UK following problems in their countries.	http://www.teachers.tv/video/2737
A half-hour story about Kosovan Sara who moved to the UK.	http://www.teachers.tv/video/252
This website contains a collection of refugee's experiences on coming to the UK.	http://www.refugeestories.org

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8.6 Identity and Discrimination

Where would you live?

Activities

	Activity	Resources
Starter	Ask students to mark on the World Map the top three places they would like to live in the future and the top three places they would not like to live. These can be marked with ticks and crosses. Ask them to explain why they have chosen each of these places to a partner or the group.	World Map, p. 45
Main Activity 1	Ask students to imagine they have moved to one of their top three places when they are older with their family. This could be a mind-movie activity where students close their eyes and imagine their new home, neighbourhood and lifestyle. Ask: ■ How might people living in your new neighbourhood/city/country feel about you living there? Ask students to imagine that some people in their new neighbourhood are not happy about you living there and want you to go back to where you came from. ■ Is this fair? Should you be allowed to stay? Do you have a right to stay? ■ What arguments could you make for being allowed to stay? ■ What benefits could you bring to that neighbourhood?	

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8.6 Identity and Discrimination

Where would you live?

Activities

	Activity	Resources
Main Activity 2	Students should imagine that a family from one of their bottom three places has moved to their current neighbourhood. Ask: ■ How might people living in your current area feel about their living there? Ask students to imagine that some people in their neighbourhood are not happy about their living there and want them to go back to where they came from. ■ Is this fair? Should they be allowed to stay? Do they have a right to stay? ■ What arguments could they make for being allowed to stay? ■ What benefits do they or could they bring to that neighbourhood? Explain to students that many people come to and leave the UK looking for a better life and that they can bring benefits to the communities they move to. This is also an opportunity to explore key terms such as refugee and asylum seeker. Tell the group that in 2008 590 000 moved to the UK while 426 000 left the UK to live in other countries. One expert (Jack Miles, author of a book called 'the Complete Guide to Emigrating from the UK to Paradise') says that the top 3 reasons why people want to leave this country are 1) the weather, 2) high taxes and 3) transport. Ask: ■ Do you agree? ■ What other reasons might people have for wanting to leave the country? ■ What reasons do people have for wanting to come here?	

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8.6 Identity and Discrimination

Where would you live?

Activities

	Activity	Resources
Plenary	Students write down two reasons people might want to move to a new country and two reasons people might not be happy about people moving to their area.	
Further/ Additional Activities	To develop the main activities, students could work in groups to think of 'Push Factors' (reasons to leave a place, eg political persecution) and 'Pull Factors' (reasons to move to an area, eg job opportunities). The main activities could be completed as a role play with half the group acting as people currently living in a neighbourhood and the other half acting as new people in the area. The students could be paired to have a conversation with each one explaining their viewpoints. The attitudes and maturity of the group would have to be carefully considered before undertaking this potentially impassioned discussion.	

Visitor Opportunity

This is an opportunity for students to speak with refugees/asylum seekers in the local community. Most communities will have support groups that may be able to help.

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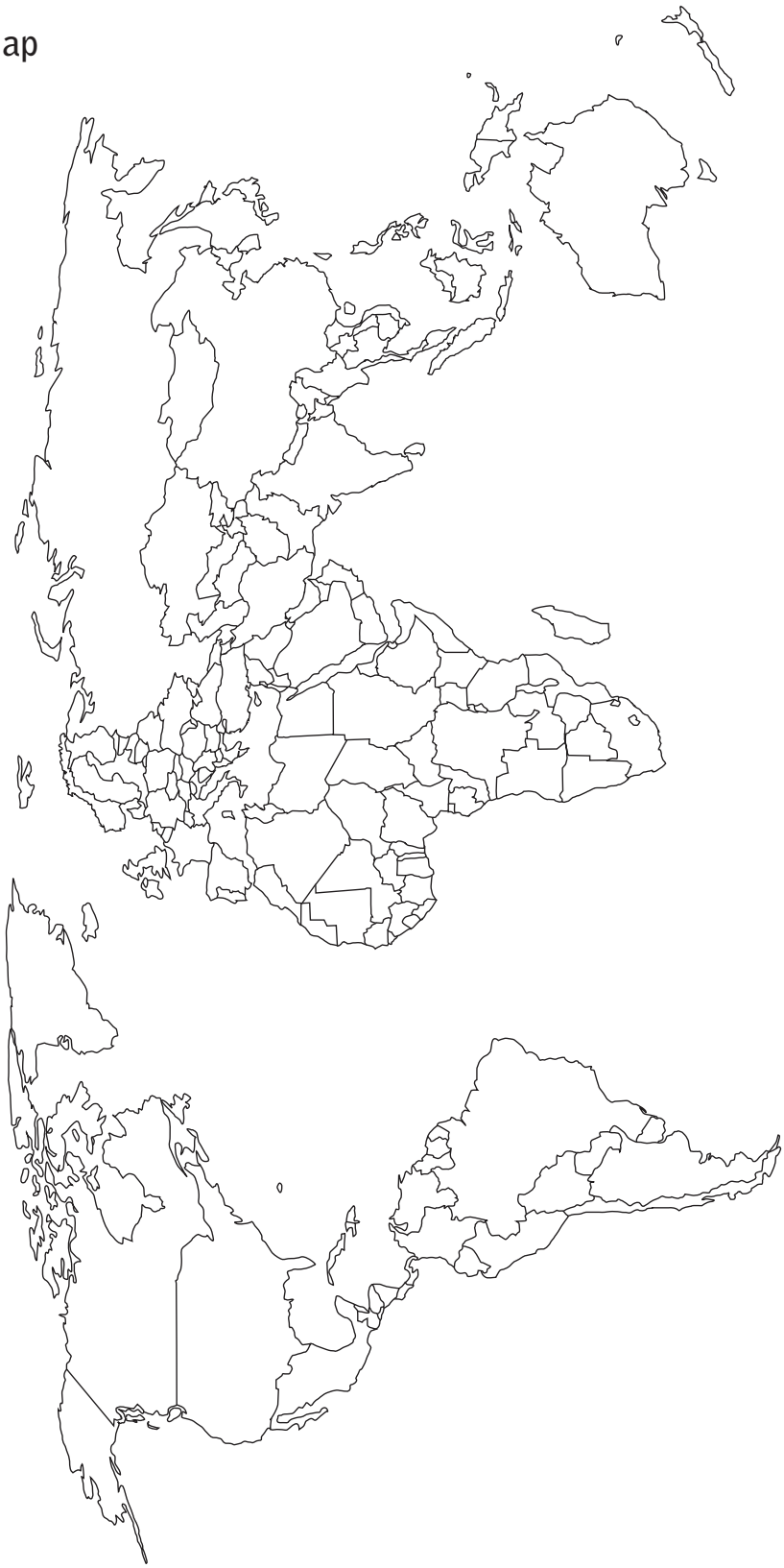
8.6 Identity and Discrimination

Where would you live?

World Map



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8.7 Identity and Discrimination

Do we have a national identity?

Activity 8.7 Do we have a national identity?

Learning Outcomes

Key Learning Outcome **The learner has:**	**Evidence**
Demonstrated the ability to identify one positive and one negative aspect of patriotism.	Participated in discussion and written down positives and negatives of patriotism.
Other Learning Outcomes **The learner has:**	**Evidence**
Demonstrated the ability to identify why people are proud of their country.	Identified and written about relevant newspaper articles and participated in discussion.
Acquired an understanding of the concept of national identity.	Participated in discussion.

Key Words

- Patriotism: Being proud of the country you are from.
- Nationalism: Being loyal to a country and promoting its interests above all others. Thinking your country or nation is superior to other countries.

Resources

- Union Flag, p. 51
- Newspapers
- Strategies to promote patriotism, p. 52

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8.7 Identity and Discrimination

Do we have a national identity?

Additional Resources

Resource	Source
Sections of the video can be shown to help students explore the issue of Britishness.	http://www.teachers.tv/video/29032

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8.7 Identity and Discrimination

Do we have a national identity?

Activities

	Activity	Resources
Starter	Explain that flags are designed to unite nations. They are a symbol of a united identity. Their original function was on the field of battle. Ask students to look at the Union Flag which combines the flags of St George, St Andrew and St Patrick. Ask: ■ What springs to mind when you see a Union Jack? Why is it called the Union Jack? ■ Does the Union Jack represent a united Britain to you? ■ Do you identify with any other flags? ■ Is there anyone in our community who may not feel the Union Jack represents their idea of being British? ■ Why are people proud of their country? ■ What does it take to make people feel they belong to a country?	Union Flag, p. 51

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8.7 Identity and Discrimination

Do we have a national identity?

Activities

	Activity	Resources
Main Activity 1	Ask students to go through a newspaper and identify three articles that make them proud of being British (eg stories could be about sports, UK's role in international disputes, new British music). They should cut the stories out, stick them onto a piece of paper and write a sentence explaining why the story makes them proud of Britain. Share the stories as a group. Ask: ■ Does everyone agree that the stories make people proud of Britain? Repeat the activity but this time looking for three articles that do not make you proud to be British (eg stories could be about crime figures, UK's role in international disputes, binge drinking). Ask: ■ What were your stories about this time? ■ How do the two sets of stories differ? This can be done without newspapers as a brainstorm of things that makes us proud of Britain and things that makes us not proud or by simply selecting some headlines from newspapers or an online news website.	Newspapers
Main Activity 2	Ask students to look at the 'Strategies to promote patriotism' and ask: ■ Which do you think would work in the UK? ■ What else could a country do to promote patriotism? ■ Should a government actively try to promote patriotism? ■ Is there a difference between patriotism and nationalism? ■ Can you be patriotic about more than one country?	'Strategies to promote patriotism', p. 52

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8.7 Identity and Discrimination

Do we have a national identity?

Activities

	Activity	Resources
Plenary	Ask students to write down at least three positives and three negatives of being patriotic.	
Further/ Additional Activities	Students could carry out a survey of people's attitudes towards national identity and feeling patriotic. Students search for images that represent their view of the British national identity. These images can be used to create a collage.	

Internet Research

The Union Flag or Union Jack (jack was the term commonly used for a flag flown from a ship) came into official use in 1707 when the Acts of Union were passed. These led to the creation of the United Kingdom of Great Britain. The previously independent kingdoms of Scotland and England now had the same the Parliament (although they had the same monarch since 1603).

Visitor Opportunity

There is an opportunity here for students to discuss with different members of their community what it means to them to be British. This could be members of staff.

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8.7 Identity and Discrimination

Do we have a national identity?

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8.7 Identity and Discrimination

Do we have a national identity?

Strategies to promote patriotism

Every day in school assembly all students sing the national anthem.	Cultural events are held regularly showcasing a country's food, dance and arts.
The country celebrates a national day. It is made a public holiday.	The country has a parade showing its military strength.
The country has an annual parade celebrating its heroes.	All workers must pledge allegiance to the country's leader at work every day.
The words of the National Anthem are updated or a new anthem is adopted.	Bring back compulsory military service or a non-military version for all young people.
A law is passed so that everyone must stand up when they hear the national anthem.	All citizens must sign a 'charter' pledging their support to the country.

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