



**Make It Happen For You:
Thematic Unit**
**Local and Global Citizenship:
Is It Fair?**

Learning for Life and Work (MLD)

Writers' Group

Kathryn Edgar

Clare McFadden, Queens University Belfast

Kate O'Kane, Western Education and Library Board (WELB)

Avril Fryers Rosstulla School, Newtownabbey

A CCEA Publication ©2011

www.nicurriculum.org.uk

Cover Photograph: © BananaStock

Unit Title: Make It Happen For You

Sub Theme: Local and Global Citizenship: Is It Fair?

Thinking Skills and Personal Capabilities: Thinking, Problem-Solving and Decision-Making

Curriculum Objective: To develop the young person as a contributor to society

Key Elements: Personal understanding, mutual understanding, moral character, cultural understanding

Attitudes and Dispositions: Personal responsibility, concern for others, commitment, determination, resourcefulness, openness to new ideas, self-belief, curiosity, flexibility, tolerance, integrity, moral courage, respect, community spirit

Learning Experiences: Investigating and problem-solving, linked to other curriculum areas, relevant and enjoyable, active and hands-on, offers choice, challenging and engaging, supportive environment, positive reinforcement, ongoing reflection, enquiry based

The Thematic Units connect the *Learning for Life and Work* subject strands of Personal Development, Local and Global Citizenship, Home Economics and Employability and demonstrate how they contribute to the understanding of a central theme. They provide a number of learning, teaching and assessment activities (and are accompanied by supporting resources) to help you address, interpret and develop the Northern Ireland Curriculum's key elements and Statements of Minimum Requirement.

Each Thematic Unit contributes to the statutory requirement for *Learning for Life and Work* and also links to other Areas of Learning. In addition, there are opportunities to develop learners' *Thinking Skills and Personal Capabilities*, incorporate *Assessment for Learning* principles and make connections to the *Cross-Curricular Skills*.

The units are not intended to be prescriptive and are not the only way to approach the Northern Ireland Curriculum. You do not have to follow them rigidly. Instead, we encourage you to choose from the wide range of learning, teaching and assessment activities in the units and adapt and extend them as appropriate for your classes.

Statements of Minimum Requirement

These are the Statements of Minimum Requirement that are addressed in this unit:

Local and Global Citizenship Diversity and Inclusion

Investigate how and why conflict, including stereotyping, sectarianism and racism, may arise in the community

Local and Global Citizenship Diversity and Inclusion


Investigate ways of managing conflict and promoting community relations

Local and Global Citizenship Human Rights and Social Responsibility

Investigate local scenarios where human rights have been seriously infringed

Local and Global Citizenship Equality and Social Justice

Investigate how and why some people may experience inequality/ social exclusion on the basis of their material circumstances in local contexts


Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p>How do we speak fairly to each other?</p>	<p>... explore appropriate ways of speaking to others.</p>	<p>The Values and Beliefs unit in <i>My Changing World</i> and the Expressing Identity unit in <i>Nothing Ever Stays the Same</i> provide a good basis for the activities and discussions in this unit.</p> <p>As some of the issues to be discussed may be contentious it is useful to establish some ground rules to support your learners in investigating the topic without offending each other.</p> <p>Ask your learners to form four groups. You may wish to prompt their thinking using questions such as:</p> <ul style="list-style-type: none"> - How can we make sure that everyone is listened to? - What should we do if people start to become nasty? - Can people say whatever they want? - Are there certain things that we shouldn't be allowed to say? <p>Ask each group to choose a recorder, reviewer/reader and a reporter. Then have them create a list of rules using Resource 1 as a guide. Ask each group to tell the rest of the class their ideas. Then as a class draw up an agreed set of class 'ground rules'. Display the 'ground rules' so they can be referred to and reviewed when necessary.</p> <p> Resource 1: Ground Rules</p>	<p>Communication – Communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary</p> <p>Communication – Contribute comments, ask questions and respond to others' points of view</p> <p>Make links between cause and effect</p> <p>Justify methods, opinions and conclusions</p>





Resource Sheet in this booklet

Skills tabs printed in **yellow** are Cross-Curricular Skills



Skills tabs printed in **orange** are Thinking Skills and Personal Capabilities


Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p>Is what I think fair?</p>	<p>... explore a range of viewpoints.</p>	<p>Ask each of your learners to examine the pictures in Resource 2 and discuss the answers to the questions. Together discuss what these pictures can teach us about what we think of others. Explain that, like these optical illusions, people aren't always as they appear or as we originally think they are. Not everyone sees a situation in the same way. We should not jump to conclusions or make assumptions about people or situations until we know as much as possible about them.</p> <p> Resource 2: Seeing Is Believing</p> <p>Provide your learners with the list in Resource 3 (1 of 3 and 2 of 3) to explore what they each think about everyday issues (adapt the list as appropriate to your learners). As you call out the words, ask them to tick the column that best shows how they feel about the word you read out.</p> <p>Alternatively, give each of your learners a blank sheet of A4 paper and ask them to write the numbers 1–12 down the page. (To encourage honesty, assure them that this is not a spelling test and no one will collect their papers.) Call out each number and the corresponding word from the list in Resource 3 (3 of 3). Give just enough time for each learner to write down the first word(s) they think of when they hear your word. As you reread the list more slowly, ask your learners to reflect on their responses:</p> <ul style="list-style-type: none"> – Which words elicited negative comments? – Did some words produce more negative comments than others? 	<p>Communication – Contribute comments, ask questions and respond to others' points of view</p> <p>Communication – Structure talk so that ideas can be understood by others</p> <p>Order, classify, and make comparisons</p> <p>Examine evidence and distinguish fact from fiction</p>



Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
Is what I think fair?	... explore a range of viewpoints.	<p>If one of your learners is willing to divulge a negative comment, ask about the experience of others.</p> <ul style="list-style-type: none"> - Is this always the case? - Has someone given a positive comment? Why? <p>Highlight that sharing responses can help us to see a situation from a different viewpoint.</p> <p> Resource 3: What Do <i>You</i> Think About ...?</p>	


Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p>Are stereotyping and prejudice fair?</p>	<p>... explore how stereotyping and prejudice can influence our attitudes and beliefs.</p>	<p>Using four flip chart pages place one of the following headings at the top of each one:</p> <ul style="list-style-type: none"> - 'girls' - 'boys' - 'old people' - 'foreigners'. <p>You could also make up your own list. Display each sheet around the classroom. Give each of your learners two or three cards from the selection in Resource 4. Ask them to place each card under the heading that they think the card applies to.</p> <p>Alternatively, give each of your learners some Post-It notes. Ask them to write a word that they associate with one of the four headings on a Post-It and stick it to the relevant flip chart page. When everyone has finished, review the sheets one by one. Consider which words are positive and which are negative. Together explore whether:</p> <ul style="list-style-type: none"> - the word can apply to every person in the category; and - anyone can give an example of someone from the category to whom the word would not apply. <p>Ask your learners to choose one of the headings, for example 'old people', and create a collage of pictures from magazines, newspapers or the internet to demonstrate the range covered by the term. Then discuss whether your learners' attitudes have changed and, if so, how. Investigate whether they know the word that describes thinking that <i>all</i> people or situations are like the one(s) we have been told about or experienced: 'Stereotype'.</p> <p> Resource 4: Stereotype Cards</p>	<p>Communication – Contribute comments, ask questions and respond to others' points of view</p> <p>Communication – Listen to and take part in discussions and explanation</p> <p>Communication – Speak clearly and structure talk so that ideas can be understood by others</p> <p>Using ICT – Communicate using a range of contemporary methods and tools</p>

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p>Are stereotyping and prejudice fair?</p>	<p>... explore how stereotyping and prejudice can influence our attitudes and beliefs.</p>	<p>This activity can also be used in relation to people from other countries, for example German, French or Scottish people. In pairs or groups, ask your learners to choose a country and research its people and culture. Ask them to create a PowerPoint presentation about their country that:</p> <ul style="list-style-type: none"> - incorporates appropriate music; - introduces the country in words; - shows a stereotype; - shows a famous person from the country (preferably someone your learners are familiar with); and - shows a landscape and food from the country. <p>Encourage your learners to both show and challenge stereotypes in their PowerPoint presentation, for example:</p> <ul style="list-style-type: none"> - Slide 1: 'Scotland – A land where men wear kilts and eat haggis.' - Slide 2: Import a picture of a Scotsman wearing a kilt and a picture of a haggis. - Slide 3: Import a picture of shoppers in Glasgow: How many are wearing kilts? - Slide 4: Import a picture of a menu from a Scottish restaurant: 'What else do Scottish people eat?' 	<p>Using ICT – Share, collaborate, exchange and develop ideas digitally</p> <p>Justify methods, opinions and conclusions</p> <p>Examine evidence and distinguish fact from fiction</p>


Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p>Are stereotyping and prejudice fair?</p>	<p>... explore how stereotyping and prejudice can influence our attitudes and beliefs.</p>	<p>Using the facilities on LearningNI, create a blog to allow your learners to work towards a definition of stereotyping and give their own examples. Encourage them to challenge each other's examples using their own experiences. Use Resource 5 to work towards a class definition of 'stereotype'.</p> <p>Use a 'Walking Debate' to demonstrate prejudice in the way your learners make decisions. Place an 'Agree' sign at one end of the room and a 'Disagree' sign at the other. Ask your learners to place themselves between the signs according to what they think about the statements in Resource 6. As they move, select a number of your learners to explain why they have chosen that particular position along the line. Explore why some of your learners chose to place themselves at the 'Agree' sign. For example:</p> <ul style="list-style-type: none"> - How has thinking that grown ups don't know how to enjoy themselves affected their attitude to adults? - What words best describe how they feel about adults? <p>Repeat the discussion with your learners at the 'Disagree' sign. Together explore how people may have different opinions about the same issue. Using the blog already created, ask your learners to work towards a definition of prejudice, giving their own examples. Encourage them to use their own experiences to challenge each other's examples. Together use Resource 5 to develop a definition of 'prejudice', and compare it with the class definition of 'stereotype'.</p> <p> Resource 5: Definitions</p> <p> Resource 6: Agree Or Disagree?</p>	



Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p>Are stereotyping and prejudice fair?</p>	<p>... explore how stereotyping and prejudice can influence our attitudes and beliefs.</p>	<p>Use Resource 7 to evaluate what your learners have discovered about stereotyping and prejudice.</p> <p> Resource 7: Questions For Discussion</p>	

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p>How can prejudice and stereotype cause conflict?</p>	<p>... explore how prejudice and stereotypical attitudes can cause conflict.</p>	<p>Investigate what your learners understand by the term 'conflict'. Explain that conflict is a natural occurrence in everyday life, but it becomes destructive when people become aggressive or violent, develop hardened attitudes, or lose their self-confidence or security.</p> <p>Encourage your learners to explore the destructive effects of prejudice and stereotype. Working in groups, ask your learners to use the internet to research and interpret the ancient story of The Blind Men and the Elephant. Each group should allocate roles, for example researcher, recorder, artist and reporter. Have your learners fill in Resource 8 to help them to report their interpretations. Encourage them to build the table and draw the elephant on their computers.</p> <p> Resource 8: Blind Men And The Elephant</p> <p>Follow the instructions for the Back to Back activity from <i>Active Learning and Teaching Methods for Key Stage 3</i> (available at www.nicurriculum.org.uk). Possible stimuli are given in Resource 9. In the debrief session afterwards emphasise the importance of information and communication in minimising conflict. It is important to find out as much as we can about a situation or person before we come to any conclusion about them. Communicating our ideas clearly and accurately is essential. Also highlight that we should ask for clarification when we are not sure about something.</p> <p>You can make links to Using Mathematics by asking one learner from each pair to make a drawing using simple mathematical shapes. Then ask them to describe their drawing to their partner using only mathematical terms. It is important that they don't use phrases such as 'This drawing looks like an animal/house'. The partner must try to recreate the drawing based on the description.</p> <p> Resource 9: Back To Back Visual Stimuli</p>	<p>Make predictions, examine evidence, distinguish fact from fiction</p> <p>Justify methods, opinions and conclusions</p> <p>Using ICT – Communicate using a range of contemporary digital methods and tools</p> <p>Communication – Speak clearly and structure talk so that ideas can be understood by others</p> <p>Using Mathematics – Use appropriate mathematical language to talk about their work and respond to questions</p>


Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p>How can we all try to be fair to everyone?</p>	<p>... explore how to manage conflict and promote community relations.</p>	<p>Explore together the problems created by prejudice and stereotyping. Some of the issues such as disagreements, fighting, racism and sectarianism may already have emerged in previous discussions. Use Resource 10 to investigate how attitudes based on stereotypes and prejudice create conflict. Examine how we can promote community relations by recognising this in what we say and do.</p> <p>Learners who have completed <i>Citizenship: Nothing's Wrong With Rights</i> Resource 7 in <i>My Changing World</i> will be familiar with this format and with the Human Rights issues involved, such as the right to respect for home and family life. You may find the Citizenship site at www.bbc.co.uk/northernireland/schools/11_16/citizenship useful in providing local video clips and other resources in the Racism and Sectarianism sites. Your school may also have these video clips on DVD. Use Resource 10 (3 of 3) to encourage your learners to think widely about:</p> <ul style="list-style-type: none"> - what the government could do; - what their local community or school could do; and - what they could do. <p>It is important that your learners do not feel responsible for any of the situations or for sorting them out. However, they could suggest what they think they could do to help.</p> <p> Resource 10: How Can We All Try To Be Fair To Everyone?</p>	<p>Make predictions, examine evidence, and distinguish fact from opinion</p> <p>Communication – Use a range of strategies to read with increasing independence</p> <p>Communication – Write with increasing accuracy and proficiency</p> <p>Communication – Communicate information, ideas, opinions, feelings and imaginings using an expanding vocabulary</p>

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p>How can we all try to be fair to everyone?</p>	<p>... explore how to manage conflict and promote community relations.</p>	<p>Use a large, clear space in your room for the Revolving Circle activity from <i>Active Learning and Teaching Methods for Key Stage 3</i>, available at www.nicurriculum.org.uk</p> <p>You can use the following suggestions as issues for discussion:</p> <ul style="list-style-type: none"> - What you have learned about yourself by doing these activities. - Any changes you are going to make as a result. - How you try to be fair in what you say/do. - How what you have learned has helped you to reduce conflict situations at home/school. - How conflict in the community can be caused by prejudice and stereotyping. - How conflict in the community could be reduced. <p>It is very important to debrief after the session and to give opportunities for your learners to share their discussion in a more open forum.</p>	<p>Communication – Speak clearly and structure talk so that ideas can be understood by others</p>

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p>Is it fair when people are excluded?</p>	<p>... explore the meaning of exclusion.</p>	<p>Create a large space in your room and have the class form a circle. Invite one volunteer to try to enter the circle. Ask the learners in the circle to try to stop the volunteer from entering. After a short time allow the original volunteer to take their place in the circle. Ask for another volunteer to try to enter the circle. Discuss what it was like to be part of the circle/outside the circle. Record on the interactive whiteboard words and phrases from learners who were part of the circle and those who were on the outside. You might expect to hear statements such as:</p> <ul style="list-style-type: none"> - part of a group; - fun; - safe; - lonely; - annoying; or - left out. <p>If anyone found a way of getting into the circle ask them how they felt when they were successful.</p> <p>Use the following activity to gauge your learners' experience of exclusion. Place a large photograph or portrait of each of your learners around the classroom. Provide enlarged copies of the speech bubbles in Resource 11. Invite your learners to pick the statement in the speech bubble that best fits their experiences and stick it to their photograph.</p> <p>Alternatively, enlarge the speech bubbles and cut them out. Scatter them around a large space on the floor. Invite your learners to stand beside the one that they feel applies to them most. Ask if anyone wants to say why they chose that speech bubble.</p> <p> Resource 11: It Happened To Me</p>	<p>Justify methods, opinions and conclusions</p> <p>Make links between cause and effect</p> <p>Generate possible solutions</p> <p>Communication – Contribute comments, ask questions and respond to others' points of view</p> <p>Communication – Listen to and take part in discussions, explanations, role-plays and presentations</p>

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p>Is it fair when people are excluded?</p>	<p>... explore the meaning of exclusion.</p>	<p>Ask your learners to complete page 1 of Resource 12 to identify specific times when they felt left out.</p> <p>Some suggested prompts are:</p> <ul style="list-style-type: none"> - being excluded from a team; - being excluded from a party/outing; or - feeling isolated at break/lunch times. <p>Remind your learners that the resource is for their own private use to help them take part in an 'exclusion' discussion. Ask them to form a circle. Give them the opportunity to compare information about the general kinds of situations that can contribute towards people feeling excluded. Ask them how they could have improved the situation. Then give them the opportunity to complete Resource 12 (2 of 2) by writing a situation when they have felt left out in the centre of the star. Then ask them to write about how this made them feel in the points of the star. Between the points of the star they can list actions they could take to improve the situation. Remind your learners that they do not have to give sensitive details of their experiences.</p> <p> Resource 12: Being Left Out</p> <p>Use Resource 13 to enable your learners to reflect on how diverse their experiences are. Encourage them to think of what they would like to find out more about and how to do it. For example, they could find information about other religions in Northern Ireland at www.bbc.co.uk/northernireland/schools/11_16/citizenship/religion and information about 'organisations for young people in Newtownards' by typing the phrase into a search engine. Sometimes we exclude others without realising it. This is an opportunity to discuss how we can be more inclusive.</p> <p> Resource 13: People Bingo</p>	<p>Using ICT – Share, collaborate, exchange and develop ideas digitally</p>

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p>What sort of people often feel excluded in Northern Ireland?</p>	<p>... explore homelessness in Northern Ireland.</p>	<p>Explore with your learners the difference between a house and a home. Under these two headings record their responses on the interactive whiteboard. Responses that you might expect for 'house' are the physical features of a house, for example windows or walls; for home your learners may mention family, food or love.</p> <p>To explore your learners' notion of what they think homeless people look like, provide them with an A4 sheet and ask them to draw a homeless person. Compare their drawings and note similarities and differences, negative and positive features. Is there evidence of stereotype? Form a class list of assumptions about homeless people and compare this list with the Simon Community's resource: 'What's homelessness all about?' (Resource Sheet 4: What are homeless people like?) available from: www.simoncommunity.org/promoting_awareness/resources_for_schools Use this resource to discuss the information it contains and to dispel negative attitudes about homeless people. You can find answers to the questions in the resource on the website.</p> <p>Use the Simon Community's resource: 'What's homelessness all about?' Resource Sheet 6: 'Many people are homeless in Northern Ireland' to discuss facts and figures about homelessness in NI. You can find answers to the questions in the resource on the website. For further and up-to-date information, invite a member of the Simon Community to come to your school. Have your learners prepare interview questions to promote discussion. The Simon Community can also demonstrate how they try to make Northern Ireland a fairer place for homeless people.</p>	<p>Communication – communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary</p> <p>Using Mathematics – Use mathematical knowledge and concepts accurately</p>

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p>What have I learned?</p>	<p>... reflect on what they have learned and how they contributed to the learning.</p>	<p>Ask your learners to complete Resource 14. Encourage reflection and discussion about what they have learned and how they have contributed. You can adapt this resource according to the needs of the class. Record the information in ways best suited to your individual learners. In part four of this resource, ask your learners to tick the box that best reflects how they feel they contributed to the class.</p> <p> Resource 14: What Have I Learned?</p>	<p>Communication – Communicate information, meaning, feelings, imaginings and ideas in a clear and organised way</p>

Resources

Ground Rules

Resource 1

Here are some examples of ground rules.

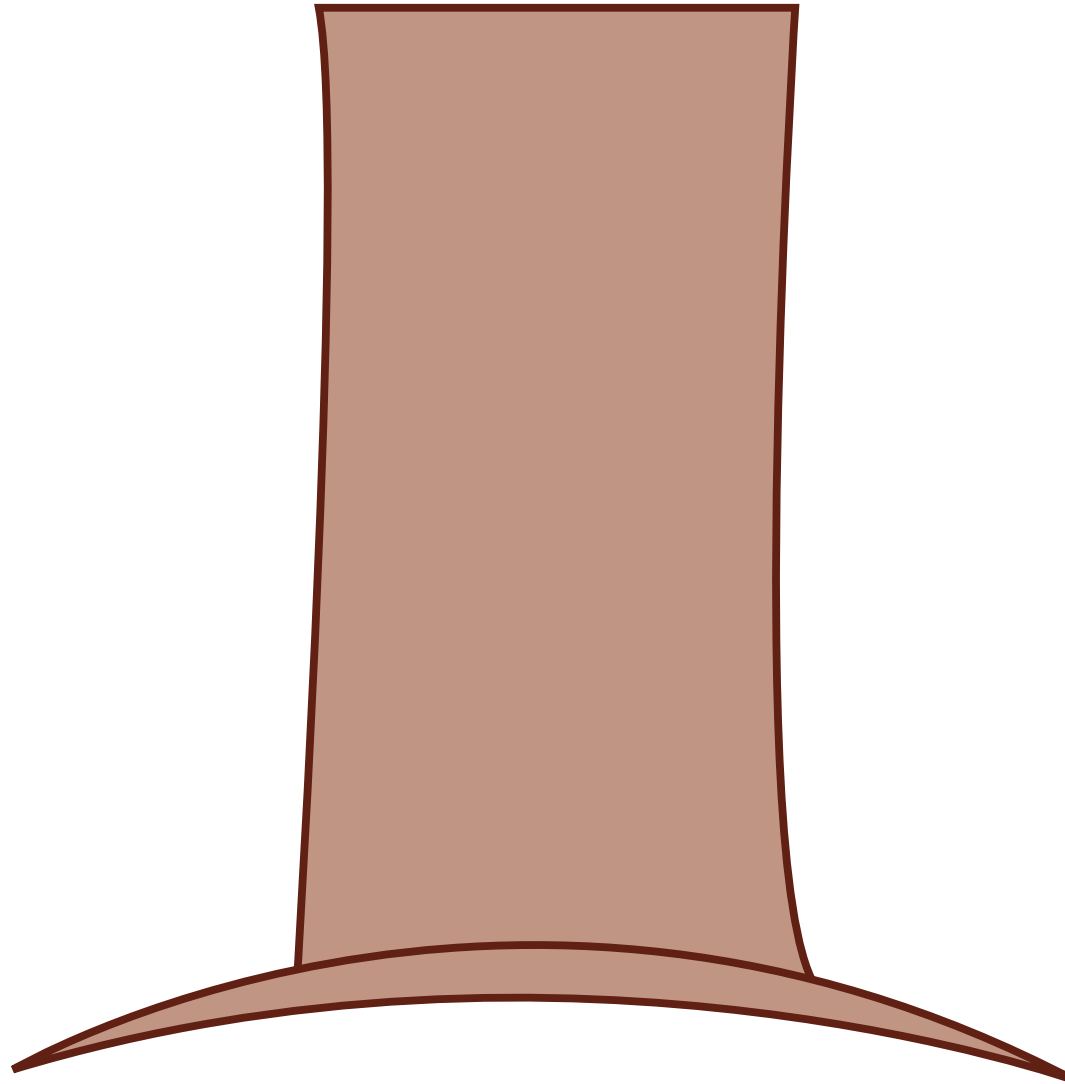
1. Only one person should speak at a time.
2. You can disagree without being disagreeable.
3. Listen very carefully to what the person speaking is saying.
4. The teacher can stop us and remind us how we should speak to each other.

What do you think of them?

Would you change them?

Would you add any more?

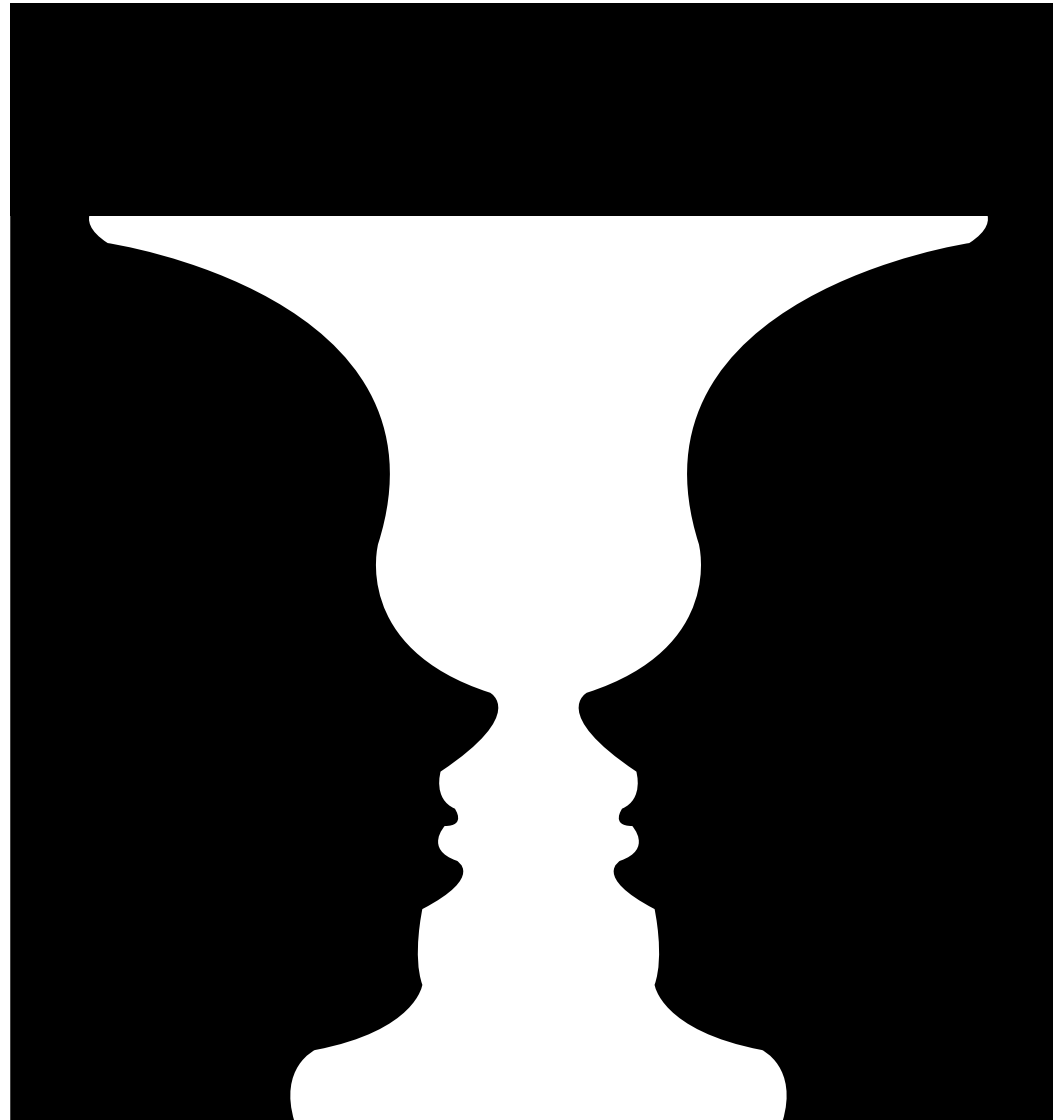
When we look at a picture we must realise that what we see in it might not be the same as what other people see. Is this hat higher than it is wide?



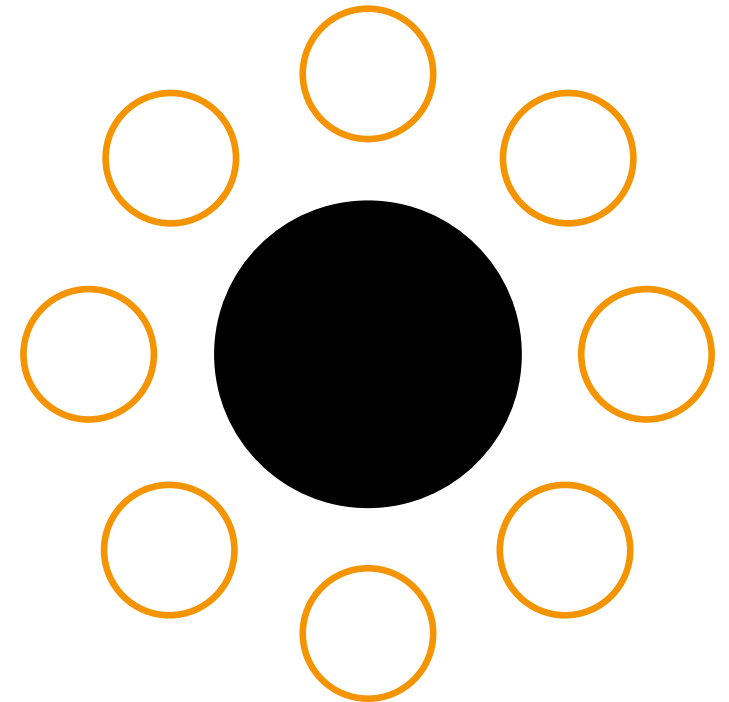
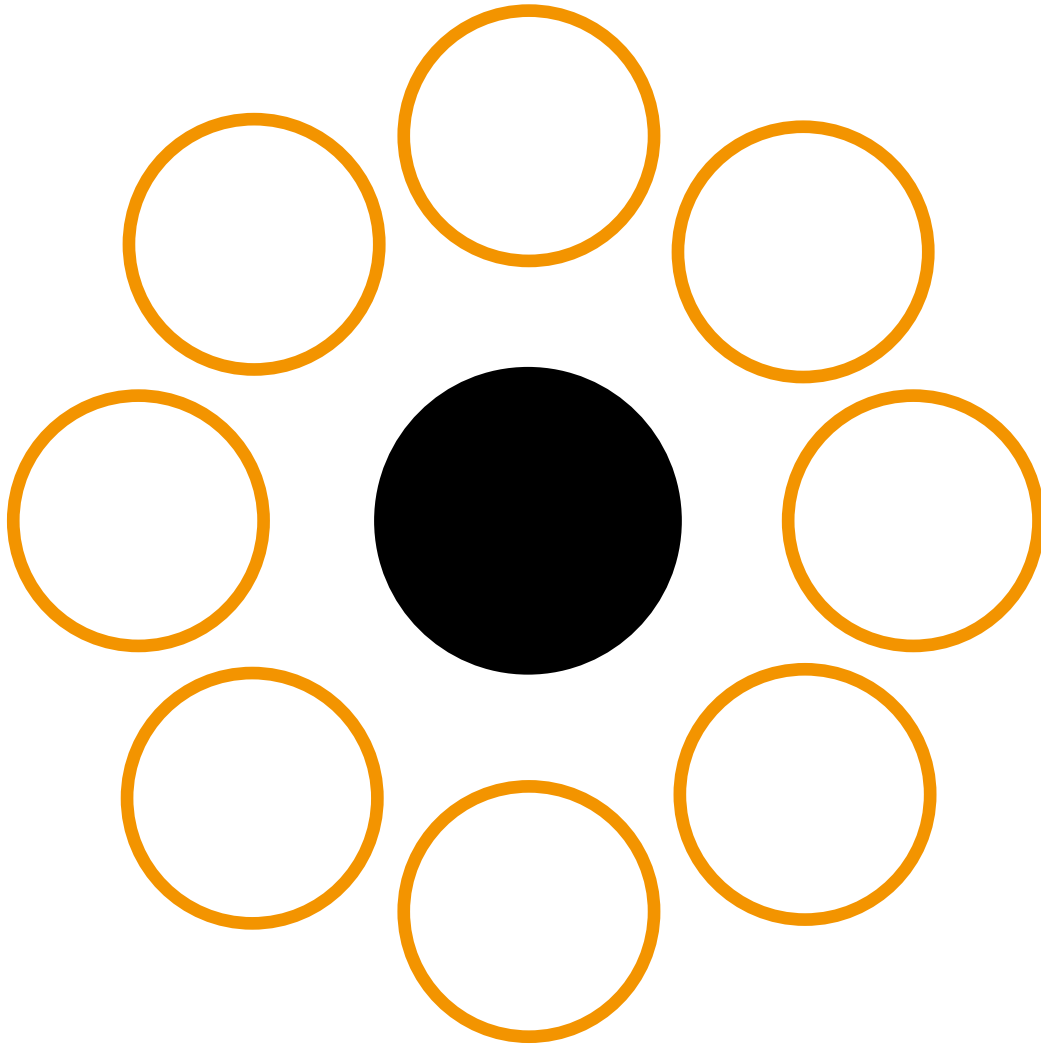
Seeing Is Believing (2 of 4)

Resource 2

What can you see in these patches of black and white?



Are the black circles in the middle the same size?







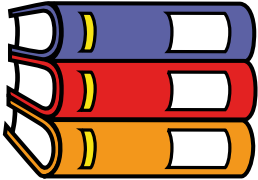

Seeing Is Believing (4 of 4)

Resource 2

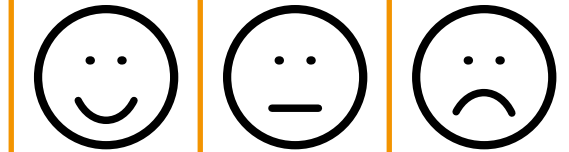
Describe what you see in this drawing.











			
<p>mathematics</p> 			
<p>English</p> 			
<p>shopping</p> 			




© iStockphoto/Thinkstock


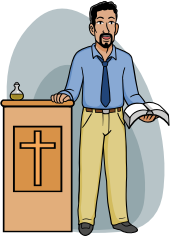



			
<p>smokers</p> 			
<p>tattoos</p> 			
<p>nail biters</p> 			

What Do You Think About ...? (2 of 3)



<p>hoodies</p>  <p><small>© Hemera/Thinkstock</small></p>			
<p>farmers</p> 			
<p>Americans</p>  <p><small>© iStockphoto/Thinkstock</small></p>			

<p>pop stars</p> 			
<p>Christians</p>  <p><small>© iStockphoto/Thinkstock</small></p>			
<p>Muslims</p> 			

1	mathematics	
2	English	
3	shopping	
4	smokers	
5	tattoos	
6	nail biters	

7	hoodies	
8	farmers	
9	Americans	
10	pop stars	
11	Christians	
12	Muslims	

Stereotype Cards

Resource 4

The cards below give examples of the type of answers your learners may give. Some have been left blank for you to insert your own examples or those of your learners. Cut out the cards and laminate them for your learners.

loud	wrinkles	have different laws	need looking after
drive slowly	chatty	grey hair	quiet
take a long time in the bathroom	have their own ways	fun	speaking another language
like sports	grumpy	know a lot about different things	annoying

Stereotype:

A description of, or attitude to, a group of people who have something in common which ignores differences between individuals, for example '[All] girls are cry babies.'

Ideas we hold about a particular type of person or group because of attitudes we have learned.

Prejudice:

A personal opinion of someone or a group of people based on a stereotype or on very little knowledge or fact, for example: 'I hate Manchester United fans – they're all full of themselves'.

A personal judgement or opinion of someone based on very little knowledge or evidence.

AGREE

DISAGREE

Agree Or Disagree? (3 of 3)

Resource 6

Grown ups don't know how to enjoy themselves.

Chelsea is the only decent football team.

Pop music is the only music worth listening to.

Television is a waste of time.

School is boring.

Computer games are good for your brain.

Rich people are stuck up.

Teenagers are all depressed.

[Ask your learners to suggest a statement.]

Teachers could use one of the above topics as an opportunity for learners to undertake a short piece of research to provide evidence in support of their views.

What have we learned about **stereotype**? (Thinking all _____ are _____.)

What have we learned about **prejudice**? (Thinking our belief is the right one or the only one.)

Where do our stereotypical and prejudiced beliefs come from? (Television, magazines, teachers, parents, friends, neighbours, our own and others' experiences, etc.)

How difficult is it to have a belief that is different from your parents'/friends'/teachers'?

Do people mean to have stereotypical or prejudiced attitudes and beliefs? (Not always.)

Is it wrong to be prejudiced? (Not always. We all have prejudices but we should be aware of how our prejudice might affect what we think of someone or lead us to treat someone in an unfair way.)

How can we try to make our beliefs less stereotypical or prejudiced? (Ask others what they think, find out where you could get more information.)

Is being prejudiced or being stereotyped fair to everyone? Why? Why not?

How can stereotype and prejudice make us think about others in the community who are not like us? (For example those with a different religion, race, age, nationality or ethnic origin.)

Blind Men And The Elephant

Resource 8

You can use this resource sheet to initiate discussion or, after explanation, can fill it in by your learners.

Our group thinks that the story is about

Two things we learned from the story are:

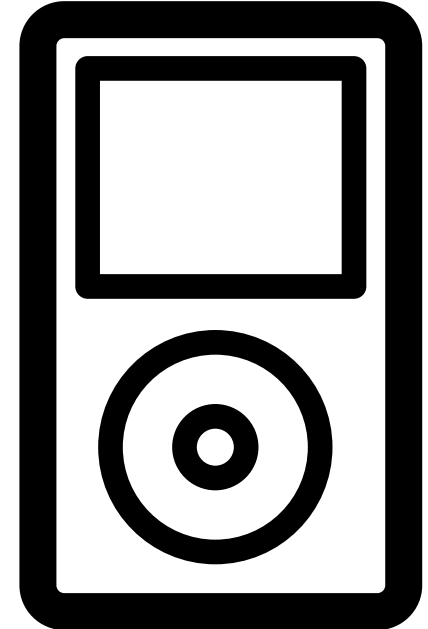
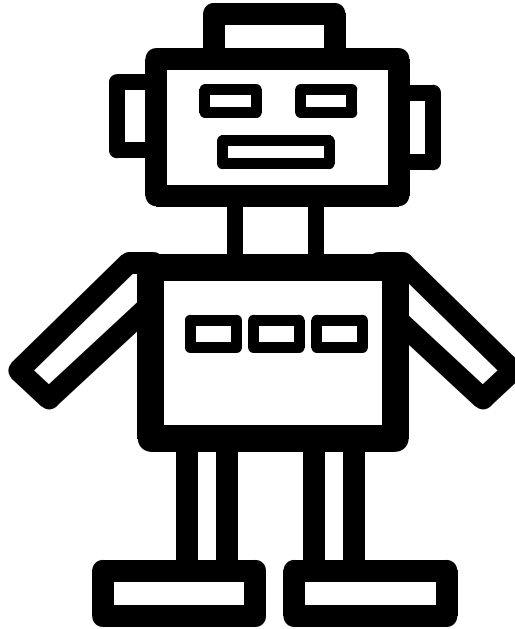
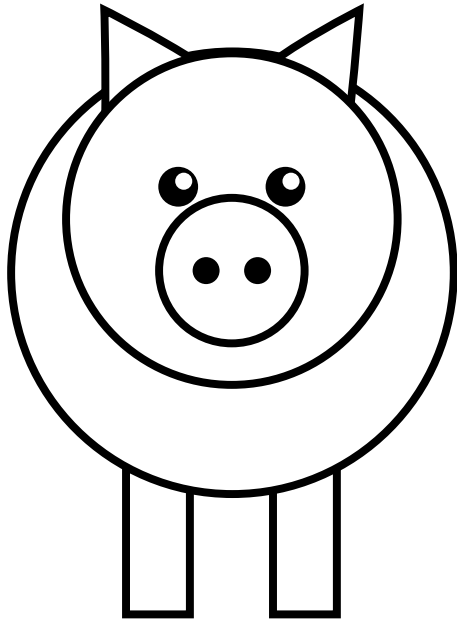
1. _____
2. _____

The story tells us that conflict can be caused by

We think we can sometimes be 'blind' when:

1. _____
2. _____

Draw in the box the body of an elephant as described by each of the blind men.



How Can We All Try To Be Fair To Everyone? (1 of 3)

Resource 10

The problem with prejudice and stereotype is that they can lead to **discrimination**.

That's when we treat someone unfairly because of their race, religion, gender or culture. Bullying, name calling, ignoring, not including, paying less than to others doing the same work and painting slogans on people's homes are all examples of discrimination. Can you think of some more examples?

These behaviours create **conflict** in our communities. There are different types of conflict. Here are two types:

- When we treat someone unfairly because of their colour, race, nationality or ethnic origin we call it **racism**.
- When we treat someone unfairly because of their religion we call it **sectarianism**.

Look at each problem below and highlight what sort of conflict you think it is:

Throwing stones at people who are a different religion to you.	Sectarianism
	Racism
Shouting names at people who are a different colour to you.	Sectarianism
	Racism
Only picking people for your team that you know are the same religion as you.	Sectarianism
	Racism
Painting slogans on the walls of people from another country who have come to live in your area.	Sectarianism
	Racism

How Can We All Try To Be Fair To Everyone? (3 of 3)

Resource 10

Read through the conflict situations below. First read how others could help make relationships in the communities better, and then add what you could do.

Conflict in the community	What we could all do to make relationships better
<p>Some of our schools have people who are not from Northern Ireland. Sometimes we give these people a hard time because they don't speak with our accent.</p>	<p>My community (school) could... ...make sure we all know what a bully is and come down hard on bullies. They could also have a special programme for new people to make sure they get to know our school and us as soon as possible.</p> <p>The government could... ...make sure that every school has a strict anti-bullying policy which is enforced. They could make sure everyone knows about our laws against racism.</p> <p>I could...</p>
<p>For years there has been conflict in Northern Ireland every July. Some people in some communities think it is a good idea to attack a Catholic church or an Orange Hall.</p> <p>Young people are often involved, especially in violent activities.</p>	<p>My community could... ...provide activities that encourage young people to learn more about those from the 'other' community and develop activities that they could do together. Involve organisations such as the Community Relations Council that try to prevent sectarianism.</p> <p>The government could... ...give money to support community relations work.</p> <p>I could...</p>
<p>Newspapers in Northern Ireland regularly report incidents of attacks against people of other cultures. These people often suffer injuries, their homes are destroyed and their families are terrified.</p>	<p>My community could... ...organise opportunities for us all to meet and get to know one another better. They could organise language classes so that we could communicate better.</p> <p>The government could... ...monitor hate crime laws and make sure they are working effectively.</p> <p>I could...</p>

People talk loudly and slowly at me ... They think I don't understand.

I have never felt excluded.

I don't like it when people say I'm not smart.

People talk about me as if I wasn't there!

I have felt excluded but not for any of the reasons here.

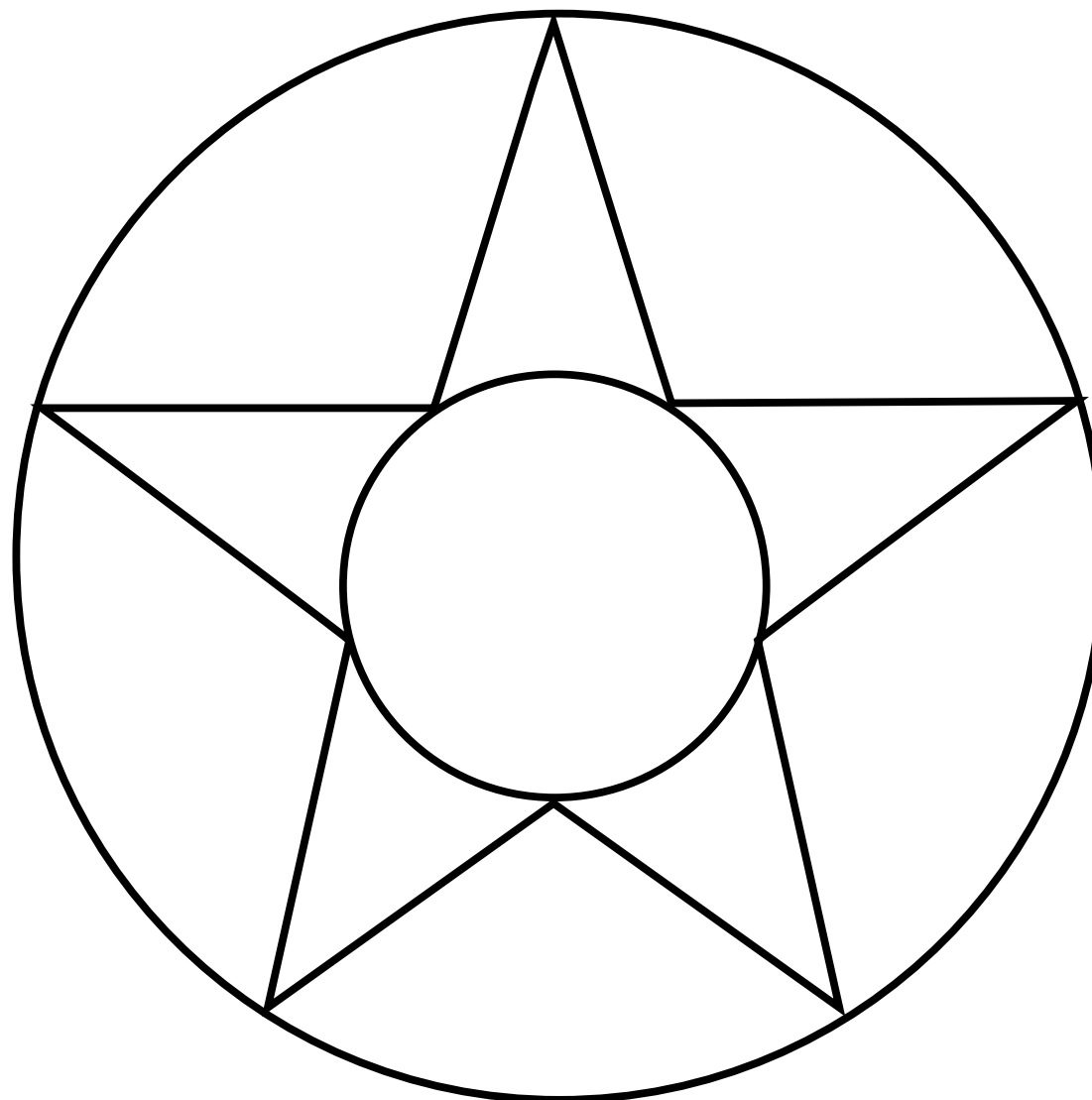
When I go into shops in the town security guards follow me around – they think I'm up to something.

Being Left Out (1 of 2)

Resource 12

Fill in the boxes below by either writing or drawing your answers.

What Happened?	How did you feel?	What would have made the situation better?
I felt left out when ...	I felt ...	It would have been better if ...



People Bingo

Resource 13

In the boxes below fill in the name of someone you know and talk to who ...

is from another country.	has a different religion to you.	has a different colour of skin.
can speak another language.	lives in a different town.	goes to a different school.
plays different games to you (for example rugby/hurling).	speaks in a different accent to you.	is much older than you.

Take a look at the boxes you have filled in.

Please tick which is closest to the number of people you know who are different to you:

no people

a few people

many people

How could you get to know different people? I could _____

What Have I Learned?




After completing this unit, I think ...

1. Something I have learned about myself is:

2. Something I have learned about others is:

3. Something I have learned about being fair to others is:

4. In the class and in a group I:

			
gave lots of ideas.			
listened carefully to others.			
tried to think about what others said to see if I agreed with them.			
stayed quiet and watched.			
did not want to do the activities.			



Rewarding Learning

COUNCIL FOR THE CURRICULUM EXAMINATIONS AND ASSESSMENT

29 Clarendon Road, Clarendon Dock, Belfast BT1 3BG

☎ +44 (0)28 9026 1200

☎ +44 (0)28 9026 1234

☎ +44 (0)28 9024 2063

✉ info@ccea.org.uk

🌐 www.ccea.org.uk