ROOTS OF RACISM

It’s hard to believe that just 40 years ago hostels, B&Bs and some hotels in Britain had signs on their doors stating “No Blacks, No Irish, No Dogs”. This blatant example of racial discrimination has long been prohibited by law but some people still believe that members of other ethnic groups or people of a different colour are inferior to them.

The roots of racism can be traced back to the slave trade in the fifteenth century when European powers like Spain and Britain colonized Africa and the new world of north and south America. Down through the centuries there have been many powerful opponents of racism among whom are Marcus Garvey, Martin Luther King and Nelson Mandela.

Racism, often accompanied by violence, became headline news in Britain in the years following the arrival of the Empire Windrush. This immigrant ship brought 500 people from the Caribbean to England in June 1948 to meet a demand for labour and to do jobs that post-war British workers no longer wanted to do. People from Africa, Asia and the Caribbean had settled in Britain since Elizabethan times but the 1948 arrival of the Windrush at Tilbury Docks in London marked the beginning of a process that has lead to a multicultural Britain.

In the years after the Second World War Britain was going through political and economic change. The Labour government decided to relinquish its Empire but the 1948 Nationality Act guaranteed the right to all British subjects of the Colonies and Commonwealth to immigrate to Britain without restriction. Given the economic depression in the former colonies and the demand for labour in Britain thousands of men and women made the journey to the Mother Country in search of a new life.

The first race riots occurred in Notting Hill, London in 1958 and subsequent decades have been affected by similar disturbances, for example Brixton and Toxteth in 1981 and Bradford in 2001. There have been no race riots in Northern Ireland, but in recent years there have been more racist attacks here than anywhere else in the UK. During the first eight months of 2004 the police recorded 212 attacks. In 1997 there were only 25 reported attacks. Many who have been attacked, for example Filipino nurses, came to Northern Ireland to fill much-needed jobs in the labour market.

This section contains newspaper articles on Ethnic minorities, Migrant workers and Travellers.
INTRODUCTION:
The idea of race is an attempt to categorise humans according to physical characteristics such as skin colour. There is a wide range of ethnic groups who have immigrated to Northern Ireland many of whom live happily alongside the other traditions. However, some ethnic groups face a series of disadvantages expressed in the form of racism, either in attitudes or behaviour. The primary objectives are to define racism and racist, to examine the main expressions of racism and to develop an understanding of the extent of cultural diversity in Ireland and the consequences for the population of Ireland, both north and south.

KEY QUESTIONS:
- What is racism?
- What does it mean to be racist?
- What are the main expressions of racism?

TIME: 2 hours (2 double periods)

LEARNING OUTCOMES:
This lesson will offer students opportunities to explore:
- What it means to live in a multi-cultural society
- The extent of racist attitudes, feelings and behaviours
- The challenges of ethnic diversity for Ireland, both north and south

Throughout the lesson students have opportunities to:
- Understand the nature of racism in Ireland
- Think about what it means to be an ethnic minority group
- Learn to respect differences around them
- Develop thinking skills and the ability to manage information and be creative

RESOURCES:
Newspaper Articles
Article A: “The real foreigners are the racists peddling their hypocritical views” Newsletter 13/04/04
Alex Kane criticises those who distributed racist leaflets in Donegall Pass, Belfast and questions what their motives might have been. He also calls on NI politicians to deal with the immigration issue and tackle racism in Northern Ireland.

Article B: “What are Muslim pupils like?” Irish Times 14/05/04

bbc.co.uk/ni/learning/ks3citizenship
A look at a Muslim primary school in Dublin and the growth of the Muslim community in Ireland, including the difficulties of integrating Muslim values into modern Ireland.

Article C: “Success? It’s a piece of cake for Jamel Arif.” Irish Times 14/05/04
The story of a hard-working Algerian Muslim who, with the help of his Irish wife, now owns several businesses. He talks about what his experience of living in Ireland has been.

Article D “Race hate does not discriminate in the North” Sunday Tribune 02/05/04
Tragic story of Indian man who lived and worked in a Belfast interface area and died after a racist assault.

PREPARATION FOR SERIES OF 3 LESSONS:

• Carry out some group/team building exercises to create an environment that will allow students to feel safe discussing ethnic diversity. Allow time for discussion and feedback from students to acknowledge experiences, opinions, attitudes and insight into differences and similarities between groups.
• Brainstorm what students believe racism is, with examples. Record findings for further development.
• Brainstorm the words prejudice and discrimination on the whiteboard. Students can then consult the site’s Glossary for definitions.

LESSON PROGRESSION:

Evidence suggests that people in Northern Ireland are twice as likely to exhibit racial prejudice as sectarian bias. (Belfast Telegraph 2000)

1. Using each of the 4 newspaper articles describe the different ways that racism has been expressed. Provide examples to support.
   Complete the table below. (This can be printed off and handed out – see Appendix 1)

<table>
<thead>
<tr>
<th>Expressions of Racism</th>
<th>Article A</th>
<th>Article B</th>
<th>Article C</th>
<th>Article D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behaviour</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attitudes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Using these 4 articles, and the ‘Who Lives Here?’ section of this website, list the ethnic groups living in Northern Ireland.

3. Using each of the articles identify and explain the major difficulties that ethnic groups face in Ireland.
4. From the evidence provided, is Northern Ireland segregated on the basis of race? Provide reasons for your answer.

CONCLUSION:

Students should refer to their original definition of racism. If necessary they should develop it to include racial prejudice and racial discrimination.

EXTENSION ACTIVITY:

In pairs, role-play an interview with a 16 year old from an ethnic minority group who has settled in Northern Ireland. In your role-play you should consider the positive and negative aspects of being a minority group in a particular society.
## APPENDIX 1

<table>
<thead>
<tr>
<th>Expressions of Racism</th>
<th>Article A</th>
<th>Article B</th>
<th>Article C</th>
<th>Article D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behaviour</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attitudes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TRAVELLERS

INTRODUCTION:

The Irish Travellers have their roots in a Celtic nomadic population in Ireland. They are an indigenous nomadic group with a distinct social and cultural identity. Most Travellers in Northern Ireland today were born and raised here. The objective of the lesson is to enable students to examine the prejudices shown towards the Travelling community and the source of this prejudice. It is important for students to acknowledge that Travellers are not a new group who have migrated to Northern Ireland. They have lived here for many centuries, despite the fact that their lifestyle and customs are distinct from the rest of the population.

KEY QUESTIONS:

• What are your views on Travellers?
• Are Travellers treated differently?
• Is there any evidence of prejudice and discrimination against the Travelling community in Northern Ireland?

TIME: 1 hour (1 double period)

LEARNING OUTCOMES:

This lesson will offer students opportunities to explore:

• How Travellers are treated by the majority population
• The main forms of discrimination and prejudice against the Travelling community
• The solutions to prevention of conflict between the Travelling community and the settled community in Northern Ireland

Throughout the lesson students have opportunities to:

• Examine their own opinions on Travellers and opinions expressed in their community
• Evaluate the sources of prejudice towards Travellers
• Assess the methods that could be used to promote the inclusion rather than exclusion of the Travellers
• Develop thinking and being creative skills

RESOURCES:

Newspaper Articles

Article A: “Councillors attack on Travellers ‘Racist’” Newsletter 16/04/04
Councillor called ‘racist’ for referring to travellers as ‘gypsies’ when he claimed their camp was deterring tourists from visiting Benone strand.
Article B: “Plans to provide sites for Travellers” Irish News 29/04/04
Call for better facilities for travellers to avoid conflict with settled community. It is claimed that there are too few sites and facilities at existing ones are poor.

Article C: “Traveller group slams ‘sledgehammer’ law” Irish News 14/05/04
Need for more short stay sites to be provided for the travelling community, before law against unauthorised encampments passed.

Article D: “We don’t want to attract Travellers, says councillor” Impartial Reporter 13/05/04
Fermanagh District Council divided over fear that if they provide site they’ll attract travellers. Travellers group considers the site necessary and labels the council’s reasoning as ‘racist’.

PREPARATION:

Brainstorm the word Stereotype on the whiteboard. Students can then go to the site’s Glossary to pursue a definition.

Ask students to take 5 minutes writing down all they know about Travellers. Then ask students to read out what they have written. Then ask them the following questions:

a) Have you ever met a Traveller?
b) Have you a Traveller as a friend?
c) Have you ever spoken to a Traveller?
d) Have you ever read a book on the Travelling community?

This will offer discussion on whether their opinions on Travellers are based on stereotypes or actual experience.

LESSON PROGRESSION:

Take each article individually and answer the following questions:

1. What words are used to describe the Travellers?
2. Does the title of the article suggest the article is for or against Travellers? Give reasons for your answer
3. Describe the main forms of prejudice and discrimination facing the Travelling community in Northern Ireland
4. Is there any evidence to suggest that Travellers’ needs will be catered for or is the problem simply being pushed from one town to another? Give reasons for your answer

CONCLUSION:

Using Article D carry out a role-play which reflects the attitudes and opinions of the people of Fermanagh to Travellers.
MIGRANT WORKERS

INTRODUCTION:

Since the Second World War there has been a growing number of ethnic minorities in Britain and Northern Ireland. In 1945 the British Government tried to encourage ethnic groups to come to the UK to work. Initially it was to fill the unskilled, poorly paid jobs that white British people were reluctant to undertake. These jobs were in areas such as the NHS, transport companies and the clothing industry. Today in Northern Ireland there are increasing numbers of Portuguese working in factories and growing numbers of specialists being employed from India and the Philippines in the medical sector. This lesson aims to examine the reasons for the growth in migrant workers and what effect this has had on the local population in Northern Ireland as well as the migrant workers themselves.

KEY QUESTIONS:

- Why have foreign workers come to Northern Ireland to work?
- What impact has the settling of migrant workers had in Northern Ireland?
- Are the migrant workers, who contribute to Northern Ireland’s economy, accepted by the people of Northern Ireland?

TIME: 1 hour (1 double period)

LEARNING OUTCOMES:

This lesson will offer students opportunities to explore:

- The main reasons why ethnic minorities have settled in Northern Ireland
- The difficulties facing migrant workers living in Northern Ireland
- The challenges facing Northern Ireland as it becomes an increasingly multicultural society

Throughout the lesson students have opportunities to:

- Develop an understanding of the difficulties facing ethnic groups in Northern Ireland
- Learn to respect differences around them
- Develop openness about accepting that there are a variety of groups in their community who each have rights and needs
- Improve their thinking skills and ability to manage information

RESOURCES:

Newspaper Articles

Article A: “Worries that foreign nurses may turn backs on province” Portadown Times 09/04/04

bbc.co.uk/ni/learning/ks3citizenship
A report on how Filipino nurses have been intimidated in Craigavon and the possible implications for NI hospitals.

Article B: “Working together to tackle racism issue” Irish News 16/06/04
A report about the Portuguese community in Dungannon and the efforts that have been made by both locals and immigrants to encourage peaceful integration.

Article C: “Step in right direction for multi-ethnic society” Irish News 16/06/04
The changing face of Dungannon as Portuguese-speaking migrants settle there and are joined by a new group of workers, mainly from eastern Europe.

Article D: “T&G fights for rights of north’s migrant workers” Irish News 15/06/04
Northern Ireland trade union campaigns for migrant workers’ rights with the launch of a charter protecting their rights. This is in response to evidence that they are being exploited.

LESSON PROGRESSION:

1. Using Article A
   a) Describe the racist attack on nurses in Craigavon

   b) Identify and explain how individuals and groups have responded to this incident (This table can be printed off and handed out – Appendix 1)

<table>
<thead>
<tr>
<th>Community</th>
<th>Hospital</th>
<th>Government &amp; Politicians</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action taken</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   c) According to the information provided what would be the negative consequences for Northern Ireland if other foreign nurses were afraid to come here? Explain your answer fully

2. Read Article B.
   a) Apart from racist attacks, identify and explain the main issues which cause difficulties for migrant workers who come to Northern Ireland

   b) List the practical methods that have been used in Dungannon to overcome some of the problems that migrant groups face

3. Using Articles C and D
   a) Provide the main reasons for the growth in migrant workers in mid-Ulster

   b) Identify and explain the practical ways in which organisations are attempting to deal with the rights and needs of migrant workers in Northern Ireland

4. Using blank maps provided
   a) On the world map (Appendix 2) mark the countries that migrant workers in Northern Ireland come from

   b) On the Northern Ireland map (Appendix 3) mark the areas where migrants work.
CONCLUSION:

Ask the students to research a Northern Ireland government department or agency (such as the Housing Executive or Department for Employment and Learning) for homework. They should consider not only what the role of the organisation is but also what they think it could do to address the needs of migrant workers.

EXTENSION ACTIVITY:

Students will study news reports either on television, radio or in the newspapers for one week and record any incidents of racism, prejudice or discrimination towards migrant workers in Northern Ireland.
### APPENDIX 1

<table>
<thead>
<tr>
<th>Action taken</th>
<th>Community</th>
<th>Hospital</th>
<th>Government &amp; Politicians</th>
<th>Individuals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 3