

CHECK IT OUT!

IN A MINORITY

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Age 9 – 11

Key Stage 2

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BBC TWO Northern Ireland

Perceptions of people's characteristics based on their race, religion, disability or lifestyle create many minorities in society. In this programme Christine Bleakley finds out about some of the minorities that exist in Northern Ireland today.

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KEY ISSUES

This programme looks at minorities. It seeks to help pupils understand the concepts of "majority" and "minority". It also aims to develop pupils' understanding of the culture and lifestyle of ethnic minorities, particularly minorities living in Northern Ireland. A brief study of culture and nationality is also included.

PREVIEW

It is suggested that this section is completed prior to viewing the programme.

Key Words

The following key words may need to be clarified:

**MINORITY****CULTURE****CULTURAL
DIFFERENCES****LANGUAGE****RELIGION****MAJORITY****PHYSICAL NEEDS****EXCLUDE****DIFFERENCE
DIVERSITY****EQUALITY****SIMILARITY**

PREVIEW Contd...**Definition of Minority**

Use the following questions to develop a class discussion :

- what do you think being in a minority means?
- can you think of examples where people are in a minority?
- has there been a time when you have been in a minority? When?
- how do you think it feels to be in the minority?
- how do you feel if you see others in the minority? Do you notice?

Can the class, with the teacher's guidance, create a definition for the word "minority"?

PREVIEW Contd...**Equality Game**

(Adapted from *Conflict and Resolution*, Christian Education Movement (1991). ISBN 1 85100 0267)

Using eye colour as a basis for labelling, place adhesive dots on the collars or ties of all those pupils who have brown or green eyes. (It is important that the labelling is done on the basis of a physical characteristic over which pupils have no control, but not one for which anyone could be ridiculed or stereotyped. Eye colour is the best. Height is not so good as generally boys tend to be taller than girls of the same age.) Do not explain at this stage why or on what basis the group is being labelled.

Move the dotted pupils to the back of the classroom, tell them they are not allowed to speak and give them some work to do, e.g. maths problems. Allow the rest of the class to do some enjoyable activities and to talk while doing these.

Alternatively, the "undotted" groups can be given work which they then pass on to the "dotted" group to perform while they themselves do some enjoyable activities. This emphasises the idea of one group having power over another. It is important that the "undotted" pupils empathise with the feelings of the "dotted" group. This may be done either through discussion or by reversing the roles.

After some time, say 10–12 minutes, stop the activities. Emphasise that everyone is now out of his or her role.

Discussion

Ask the dotted group how they felt (e.g. angry, powerless, helpless), and what did they want to do? Ask them why they thought they were picked out. Being discriminated against on the basis of eye colour over which a person has no control can illustrate, for example how racial prejudice may feel.

Ask the "undotted" group how they felt (e.g. privileged, powerful).

The discussion could then be broadened to look at:

- examples of discrimination, injustice or inequality in society, throughout the world, or in history, and how/whether these were challenged and rectified. A review of history books, newspapers or the Internet may provide some information
- examples of perceived injustice or inequality in their school/local/national community and responses to these
- instances in which pupils themselves may have experienced discrimination, bullying, being treated with a lack of respect, or not as well as others. Brainstorm possible solutions
- role-plays can be a very effective way of looking at solutions. Pupils could devise a series of role-plays in small groups to demonstrate incidents of injustice and possible solutions to dealing with these.

ACTIVITIES - after viewing the programme**I'M IMPORTANT**

I'm important, so I am!

Don't call me names or tell me to "scram"!

I belong here just like you!

I may be different, but you are too!

We're all different – no two the same
so, please don't exclude me from your game.
Just because I'm fat or thin,
doesn't mean I shouldn't be let in.

Just because I'm black or white
Doesn't mean that you've more right.
We're all equal in God's eyes,
men and women, girls and boys.

We're all God's children, can't you see?
So you be you and I'll be me!

By Dominic McGinley

(Windows on the World 2 – Columban Fathers, Navan 1992)

Read the poem "I'm Important" to the class.

Discuss issues which may emerge from the poem, including vocabulary. Pupils could be asked for example what they thought was interesting, puzzling or different about the poem.

Discuss with pupils how everyone is different – physically and in their personality. Some of these differences may be highlighted using a game such as "Change" or "Stand up if..." (See Games section)

In pairs ask pupils to write a poem of their own entitled "We're Different". Poems may be read to the rest of the class or in assembly. They could also be displayed on a notice board in the classroom or corridor.

ACTIVITIES - after viewing the programme Contd...**Cultural Differences**

Following a general classroom discussion to discover what pupils feel they have learned from the programme about cultural differences, pupils could take some of the issues further in small group discussions. Groups of three should allow for maximum interaction and a variety of ideas.

Give each group a Cultural Differences/Similarities worksheet with a country indicated at the top.

Encourage the children to think about cultural differences between Northern Ireland and the other country and record their responses on the worksheet. If there are children in the class from other countries their experiences could be submitted as "expert information".

Pupils could consider the following issues:

How We May Be Different:

Physical differences
Religious differences
Food eaten
Language
Music listened to
Dance
Homes
Schools
Families
Games played
Methods of travel

How We Are All The Same:

Bodies
Feelings
Need family
Friendship
Learning
Need to work
Sickness/disability
Leisure/music – enjoyment

Afterwards the teacher should lead a summing up session by asking questions such as:

- what might be different about you if you had been born in...(name of country chosen)?
- what things might be the same if you lived in (insert country)?
- how might a child from (insert country) feel at our school?
- how would you feel if you had to go to school in (insert country)?

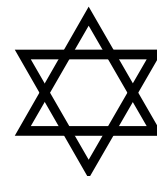
CULTURAL DIFFERENCES / SIMILARITIES - Worksheet

Children from Northern Ireland

Children from _____







ACTIVITIES - to do at home

The children could try these quizzes at home, perhaps with the help of an adult. The answers could be discussed in school but the emphasis should be on pupils finding something out about each country. As well as matching flags and religions to countries, ask pupils to list three new things they have discovered about each of these countries on the Did You Know? worksheet.

MATCH THE COUNTRY WITH ITS MAIN RELIGION**INDIA****ROMAN CATHOLIC****IRAN****JEWISH****NORWAY****HINDU****ISRAEL****BUDDHIST****ITALY****MOSLEM****THAILAND****LUTHERAN CHRISTIAN**

ACTIVITIES - to do at home

MATCH THE COUNTRY WITH ITS MAIN RELIGION - ANSWERS

INDIA	ROMAN CATHOLIC	
IRAN	JEWISH	
NORWAY	HINDU	
ISRAEL	BUDDHIST	
ITALY	MOSLEM	
THAILAND	LUTHERAN CHRISTIAN	

ACTIVITIES - to do at home**MATCH THE FLAG TO THE COUNTRY**

USA



UK



FRANCE



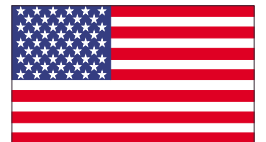
CHINA



GERMANY



AUSTRALIA



INDIA



SOUTH AFRICA



ACTIVITIES - to do at home

MATCH THE FLAG TO THE COUNTRY - ANSWERS

USA

UK

FRANCE

CHINA

GERMANY

AUSTRALIA

INDIA

SOUTH AFRICA



DID YOU KNOW? - Worksheet

List three new things you have discovered about each of these countries:

CHINA	1. 2. 3.
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FRANCE	1. 2. 3.
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GERMANY	1. 2. 3.
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GAMES

Change!

Children should be sitting in a circle. The teacher stands in the centre and says:

"All children with blue eyes... Change!"

On the word 'Change' pupils with blue eyes change to a different seat. The teacher now sits down too. There will now be one chair short and a child will be left in the middle to call out another category, e.g. "All those wearing a watch... Change!"

The game continues with different children calling out different categories. (The teacher may have to draw a list of categories for pupils to use in advance).

Afterwards highlight and affirm differences and diversities within the group.

Stand up If...

Ideally pupils should be seated in a circle. The teacher calls out categories such as:

"Stand up if your birthday is in June"

"Stand up if you like sweets", etc.

Emphasise to pupils that it is okay to be the only child standing or sitting.

This can be extended so that the children are giving opinions on more serious issues, such as: "Stand up if you think boys are better at sports" or "Stand up if you think school rules are unfair".

The teacher's discretion should be used when calling out serious categories.

MORE TO EXPLORE

Role Plays

Make copies of the Role Play Cards. Divide the class into small groups (maximum of five) and give each group a role play card. Each role play illustrates someone being "left out" or in the minority. Children should be given time to organise and practise their role play. Each group can then perform in front of the whole class.

After each performance the teacher should ask questions such as:

- how would you feel if you were the person left out?
- how would you feel if you were part of the other group?
- what could the person feeling left out do to improve his/her position?
- what should the others do? Discuss the consequences of particular actions.

Each time emphasise the feelings of the person who is left out and the actions which could be taken to improve this situation.

ROLE PLAY SCENARIOS

<p>A new girl in your class is being teased about not having the correct school uniform.</p>	<p>Your dad is overweight and the other children make jokes about him.</p>
<p>You have been involved in a car accident and have a small scar on your face. The others make fun of you.</p>	<p>Everyone has a pair of trendy trainers except you. They tease you about having untrendy trainers.</p>
<p>Your school jumper has a rip and everyone teases you about it.</p>	<p>You have had your hair cut in a new style. Everyone makes fun of you.</p>
<p>You have dark skin, the only person in the class. The others call you names.</p>	<p>You are teased for being shorter than everyone else in the class.</p>

MORE TO EXPLORE Contd...**Physical Needs**

Discuss with the whole class how people's physical needs may differ. This should be handled with sensitivity, especially as some children may have first hand experience of such needs.

Talk with the class about:

- physically disability
- visual impairment (being blind)
- hearing impairment (being deaf)
- speech impairment (being dumb)

Consider the following questions:

- how should we treat someone with a particular physical need?
- do you think they should be treated differently?
- are there any ways that we can help people with particular needs?

Maybe a visitor from a related organisation could be invited into the classroom to give a talk.

Fund raising activities could be undertaken related to an organisation.

MORE TO EXPLORE Contd...

Cultural Experiences

Countries

Choose a country to study in depth. Locate the country on a world map. Provide map work activities related to the country. Examine distances, methods of travel etc. Look at the cultural differences between the country being studied and Northern Ireland.

Ask the children to search various sources to find out more about the country, e.g. atlases, encyclopaedias, CD Roms, the Internet.

Food

With the class, make a list of different kinds of food from other countries which they have tried or have heard about, such as: Spring Rolls; Lychees; Noodles; Chicken Korma; Naan Bread; Samosas; Tortillas; Pizzas; Kebabs; Hummous.

Children could look at menus from local restaurants (perhaps carry out leaflets) and guess what the different foods are and what they are made of. This activity could be undertaken in advance of a chef's visit to the school, or a visit to a restaurant where children might be able to sample different types of food from other countries, and see how they are cooked.

Religion

Through Religious Education, study one or more religions with which the children may not be familiar. Develop their understanding of the existence of such religions and an appreciation of what they mean to those who believe, e.g. Hinduism; Islam; Judaism; Buddhism.

Dance

Through P.E. study and perform where possible different traditional dances, e.g. Irish dancing; Scottish folk dancing; English Morris dancing; simple Jewish circle dancing; Indian dancing; Chinese Dragon dancing; belly dancing; Zulu warrior dancing.

Organisations

- **Royal National Institute for the Blind**, Education Centre, Belfast. Tel: (028) 9032 9373
- **National Deaf Children's Society**, Belfast. Tel: (028) 9031 3170 - Textphone: (028) 9027 8177
- **Disability Action**, Belfast. Tel: (028) 9029 7880 - Textphone: (028) 9029 7882
- **Mencap, Belfast**. Tel: (028) 9069 1351
- **N.I. Council for Ethnic Minorities**, Belfast. Tel: (028) 9023 8645
- **One World Centre**, Belfast. Tel: (028) 9024 1879
- **Multi-Cultural Resource Centre**, Belfast. (028) 9024 4639

Also see our web pages for links to useful websites.