NO PLACE FOR HATE

AN EDUCATION PACK CHALLENGING CONTEMPORARY RACISMS AND EDUCATING ABOUT THE DANGERS OF FAR RIGHT GROUPS

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Show Racism the Red Card
FOREWORD

As the General Secretary of the largest teachers’ union in Europe, I am pleased to recommend this new education resource from Show Racism the Red Card. ‘No Place For Hate’ makes a vital contribution to existing thinking about the role of education in challenging racism. It is timely in addressing new dimensions of racist ideology and organisation and it does it really well.

Crucially, this resource enables teachers and other educators to understand and challenge the threat that the far right represents, not only to our communities, but also to individual young people. It absolutely fulfils the objective of helping equip teachers to better protect young people who are at risk of falling victim to far right extremism. ‘No Place For Hate’ is a high quality and accessible resource which will strengthen schools in working with children and young people to seek to ensure that they become secure adults who are confident participants in our multicultural society.

I am enormously proud of the long relationship between the National Union of Teachers and Show Racism the Red Card. This resource is part of the ongoing work of both organisations to tackle the politics of hate. I hope that it will be welcomed and widely used in schools across the country.

CHRISTINE BLOWER
General Secretary, National Union of Teachers
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KEY

Look out for the speech bubbles to find relevant discussion points

This pack is filled with a range of engaging activities, indicated by this icon

Burning Questions - common questions that are asked, with answers, indicated by this icon
ABOUT THIS EDUCATION PACK

Recent years have seen a change in the landscape of far-right activism in the UK and a growth in far-right social movements such as the English Defence League (EDL). These organisations espouse racist and extremist ideologies, and becoming involved with these groups has a very negative impact on those concerned and others around them.

The EDL and other far-right groups are actively recruiting young people and utilising social media to spread their message. Young people only have to click ‘like’ on a Facebook page and information and discussions from these groups are fed directly to their newsfeed. A growing number of young people are being influenced by these groups or have friends and family who are involved. Young people who have not had the opportunity to discuss their prejudice and misinformation are especially vulnerable to these messages.

This resource has been designed to help educators, working in both formal and informal educational settings, to more effectively challenge racism and extremism amongst young people and to help young people understand the harm of becoming involved with such organisations. As educators we have a duty to provide young people with the knowledge and skills to become active citizens in a multicultural society and demonstrate that there is no place for hate.

This resource contains a wide variety of activities, which are suitable for learners from Key Stage 3 upwards, unless stated otherwise. Each activity has estimated timings along with a list of required resources. Learning outcomes are clearly highlighted at the beginning of each section. Some of the activities in this pack require additional resources to be printed out/downloaded. These are available to download from www.theredcard.org/NoPlaceforHate

Aims of the Pack:

• To educate young people about the dangers of racism and how it can lead to extreme behaviours
• To explore what makes a person susceptible to racist or extreme thoughts, behaviours and actions
• To highlight the dangers of becoming involved with far-right groups and engaging in extremist behaviour
• To help young people to think more critically about the information they receive in order to help them reject racism, prejudice and approaches from far-right groups

The Curriculum

This education pack is closely linked to many aspects of the English and Welsh curricula and the Scottish Curriculum for Excellence. For specific details about how activities can support educators in meeting current curriculum requirements in relation to skills, knowledge and competencies, please visit: www.theredcard.org/NoPlaceforHate
THE LEGAL FRAMEWORK

THE EQUALITY ACT 2010

The Act protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for the schools provisions are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The categories of people covered by the schools provisions are:

- Prospective pupils (in relation to admissions arrangements)
- Pupils at the school (including those absent or temporarily excluded)
- Former pupils (if there is a continuing relationship based on them having been a pupil at the school)

As Public Bodies, schools are bound by The Public Sector Equality Duty within the act. Under the general duty, schools are required to have due regard for the need to:

(a) eliminate unlawful discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;

(b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and

(c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Having due regard means consciously thinking about the three aims of the Equality Duty as part of the process of decision-making within your organisation.

Under the specific duties, schools must

- Publish equality information
- Set equality objectives

The Act also states that schools must also promote the spiritual, moral, social and cultural development of pupils and Ofsted evaluates how well schools are meeting these objectives.
N O PLAC E FOR HATE

THE EDUCATION AND INSPECTIONS ACT 2006

Section 89 of the Education and Inspections Act 2006:

- Provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school’s behaviour policy which must be communicated to all pupils, school staff and parents.
- Gives headteachers the ability to discipline pupils for poor behaviour even when the pupil is not on school premises or under the lawful control of school staff.

OFSTED

Ofsted states that inspection is primarily about evaluating how individual pupils benefit from their school. It is important to test the school’s response to individual needs by observing how well it helps all pupils to make progress and fulfill their potential, especially those whose needs, dispositions, aptitudes or circumstances require particularly perceptive and expert teaching and, in some cases, additional support.

Equality must be reflected in all aspects of school life and it must be ensured that the principles of equality permeate all elements of school.

According to the new Ofsted inspection framework (January 2012), in order to achieve Outstanding (Grade 1), the school needs to meet the following criteria:

**Behaviour and safety: Outstanding**

- Pupils are acutely aware of different forms of bullying and harassment (that may include cyber-bullying and prejudice based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability) and instrumental in preventing its occurrence.

**Overall effectiveness: Outstanding**

- The school’s relentless and wide-ranging promotion of the pupils’ spiritual, moral, social and cultural development enables pupils and groups of pupils to thrive in a supportive, highly cohesive learning community.
- The school will develop awareness of, and respect towards, diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation and disability.

Below is a link to Ofsted’s latest report (June 2012) on prejudice-related incidents and bullying in schools in the Autumn Term 2011. This gives a useful insight into what Ofsted are considering on inspection at a school and what Ofsted considers to be good practice with regards to eliminating discrimination in both primary and secondary schools.

http://www.ofsted.gov.uk/resources/no-place-for-bullying

For Information about school inspection criteria in Wales, see: www.estyn.gov.uk

For information about school inspection criteria in Scotland, see: www.hmie.gov.uk
BEFORE YOU BEGIN

CREATING A SAFE SPACE FOR DISCUSSION

While the activities in this resource are intended to help increase understanding and broaden young people’s perspectives, some of the themes explored may cause prejudices and stereotypes to surface. Participants may also express anger, frustration, discomfort, and sadness or have difficulty expressing alternative views. It is extremely important to dedicate some time to creating the right environment to keep all participants and facilitators safe.

A useful and necessary way to encourage openness and to provide a safe space for learners is to introduce a set of ground rules. Work collaboratively with the students to develop an agreement that communicates expected standards of behaviour and interaction ensuring safety and respect.

EXAMPLE GROUND RULES:

- **Respect others:** You will hear ideas and opinions that may be different or new or with which you disagree. As you participate and interact, try to take in new information without judgement and to keep an open mind. Make sure that your words and body language reflect a respectful attitude towards others. Learn by listening to others.

- **Own your own values:** Speak using ‘I’, ‘I feel’, or in my experience’, avoiding ‘you should’ or ‘you all think that’. If you are going to disagree with something, challenge the opinion or the behaviour, not the person.

- **Be open and honest:** Ask questions without fear of judgement, there is no such thing as a ‘silly’ question, it is important to try and understand as much as possible. If you are not confident to ask questions publicly then speak to the facilitator privately.

- **Respect confidentiality:** Everything said in the room stays in the room. When sharing personal anecdotes, make sure to avoid using real names, don’t disclose any personal information about anyone else. Carefully consider what personal information you chose to share.

- **Share ‘air time’:** You are encouraged to express your ideas and opinions, take it in turns to contribute, help create a safe space where everyone is encouraged and feels comfortable to speak, don’t monopolise the discussions. You are not obliged to speak, it is fine to ‘pass’.

As you engage in discussions about racism and extremism, be aware that it may provoke strong feelings for some young people due to:

- Internalised prejudices
- Past experiences
- Friends and/or family members with racist and extreme beliefs
- Being the perpetrator or target of racism in the past.

Carefully monitor students’ responses, allow time to debrief and process their feelings and provide further support and resources to young people when needed.

Thank you to GLSEN for input into these guidelines.
People with extreme racist views often base these views on misinformation and rumours. It is therefore fundamental to enable young people to think critically so that they do not receive ideas and misinformation passively from others. To help you in this task and to encourage young people to really consider the issues, here are some useful questioning techniques:

**INFORMATION-PROCESSING QUESTIONS (LISTENING AND CLARIFYING):**
- Could you explain what you mean?
- Can someone give an example?
- I’m not sure I understand, are you saying…?
- Can you tell us a little bit more about your thinking there?

**REASONING QUESTIONS (EXPANDING AND PROBING):**
- What are your reasons for saying that?
- Do we have any evidence?
- Why do you think that is the case?
- How do you know?
- How could we answer that?

**ENQUIRY QUESTIONS (CONNECTING, GENERALISING, MAKING DISTINCTIONS):**
- So you agree/disagree with…?
- What is the best question to ask?
- Can you give an example/counter-example?
- If you say that, does it follow that…?
- Is that always that case or only sometimes?
- What are the exceptions?
- Is that the same as……?
- Are you saying exactly what you were saying before?
- Does your idea connect with…?

**CREATIVE THINKING QUESTIONS (SPECULATING, EXPLORING IMPLICATIONS AND LARGER CONTEXT):**
- What if…?
- Does…imply…?
- Is it possible that…?
- Is it relevant to what we are saying here?
- Does this change our perspective?
- Can we think of other reasons to support this view?

**EVALUATION QUESTIONS (EVALUATING, REVIEWING, CONCLUDING, SUMMARISING):**
- Have we reached any conclusions?
- What made us think of…?
- Can anyone summarise what we have said so far?
- Do we all understand the differences of opinion on this?
- Has anyone changed their mind in this discussion?
- Have you learned anything new?

Thank you to SAPERE for these questions
THE CHANGING FACE OF THE FAR-RIGHT

Far-right groups such as the National Front have existed in the UK for a long time. However, recent years have seen the emergence of a new type of far-right social movement. These groups are not political parties, but favour direct action, utilising social media to organise marches and street demonstrations. Founded in 2009, the English Defence League (EDL) is, at the time of writing, the largest of these groups.

Whereas traditional far-right groups espouse biological racism – the belief that people are biologically inferior, much of the rhetoric from the EDL and similar groups, is of cultural racism and nationalism – a belief that the British way of life is being threatened by immigration and the presence of people who have different religions, cultures and beliefs, particularly Muslims. They also express dissatisfaction with the current political system and believe that traditional political parties have little to offer.

The EDL differs from traditional far-right groups, in that they claim to be welcoming of Jewish and Lesbian, Gay, Bisexual and Transgender (LGBT) people and even have Jewish and LGBT divisions. However, The Jewish Chronicle, Community Security Trust and LGBT groups have put out statements condemning these as efforts to mask that homophobia and anti-Semitism are still key features of the far-right in this current guise.

Young people who become involved with these groups are saddled with the burden of fear, prejudice and hate and can be drawn into behaviours that are damaging, both for themselves and the people around them.

EDL demonstrations create fear and tensions within the communities that they take place: they are often marked by violence and arrests, both of EDL supporters and counterdemonstrators. They cost a huge amount of money to police, cause damage to local business, shops and markets as people stay away or shops remain closed.

The EDL has already begun to fragment and new groups, which also organise street protests and flash demonstrations, have been created by people previously associated with the group. For example, the Infidels in North East and North West England are more violent, more extreme, and more openly racist than the EDL. Undoubtedly, new groups will continue to emerge and existing groups will change tactics and direction as time goes on.

For more information about the far-right in the UK please visit Hope Not Hate: www.hopenothate.org.uk
LEARNING OUTCOMES:
By the end of this section learners will have:

- Begun to consider their existing prejudices towards groups of people in society
- Understood the concept of stereotyping and recognised the dangers of carrying misinformation
- Gained a full understanding of what the term 'racism' means

The following activities are very useful as baseline assessments for you, as they will identify the young people’s existing prejudices and pre-conceived ideas about different groups in society. Allowing young people the opportunity to freely and anonymously express their ideas is extremely important as they will often be resistant to voicing their true feelings about an issue for fear of punishment and judgement. Provoking them to be honest and protecting them with anonymity will inform you and illustrate a clear picture of what work needs to be done.

ACTIVITY: BURNING QUESTIONS

Time required: 10 minutes
Resources: post-it notes or pieces of paper and a whiteboard or flip chart
Delivery:
Hand out post-it notes to each young person in your group. Ask them to write down any questions, concerns or frustrations they have about racism or issues surrounding racism. Explain that they are permitted to write down racist language if that is what their question or concern is regarding. Ask the young people to be as open and honest as they can and instruct them not to put their name on the paper as you would like this to be done anonymously in the hope that they will feel comfortable writing down their genuine questions and feelings. Give the young people a couple of minutes to do this, before asking them to bring their questions to the front of the classroom and stick them onto the whiteboard, thanking them for their contributions.

If you are teaching about anti-racism for just one lesson, be sure to answer these ‘burning questions’ at the end of the lesson. To increase the young people’s participation in this, it is a good idea to throw some of the questions back at them, to see if anyone in the group already knows the answer and would like to share it with the group. You do not need to be an expert in anti-racism to deliver this activity effectively – if you are in doubt as to the correct answer for a question, use it as a learning tool for both you and your students and find out the answer together using the internet or any other resources you have to hand.

If you are teaching about anti-racism for an extended period of time, you could collect in their questions and use them to inform your whole body of work with the young people.

TIP!
This education pack contains some of the most common burning questions and sample answers, as well as lots of knowledge and links to other relevant sources of information, to help you as much as possible in answering any questions your young people may have.

NOTE!
Remember your safe space! Refer to page 4 for guidelines.
**ACTIVITY: EXISTING IDEAS**

**Time required:** 10 minutes

**Resources:** slips of paper and a whiteboard or flipchart

**Delivery:**

Hand out a slip of paper to each young person. Explain that you are going to write a word on the board and that they must simply write the first word or phrase that comes into their head and then fold their piece of paper in half.

Assure the group that, whilst it is important to respect other people in the room, they can be totally honest and open and that nobody will get into trouble for what they write. Explain that the activity is anonymous and that they must work individually.

Write the word you would like the young people to think about on the board. If you are concentrating on specific racisms such as anti-Muslim hatred, the word ‘Muslim’ would be a good term to use for this activity. Similarly if you are looking at issues around migration, use the word ‘immigrant’ to explore your young people’s existing ideas.

If they need prompting, ask: ‘What does the word make you think of?’, ‘What does the word mean?’ or ‘What do you associate or connect with the word?’

Collect in the slips of paper and read the words out one at a time, creating a spider diagram or list on the whiteboard. Don’t censor the words; it is important that everyone’s contributions are included. Ask the young people not to volunteer information about which words were theirs or to react or comment on anybody else’s ideas. If possible, keep the words visible throughout your session(s).

At the end of your work with the young people and, as a very effective way of evaluating participants’ learning, you should return to the words and facilitate a discussion that aims to challenge and disregard any untruths and misconceptions.

Invite the young people to use what they have learned and suggest words that need to be reconsidered. Question whether they are based on fact and if they apply to every single person in the group you have chosen to discuss. Only if they do, can they remain on the board. If a word is based on stereotypes, misinformed ideas, generalisations or falsehoods it must be crossed out or erased.

This visual demonstration is powerful and really emphasises the message that not all of our ideas and opinions are accurate all of the time and that we need to think critically about the information we receive.

**ACTIVITY: MY NEW NEIGHBOURS**

Adapted from an activity by Chris Derrington, University of Northampton

**Time required:** 20-30 minutes

**Resources:** Printed sets of ‘New Neighbours’ available to download from www.theredcard.org/NoPlaceforHate

This activity provides the opportunity for young people to think about how they perceive different groups of people in society. It allows participants to recognise that we all have prejudices and stereotypical ideas about different groups that are often based on one individual person or experience, or on misinformation and generalisations.

**Delivery:**

Get students into small groups and distribute sets of potential neighbours (see below). Ask them to decide who they would most and least like to live next door to. Encourage them to consider the reasons behind their decisions. Tell the young people to go with their instincts and be completely honest, even if they have negative reactions toward some of the options.
Invite each group to feedback with their choices and their reasons; it is sometimes helpful to list some of their arguments on the board for reference, for example, “hoodie wearers will cause trouble” or “the bald man with tattoos will be scary”.

Allow reactions and responses from the group, and provoke discussion and debate.

**New Neighbours:**
- A bald man covered in tattoos
- An immigrant family
- A family with several hoodie-wearing sons
- An asylum-seeking family from Afghanistan
- A Romany Gypsy family
- A group of students
- A single teenage mother
- A group of five adults with learning difficulties
- A black African family
- A young Muslim man
- An elderly gay couple

**THE CONSEQUENCES OF STEREOTYPING ARE:**
- Labelling
- Making assumptions
- Grouping people together
- Sweeping statements about whole groups of people
- Blaming a whole group for the actions of a few
- ‘All……are the same’
- Does not allow for individuality
- Not usually based on fact
- Usually negative or have negative consequences
- Can lead to pre-judging

**DISCUSSION POINTS:**
- Was it easy or hard for the young people to decide on who they wanted to live next door to?
- How did they choose? What were they using to help them make a decision?
- Where did they get their ideas from?
- Are their opinions about these groups based on fact?
- If not, what were their opinions based on?
- What is a stereotype?

It is a good idea to try and get a loose definition of a stereotype up on the board.

**TIP!**
This activity often throws up lots of racist and stereotypical attitudes and ideas which need to be challenged and this can take time. A good way of challenging these attitudes is to introduce the young people to the question ‘How do I know this?’ By asking themselves this question whenever they have an opinion or idea about a group of people, the young people will protect themselves from getting involved in stereotypical thinking and unfair treatment, and will be encouraged to think critically about the information they receive.

A stereotype can be defined as:

‘An oversimplified image or idea which generalises about an entire group of people without regard for individual differences.’
If you have a limited amount of time to deliver this activity, it is recommended that you only choose eight of the new neighbours from the list, otherwise you might not have enough time to discuss and effectively challenge all of the views that arise. It is also a good idea to include something particularly relevant to the young people in your group in order to help engage the participants and build empathy. For example, if you work in a pupil referral unit you could include, ‘A pupil who has been excluded from school.’

To Sum Up:

Every human is a unique individual, with many varied and complex elements to our identity. Labelling someone and applying stereotypes to them is extremely unfair as it doesn’t allow that person to truly be who they are, but confines them and often misjudges their potential and abilities. It isn’t fair for society to choose which label or aspect of someone’s identity matters the most and to judge their whole being based on which group they belong to. It’s impossible to define a person by one aspect of their identity because within a group of people who share a characteristic, for example people who follow the religion of Islam (approx 1.7 billion people), there is a massive amount of diversity and each person deserves to be treated as an individual and not subject to the prejudice of others.

As well as this education pack, there are a number of other resources available to you in challenging young people’s existing ideas about specific groups in society:

For activities and information focussing on challenging anti-Muslim prejudice, please see our ISLAMOPHOBIA Education Pack

For activities to challenge racism towards Asylum Seekers and Refugees, please refer to our A SAFE PLACE Education Pack

For activities to combat prejudice towards Gypsy, Roma and Traveller communities, please see our OUT OF SITE Education Pack

For activities and information to combat Homophobia, please see our HOMOPHOBIA: LET’S TACKLE IT Education Pack

All of these resources are available to buy or download from our website: www.theredcard.org/educational/teachers-area/home
After your young people have been given the opportunity to express their existing ideas and opinions about different groups of people in society, and before they can participate in more in-depth anti-racism education, it is important to ensure that all pupils have a clear understanding of what racism is. The following activity will help you to educate young people about the meaning of racism and clear up any myths the young people might have about the term.

**ACTIVITY: WHAT IS RACISM?**

**Time required:** 20 minutes

**Resources:** whiteboards and pens or pieces of paper for the young people, and whiteboard or flipchart for you.

**Delivery:**

Explain to the group that we need to consider what racism looks like. Organise the young people into small groups and ask them to consider the following two questions:

1. What kinds of things might someone do if they were going to be racist to you?
2. What characteristics or traits would they pick on if they were going to be racist to you?

You might want to hand out whiteboards and pens to allow the young people the opportunity to write their suggestions down, before they feed them back into a whole class discussion.

On your whiteboard, write the following:

**Racism is…**

…because of differences in…

1.
2.
3.
4.

During the whole class discussion, fill in the gaps you have left on the whiteboard with their correct answers. Under ‘Racism is…’ the types of treatment involved in racism should be listed (name calling, ignoring people, picking on people, fighting, violence, murder, war) and under ‘because of differences in…’ the reasons why people are racist should be written (skin colour, religion, nationality and culture).

**BURNING QUESTION:**

*If I was describing someone should I say black or coloured?*

**BLACK!** The word ‘coloured’ is very old fashioned and reminds people of a time when things were extremely unequal in Britain between black and white people, for example when black people tried to rent accommodation in the 1950s and 60s, there were often signs up in windows stating ‘No Dogs, No Irish, No Coloureds.’

In addition, the word ‘coloured’ is not very descriptive and implies that white people are not of colour or that white is ‘normal’ and everyone else can be grouped into one category ‘coloured.’

Sometimes people seem frightened to use the word black and think it might be rude or even racist so it is important to allay their fears and encourage the use of ‘black’ instead of coloured or dark or tanned.

A lot of young people question why we use the word ‘black’ when people are not actually black, which is a really good point. It is important to point out that we call people white when they’re not actually white, but we keep things simple and use the ‘umbrella’ terms ‘black’ and ‘white.’

For a comprehensive education pack to help educators effectively challenge racism and promote equality amongst young people please see our ‘ANTI-RACISM EDUCATION PACK’
**BURNING QUESTION:**

Is it okay to call someone a ‘Paki’?

NO DEFINITELY NOT! ‘Paki’ is a racist word no matter how, when and why people say it, even if they are using it to describe a local shop or newsagent. The word ‘Paki’ has been used as a weapon to hurt people and to make them feel different, unwelcome and not valued; it is very painful to those who it is targeted towards.

Sometimes people use ‘Paki’ as a nickname and have no intention of hurting or upsetting anybody. However, if they had experience this word being shouted at them whilst someone attacked them or spat in their face, would they want to hear it being used? For many people this word stands for racism, hatred and conflict, so for those reasons it should never be used.

A common argument is that the word ‘Paki’ is just a short version of Pakistani and is therefore acceptable, however many people who are called ‘Paki’ are not even from Pakistan! Even if the word originally did just refer to a nationality, because of the way the word has been and is used, the meaning has changed and it has become a damaging, hurtful and racist word.

**BURNING QUESTION:**

What is institutional racism?

People from black, Asian and other minority ethnic backgrounds in the UK are subject to structural processes of racism, as well as individual prejudice. This can impact on people’s chances in all aspects of life, including education, health, job prospects and interactions with the criminal justice system.

According to The Stephen Lawrence Inquiry Report (1999) institutional racism is:

‘…the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people. It persists because of the failure of the organisation openly and adequately to recognise and address its existence and causes by policy, example and leadership.’

Institutional racism can occur without conscious intention and even well intentioned acts could be considered racist if they have racist consequences. As well as fighting prejudice, all organisations, including schools, should continually examine their policies and practices to try to ensure that they are not disadvantaging individuals based on their colour, culture or ethnic origin.

**TIP!**

For more information about terminology please refer to the following resources:

Show Racism the Red Card Terminology Guidelines: www.theredcard.org/education-pack

Diversity in Diction, Equality in Action (Guide on acceptable and unacceptable terminology across all of the equality strands): www.theredcard.org/education-pack
IDENTITY AND CULTURE

Some of the most common reasons people join far-right groups are related to ideas of identity and culture.

Many young people who join groups such as the English Defence League lack a sense of personal identity or a feeling of belonging to their community or country. The far-right often exploits this by offering young people the opportunity to unite around common goals. This creates an attractive sisterhood or brotherhood for those young people, instilling a feeling of common identity and something to be valued for.

At the same time, the emergence of far-right groups is in part a response to people’s growing fears over the perceived threat to traditional ‘British culture.’ Other cultures are seen as distinct, as having entirely separate ways of life, and are often framed as incompatible with, or in opposition to, ‘British culture.’

In order to build young people’s resilience to far-right groups, it is important to allow them the opportunity to explore, understand and celebrate their personal identity as well as consider the overlapping and multifaceted nature of different cultures.

For further information, please see the Demos report ‘Inside the EDL: Populist Politics in a Digital Age,’ available to download from: www.theredcard.org/NoPlaceforHate

Learning Outcomes:

By the end of this section learners will have:

- Explored similarities and differences between each other and understood that everyone has complex identities and cannot be defined simply
- Explored the characteristics and traits that form their own identity and the value that they place on each of these characteristics
- Considered the complex nature of culture in Britain

The following activities are designed to act as ice breakers or quick introductions to the ideas of identity and culture. These should be used not as standalone exercises but in conjunction with other activities in this section, which explore identity and culture in more detail.

ACTIVITY: THE SUN SHINES ON

Time required: 15 minutes

Resources: chairs and adequate space to move around

Delivery:

Get the young people to sit on chairs in a circle. Ask for a volunteer to stand in the middle of the circle and begin the activity by thinking of a personal attribute or trait that they may share with some of the other people in the group. The volunteer then completes the sentence ‘The sun shines on…’ with that attribute. For example, ‘the sun shines on… anyone who has blue eyes.’ It is important that the person in the middle chooses an attribute that applies to themselves.
The people who share this attribute must try and swap places with each other whilst the volunteer in the middle tries to take one of their places. As there are one too few chairs for the number of participants, there will always be an individual left in the middle. This person begins the activity again with a different attribute or trait.

Repeat this activity a number of times with different attributes. For example:

**The sun shines on… anyone who…**
- is a boy/girl
- has a brother
- has brown hair
- supports Manchester United FC
- loves pizza
- can speak more than one language
- was born in a different country
- sometimes feels angry

It also allows the young people the opportunity to start thinking about their own identity and how this intersects with others. All human beings have complex identities and no one can be defined by one single characteristic.

**DISCUSSION POINTS:**
- Did the same people always share the same attributes?
- Did the same amount of people always move?
- How many different people did they share attributes with?
- Were the young people sometimes surprised at who moved?
- Was it always possible to know which people would move just by looking at them?

This activity is a nice way of encouraging the young people in your class to mix and find out new things about each other. It highlights that everyone has similarities and differences and these can’t always be detected just by looking at someone – no one should assume that they are very similar or very different to someone purely by looking at their appearance.

**Time required:** 15 – 25 minutes

**Resources:** none!

**Delivery:**

This activity is an alternative to ‘The Sun Shines on…’ and aims to illustrate that there are more commonalities between people than differences. It also highlights that the complexity of our character extends beyond skin colour, nationality or religion, and that we are not defined by just one characteristic but many.

Ask for a volunteer to come to the front of the classroom. Explain that they will be telling the group two things about themselves. They must hold their hands out to the side and begin their sentence with the words ‘I am a human domino’ before telling the group their facts.

For example ‘I am a human domino and on this side I support Manchester United FC, and on this side I had toast for breakfast.’ Ask anybody who has either of these things in common to raise their hands and choose someone to stand on either side of the volunteer. Continue this until every member of the group has joined the circle. Encourage participants to be thoughtful and creative with facts.
For example, they could choose:

- A holiday destination
- A hobby
- A pet
- A family member
- A physical characteristic
- Something they are scared of
- An experience they have had

The following activities explore issues surrounding identity and culture in greater depth and should be used to build on the foundations laid by the previous activities in this section.

**ACTIVITY: EXPLORING IDENTITY**

*Time required:* 45 minutes

**Resources:** Identity profiles and identity worksheet downloadable at [www.theredcard.org/NoPlaceforHate](http://www.theredcard.org/NoPlaceforHate)

**Delivery:**

It is important to allow young people the opportunity to consider what makes up a person’s identity and how this plays a role in the way they perceive the world.

Identity is unique to each person and constantly changing, and young people must be afforded the chance to explore and celebrate their own identity.

Get the young people into groups of four or five. Hand out one of the ‘Identity Profiles’ and one ‘Identity Worksheet’ to each group. Ask each group to read through their ‘Identity Profile’ to pick out as many parts of that person’s identity as they can. If the groups need prompting ask them to consider what makes that person interesting or unique, or how could that person be described. These are all parts of that person’s identity. Each group should choose one person to complete the ‘Identity Worksheet,’ placing the name, and perhaps a picture, of the person in the central circle and filling in the outside circles with descriptions of each part of his/her identity.

After the groups have completed this, allow them the opportunity to share their Identity Worksheet with the rest of the class.

**DISCUSSION POINTS:**

- Did anyone learn something new about another member of the group? What did they learn?
- Were people surprised at how much they learnt? Why did they not know about these things before?
- Was anybody surprised at who they had something in common with?
- Was people’s skin colour, religion or nationality a factor in who they had things in common with?
- Why is it important to talk about similarities between people? How did it feel to talk about things they have in common with others?
- Why do people focus more on differences? Is there anything the group can do to change this?

- Was it easy or hard for the young people to identify parts of the person’s identity?
- Were they surprised by how many different things can make up someone’s identity?
- Is everyone’s identity the same?
- Did anyone share any markers of identity with the person in their profile?
- Are all aspects of a person’s identity visible?
- Why is it important to think about what makes up a person’s identity?
Now ask the young people to consider all of the things that define them as a person. Hand out an Identity Worksheet to each young person and ask them to complete it thinking about their own identity. If the group needs further prompting, the following list of things might be useful to consider:

- Their sex
- Their hobbies
- Their skin colour
- Their nationality
- Their religion
- Whether they have any brothers or sisters
- Whether they are part of any after-school groups, sports clubs or youth groups, or take part in any extra-curricular activities
- Things that are important to them

Using this list, someone could choose to define themselves as, for example, female, swimmer, black person, British, sister.

Once completed provide the young people with the opportunity to share their portraits with the rest of the class. If they wish, the young people could talk through the different parts of their identity and the reasons behind their chosen characteristics but it is important to ensure that no one is singled out to share their work with the class; this activity is important for everyone. Remember your safe space! Refer to page 4 for guidelines.

DISCUSSION POINTS:
- Was it easy or hard for the young people to think of all the things that make up their identity?
- Is there a part of their identity that makes them unique?
- Are there any parts of their identity that they do not like or they wish they could change?
- Are there any parts of their identity that they are really proud of?
- If they had to choose just three of the most important parts of their identity, what would they be? What do they think their life would be like without the other parts?
- Ask the young people to consider the different layers to their identity, for example, external aspects that may be visible to others and internal aspects that we may not choose to share with everyone.
- Have they ever been treated unfairly because of a certain part of their identity?

ACTIVITY: CULTURE IN BRITAIN

Resources: culture cards downloadable at www.theredcard.org/NoPlaceforHate

Time required: 1 hour

Delivery:
Explain to the young people that they are going to explore the idea of culture in Britain. Ask the young people to discuss what they think the word ‘culture’ means. The following ideas may help to create a definition of culture:

Culture can include:
- Religion/beliefs
- The country you come from/nationality
- Customs/traditions
- Festivals/celebrations
- Language
- Food
- Music
- Family
- Dress/clothing
- The community you live in e.g. belonging to the Gypsy, Roma or Traveller community

BURNING QUESTION:
Is it ok to ask questions about why people are different?

Absolutely! We are often fearful to ask people directly about any differences in skin colour, religion, nationality and/or culture they have – we shouldn’t be! Not asking people these important questions can lead to people making assumptions about a person, which can then lead to stereotypes and even prejudice towards that person. If you want to know something about a person, for example how they would like you to describe their skin colour or why they are wearing a particular piece of religious clothing, it is best to ask them politely. This is much better than guessing and potentially offending someone!
The following diagram, describing culture as having three components, might also be useful in explaining the term to your young people:

**THE CONCRETE:**

This is the most visible level of culture and includes aspects such as clothes, music, food, games, etc. They are the aspects of culture most often focused on during festivals and celebrations.

**THE BEHAVIOURAL:**

This level of culture helps us define our social roles and includes language, gender roles, family structures and political affiliation. The behavioural level is learned.

**THE SYMBOLIC:**

This level of culture includes values, customs, worldview, beliefs and religion. It is often key to how people define themselves.

Once the young people have a good understanding of the term ‘culture,’ organise them into groups of five or six, provide them with a printed set of culture cards and ask them to look through and discuss them. Each card depicts a form of culture. Ask the young people to pick three of the cards which best describe their idea of what culture is like in Britain. Once groups have decided, ask each group to feedback their decisions and the reasons behind these.

Explain to the young people that all of the cards represent culture in Britain. Culture is not fixed, but has constantly changed throughout history. It is important for the young people to realise that the stereotypical view of culture in Britain – a love of fish and chips, red buses and Big Ben – does not tell the whole story. In fact, some of the things which are seen as ‘traditionally British’ have been influenced or even introduced by other cultures or nationalities. There are many facets to the idea of culture in Britain and this must be recognised. Britain is a multicultural country.

**DISCUSSION POINTS:**

- Did the young people find it easy or hard to choose their three culture cards? Why?
- Why did they choose their three culture cards? Why didn’t they choose the other cards?
- Were there any disagreements in the group about which cards to choose? What were the disagreements about? Is the idea of culture a personal thing to each individual or something that can be decided as a group?
- Are there any of the culture cards which the young people think definitely don’t represent culture in Britain? Why?
- When on holiday abroad, if somebody asked what it meant to be British how would they answer?

‘Teaching in the Multicultural Classroom: Freedom’s Plow’
EXTENSION ACTIVITY:

As homework, ask the young people to find six images which represent what culture means to them. These can be images that represent the culture in their community, street, family or anywhere else that is important to them. The definitions of culture above should help the young people with this.

Ask the young people to find images which represent at least one example for each of the different components of culture (the concrete, the behavioural, the symbolic). Young people will probably find it easiest to find pictures which represent the concrete however it is important that they explore the other components of culture, showing that not all culture is visible.

Get the young people to make a poster out of the images, with explanations of why they chose those images to represent their idea of culture in Britain. Ask if some of the young people would like to present their work to the rest of the class with an explanation of each image.

DISCUSSION POINTS:

- Did the young people find it difficult exploring what culture means to them? If so, why do they think it was difficult?
- Were they surprised by anybody else’s pictures in the class? Why is it that different people have different perceptions of what culture in Britain is?
- Can the young people explain one picture which they think is the most important out of the ones they chose?
- What aspects of their culture have been influenced by other countries in the world?
- Are there negatives of having many different cultures in one society?
- What are the positives of having many different cultures in one society?

TIP!

Refer back to the effective questioning section to help with discussion points.

To Sum Up:

It can be easy to feel that what we do is ‘normal’ and ‘right’ and that other cultural practices are ‘strange’ or ‘weird’. Often our understanding of other cultures may be limited or based on stereotypes so it is important to be aware of this and find out information to dispel any fear or uncertainty.

It is important that everybody in Britain feels that their culture is valued; there is no such thing as a ‘normal’ culture but there are many cultures in Britain, which all have positive and negative aspects. In the most part, different cultures exist side by side with ease.
WHERE DO WE GET OUR IDEAS FROM?

This section aims to provide young people with opportunities to consider where they get their ideas from and how their view of the world is constructed. Misinformed ideas can cause feelings of anger and fear which in turn can lead to people behaving in a racist or extreme way. Often, racist and extreme groups will exploit fear and prejudice, leaving many people vulnerable to their influence. The activities within this chapter will help empower young people with skills to reflect on their perceptions and think critically to help them to build resilience to the approaches of these groups.

LEARNING OUTCOMES:
By the end of this section learners will have:

◆ Considered how their opinions are formed and gained an awareness that their view of the world has been constructed from individual experiences and influences
◆ Recognised the value of emotional reflection and how emotions influence behaviour
◆ Acknowledged the power of the media in shaping thoughts and ideas
◆ Been encouraged to think critically and to question the information that they receive

ACTIVITY: DIVERSITY OF OPINIONS

Time required: 30 minutes – 1 hour

Resources: Pieces of paper, pens

DELIVERY:

Ask young people what they think is meant by the term ‘World View’ encourage them to think past a physical view of the world. Explain that everybody has a world view, a way of seeing the world, and that the following activity is going to help us explore this concept, consider how our world view is constructed...
and reflect on whether our world view is always an accurate and realistic picture of the world around us. The above box offers a more detailed description of the concept of ‘World View’.

Divide the young people into groups. Explain that they will all be given a statement to consider, they will have the opportunity to discuss the statement in their groups for 5 minutes and then asked to make an individual decision as to whether they agree, disagree or are unsure about the statement.

You may wish to place the signs ‘Agree’ ‘Disagree’ and ‘Unsure’ in different areas of the room and encourage the young people to stand next to the sign that represents their opinion. Alternatively, if the group is less confident, you could create signs which the young people could hold up, using the following template.

Reassure young people that they can be honest as they are not going to be made to justify their answer, though those who feel comfortable to do so will be invited to share their opinions with the group and discuss their reasoning behind their decision. Encourage the young people to direct their thoughts to the front of the room, rather than at each other, to prevent anyone from feeling uncomfortable or attacked.

SUGGESTED STATEMENTS…

- You should be allowed to live and work in another country if you want to
- Computer games make teenagers violent
- Most young people don’t respect adults
- Most adults don’t respect young people
- The media can unfairly portray certain groups of people
- Anyone who wants to come to live in the UK should be allowed
- Racist people cannot be changed
- Cannabis should be legalised
- There are enough opportunities for young people in Britain

DISCUSSION POINTS:

- How easy did the young people find it to make a decision?
- Were they surprised by the variety of opinions in the room?
- How did they feel if they saw people with a completely different opinion? Did they ever follow the crowd even though they had different ideas?
- How were their opinions formed?
- Can they think of any ways in which the variety of opinions that people have presents a challenge to society? Are there any benefits?
- Do they believe that everyone is entitled to their own opinion? What if having that opinion could cause harm to others?
- If they were unsure on any of the issues what would have helped them to make a decision?
- Did they change their minds on any of the issues after hearing other people’s ideas? What kind of things can change people’s opinions?
- How are they sure that their opinions are valid? Is it fair to treat someone in a certain way based on an opinion that has no validity?

To Sum Up:

Our opinions are formed from a combination of experiences and information that we have received. This is sometimes referred to as a ‘world view’ (see text box on previous page). People within any group will hold a wide variety of opinions on different issues. It is important to try to ensure that our opinions are as valid and reasonable as possible and to listen to alternative views. Making decisions based on insufficient or incorrect information can be damaging for the young people and others around them.

TIP!

To increase engagement, include a statement about an issue that is very emotive and relevant to the group.
EXPLORING EMOTIONS

The following activities are designed to encourage young people to explore how feelings of fear and anger can contribute to irrational, racist and extreme behaviour and help them to give thought to strategies that may help overcome the potentially damaging impact of negative emotions.

ACTIVITY: FEELINGS OF FEAR

Time required: 15 minutes

Resources: Pictures of things which are scary to young people, e.g. large spiders

Delivery:
This activity introduces the concept of fear, explores where fears come from, the way fear affects people and how fears can develop.

Firstly, ask the young people to think individually about and list all of the things that make them feel scared.

Once they have done this, allow them some time to make a list which describes the physical and emotional effects that fear has on them, for example, heart rate increases, palms become sweaty etc. If it is appropriate, invite a brief discussion amongst the class.

Next, get young people to pair up with someone they feel comfortable working with and hand out the printed images of things that traditionally make people feel scared e.g a spider, wasp, clown.

Give the young people the opportunity to discuss the following questions in their pairs:

- How do the pictures make them feel?
- What is their physical/emotional reaction?
- Do any of the images scare them?
- If so, why do they think they feel scared?
- Is there any actual threat of danger? As they are only pictures, why do some people react so strongly?
- Have they ever had a bad experience with any of the items in the pictures?
- Do experiences affect the way people react? If so why?

Ask the young people to feed back their discussions to the group and then facilitate a whole group discussion.

DISCUSSION POINTS:

- Did everyone in the class react in the same way to the images?
- Do the young people think that the way people around them behave can affect the way that they respond to things?
- Do the young people think that people always react in a way that is proportionate to the situation?
THE REPTILIAN BRAIN

The term “reptilian” brain refers to our primitive, instinctive brain function that is shared by all reptiles and mammals, including humans. It is the most powerful and oldest of our coping brain functions. The power that the reptilian part of our brain has over our behaviours cannot be underestimated. Humans have two instinctive ways to defend themselves when threatened or injured. The reptilian coping brain instincts are either to attack to protect one’s life or to hide and remove oneself from the source of danger, often referred to as the ‘fight or flight’ response.

Fear is an instinctive, primitive response to help us avoid threats, injuries or death. We fear things which we have learned through experience are capable of hurting us; this often includes things that are not an actual physical threat.

The reptilian brain cannot distinguish between an actual or perceived threat and physiologically responds in exactly the same way to both, releasing adrenalin and increasing heart rate to prepare the body for fight or flight. This means that people can experience physical symptoms of fear despite being in no actual danger.

DISCUSSION POINT:

Using the information above, facilitate a discussion with the group about the reptilian brain and the body’s response to fear, ask them to consider times when they have felt scared even though there has been no actual physical danger, how has this affected their behaviour?

It is important that young people recognise that even in a situation where they are in no actual danger, they may still experience a physical reaction. With increased awareness of this they may be able to reduce their irrational fears and consider reframing the way they think about things to prevent them from feeling unnecessarily scared or afraid of things that can’t and won’t hurt them.

ACTIVITY: RED FLAGS

Time required: 25 minutes

Delivery:

All human beings experience anger and, in itself, anger isn’t a negative emotion. However if left unaddressed or allowed to build up, it can impact negatively on people’s lives and general well being.

Often people who behave in an unfair or racist way are acting out of anger, fear or a perceived injustice.

This activity is firstly designed to allow young people the opportunity to identify their own ‘red flags’: things that they feel are unfair or unjust, things that make them angry and will make their reptilian brain react. Secondly, it aims to encourage reflection and practical consideration of strategies to prevent anger from becoming a barrier to happy, successful lives.

Ask the young people to consider a bull fighter holding up a red flag: what response does it invite from the bull? Explain to them that there are situations in our lives that may cause a similar reaction.
Ask the young people to take a moment to consider things that make them feel angry about their own lives, their community and the world around them.

Hand out a piece of red card and ask them to write down or illustrate their red flags; allow them some time to work on these.

Either individually as a written exercise or as a group discussion, young people should focus on one or two of the items on their red flags and answer the following:

- How do their sources of anger affect them and their life and other people?
- Why do these things make them angry?
- Is it necessary / fair / justified that they feel this way? How would they justify this anger to another person?

Finally, and most importantly, give the young people time to think of and describe at least one practical solution to help relieve and deal with the anger that they feel (see top tip box below for guidance). It may also be useful for young people to share their red flags with somebody that they trust: if people around them are aware of what makes them angry or scared they will be better able to shield them from reacting negatively.

**DEALING WITH ANGER: SOME TOP TIPS!**

- Talk to people; share how you are feeling and give yourself time to reflect
- Get creative! Refocus your energy into something creative, this can help to relax you too
- Express yourself - it can be helpful to write down your feelings
- Ask yourself: What advice would I give to my best friend in this situation?
- Have you considered the whole picture? Find as much information as possible about whatever is making you feel angry
- If appropriate, take action! For example, joining a club or campaign
- Get advice from the experts
- Look at your lifestyle: exercise, eat and sleep well

**DISCUSSION POINTS:**

- Which out of the three things did the young people find the easiest? Thinking/doing/feeling?
- What are the differences between the three processes?
- Were they able to control their thoughts?
- Were they able to control their actions?
- Were they able to control their feelings?
- What do the young people think the point of the exercise was?
- Ask the young people to consider the relationship between thinking, doing and feeling; how are they connected?

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**ACTIVITY: THINK, DO, FEEL**

**Time required:** 10 minutes

**Resources:** None!

**Delivery:** This activity is designed to show the young people that they have control over how they feel about things but it can take time and the individual needs to be proactive in the process. Changing how you feel about things or about yourself is a slow process, but can be an extremely valuable one.

This activity requires the young people to be silent. Explain that the point of the activity will become clear later on.

**Think:**

Think about what you had for your breakfast...
Think about what your dream holiday would be…
Think about what you will be doing at the end of today…
Think about your favourite food…

**Do:**

Put your hands on your head
Put your fingers in your ears
Give me thumps up with both hands
Put your hands up in the air

**Feel:** (give the participants some time to try to feel)

Feel angry
Feel sad
Feel happy
Feel jealous
It is almost impossible to change feelings in an instant. If the young people are really angry about something, for example, the community that they live in or about groups of people different to them, it is not possible to change this feeling quickly. However, if they reflect on and make changes to the things that they can control, then gradually their feelings will change.

Therefore, if they make attempts to change the things that they think and the way they think about them, and consider changing the things that they do, for example the newspapers that they read, the groups that they are involved with, the conversations that they engage in, over time their feelings will begin to change.

**ACTIVITY: I HEARD A RUMOUR….**

**Time required:** 10 minutes  
**Resources:** none!

**Delivery:** Play ‘Whisper down the line’ (sometimes referred to as ‘Chinese Whispers’) with the young people. Explain to the group that the aim of the game is to repeat what they think they heard. Encourage the person starting the game to use a sentence rather than just a word and ensure that everyone in the group has the opportunity to pass it on. Explain that the only rule is that they are not allowed to repeat the sentence.

Once it has been whispered around the room, ask the person at the start to say aloud what they said before asking the last person to say what they heard. Compare the differences between the actual story or statement and the end result.

**DISCUSSION POINTS:**

- Has the sentence changed?
- Why did the sentence change?
- Why do the young people think that you asked them to play that game?
- What relevance does it have in the context of the work they are doing around racism and extremism?
Allow the young people to realise that people often exaggerate; adding to, changing or leaving out parts of a story, to make a story funnier or more interesting. People may mishear information or only remember some of the details. When passing on stories, people may also focus on bits of information that interest them or that they agree with, subconsciously filtering out the rest of the detail in line with the concept of ‘world view’ (see page 19). Finally, it’s important to acknowledge that there are times when people deliberately tell lies and make up rumours about people and situations.

**FURTHER DISCUSSION POINTS:**

- How is it possible to know if a story is true or accurate?
- What do the young people feel is the danger of not knowing the truth?
- What is a rumour? What harm can come from believing or repeating a rumour?
- Can the young people think of any rumours or misinformation that may have been spread about groups of people in society?
- What fuels this misinformation? Where do people acquire opinions about groups of people?
- What could the young people do to check the accuracy of the information that they receive?

**ACTIVITY: THE MEDIA**

**Time required:** 30 minutes

**Resources:** headlines downloadable from: [www.theredcard.org/NoPlaceforHate](http://www.theredcard.org/NoPlaceforHate)

**Delivery:** This activity is divided into two parts; firstly it allows young people to explore the way in which they are portrayed in the media and secondly it highlights how public perceptions of different minority groups have been affected by media representations.

**PART ONE: THE MEDIA AND YOUNG PEOPLE**

Ask the young people to guess what percentage of British teenagers are involved in crime. Write down all of the guesses on the whiteboard so that they are visible throughout the session.

Introduce the concept of a Media Myth. A ‘Media Myth’ is created when groups are misrepresented because of the extreme action of a few in that group. This extreme action dominates the media.

**Ask the young people the following question:**

- What type of stories do you see and/or hear about people your age? Are they positive or negative?

Create a spider diagram with the young people using the words ‘teenager’ or ‘young people’. Encourage them to think about what the newspapers would say.

Share the following headlines with the young people and ask them to consider the questions below:

- **HOODIES BANNED – YOBS CAN’T WEAR HOODIES IN PUBLIC PLACES**
  - [DAILY STAR](http://www.dailystar.co.uk)

- **INSIDE FERAL BRITAIN: A BLOOD-CHILLING JOURNEY INTO THE HEART OF OUR TEENAGE GANG CULTURE**
  - [DAILY MAIL](http://www.dailymail.co.uk)

- **THESE KIDS WILL NICK ANYTHING FOR DRUGS**
  - [DAILY TELEGRAPH](http://www.telegraph.co.uk)

- **BINGE DRINKING TEENAGE YOBS TO BE GIVEN RANDOM BREATHALYSER CHECK IN NEW POLICE CRACKDOWN**
  - [DAILY MAIL](http://www.dailymail.co.uk)

- **HELL’S CHILDREN GET LIFETIME BAN**
  - [The Times](http://www.thetimes.co.uk)
Which headlines:

- Provide generalisations that do not represent all or perhaps even most individuals within that group?
- Might make someone feel frightened or unsure about that group or think that this group has nothing to offer our society?
- Might make someone reluctant to get to know a member of that group?

**DISCUSSION POINTS:**

- Are there many positive stories about young people in the press?
- What positive contributions to society have the young people in the room made? Have any of them been represented in the press?
- Does everybody who is a similar age behave in the same way?
- How many people in the group do not confirm to the stereotype of a young person/teenager?
- How do the young people feel that the media’s portrayal affect people’s attitudes towards teenagers?

Reveal that only 5.7% of British teenagers are involved in crime.

Source: Catch22 on behalf of the Philip Lawrence Awards

The Media Intelligence Survey 2007 states:

- 9 out of 10 stories on young people do not report what young people themselves say.
- Only 22.7% of coverage in the national media is positive or favourable toward young people.
- 3 out of 4 stories about young people in the media are negative.

Echo Research Company 2009 state that:

- In 2009 the words most commonly used to describe teenage boys in the press were ‘yobs’ (591 times), followed by ‘thugs’ (254 times), ‘sick’ (119 times) and ‘feral’ (96 times).
- 80% of teenage boys in the survey feel that adults had become more wary of them now than they had been a year ago.

- How accurate were the guesses made by the group?
- What is the problem with your guesses being so much higher than the actual figure?
- What role has the media had to play in your and other people’s perceptions of teenagers?

PART TWO: THE MEDIA AND MINORITY GROUPS

Resources: copies of The Media worksheet, the newspaper headlines and the ‘Facts behind the Headlines’ available from [www.theredcard.org/NoPlaceforHate](http://www.theredcard.org/NoPlaceforHate)

Before you start the activity, choose two or three of the newspaper headlines to work with. Try and choose the most suitable for the young people’s age and ability.

**Delivery:**

Start by asking the young people to consider which groups in society they think are misrepresented in the newspapers. After this, get the young people into groups and hand out the worksheet and one of the newspaper headlines. Ask them to spend a couple of minutes looking at the headline and answering the questions on side one of the worksheet. After completing this, hand out the facts behind the headline and ask the young people to complete the questions on side two of the worksheet.

TIP!

Use the information from two recent media surveys on this page to generate and inform discussion.
Invite some of the groups to the front of the classroom to talk about their headline, asking them to explain what they initially thought of the headline and how this compares to the facts.

**FURTHER DISCUSSION POINTS:**

- How does the media’s portrayal affect people’s attitudes towards different groups of people?
- Do the headlines apply to every single person in that group?
- How would people from this group feel when they read these headlines?
- Does this group of people make positive contributions to society? Are these represented in the media?
- How powerful is the media? In what ways does it impact on racism?

**To Sum Up:**

The media is an extremely powerful tool – television, radio, newspapers, the internet, magazines and advertising have the capacity to educate, inform, include and challenge millions of individuals. It is important for people to remain critical and aware of how the media is shaping perceptions and constantly question assumptions and prejudices. With the profit motive in mind, the media will always opt for characters and coverage that is going to attract the most viewers or sell the most papers, so it is important for everyone to consider that we may only be seeing part of the picture. Also, with unregulated social networking playing such a huge role in people’s lives, it’s important to acknowledge that opinions about groups of people could be easily manipulated and based on very little fact.

**BURNING QUESTION:**

Are newspapers allowed to print prejudicial and discriminatory stories?

The newspaper industry is currently self-regulated voluntarily by the Press Complaints Commission (PCC). The PCC deals with complaints about the editorial content of newspapers and magazines as well as the conduct of journalists. The PCC enforces the rules of the Editor’s Code of Practice agreed by the newspaper and magazine industry. This Code of Practice includes rules on discrimination to protect individuals at risk of racial, religious, sexual and other forms of discrimination.

However, not all newspapers in the UK are regulated by the Press Complaints Commission, with some, including the Daily Express and the Daily Star, choosing to opt out of regulation. In addition to this, the PCC cannot uphold complaints if groups of people, rather than individuals, are written about in a prejudicial and discriminatory way.

The Leveson Enquiry (2012) examined the culture, practice and ethics of the press and made recommendations that there should be a new independent press standards body created by the industry and backed by legislation, with a new code of conduct. However, no changes have been implemented at the time of writing.
The invention of the internet has afforded everybody the opportunity to access more information than ever before, and social networking allows people to connect with others, right across the world. However, the internet and social networking are extremely powerful tools in creating, perpetuating and escalating racist and extreme ideas and in mobilising people to act in racist and hateful ways. It is therefore essential that young people are provided with the necessary skills and knowledge to think critically when browsing and keep themselves safe online.

**Burning Question:**
How/where can we find out the facts behind the headlines?

It is really important that young people and adults are equipped with the knowledge and skills to think critically about the information they receive from newspapers. There are a number of different sources which break down newspaper stories and report the facts behind the headlines. These include the following organisations:

- Minority Thought: www.minority-thought.com
- Press Not Sorry: www.pressnotsorry.wordpress.com
- Tabloid Watch: www.tabloid-watch.blogspot.com

**Activity: Source Check**

- **Time required:** 30 minutes
- **Resources:** IT suite

This activity has been designed to highlight the way that people can use the internet to fabricate information to manipulate and confuse people. The activity demonstrates the need to thoroughly check the reliability of sources and to find information from more than one source to ensure accuracy and authenticity.
Please visit www.digitaldisruption.co.uk. Click on Teaching Tools, Source Check and then Historical. The activity will ask young people to answer a series of critical questions about the website below. The website has a seemingly neutral URL address, www.martinlutherking.org however, on further inspection it transpires that it is actually hosted by Stormfront. Stormfront is a white nationalist and supremacist neo-Nazi internet forum which was established by a former Ku Klux Klan leader. It is worrying that this website appeared as the 6th suggested website on Google search for Martin Luther King.

DISCUSSION POINTS:

Explain to the young people that when browsing the internet they should always consider the following things:

• Have they checked the source of the material?
• Who has written the website? Is the organisation/person reputable?
• Are the authors writing to try and convince them of something?
• Is the information on the website backed up by facts? Are they reliable?

Before you share information on social media sites:

Stop before you post a link
How could the content affect what people think of the subject?
Analyse the audio and visual information. Do they twist the meaning?
Review other sources before you make up your mind
Encourage others to stop and think before share.

To Sum Up:

Many far-right groups use the internet as one of their main tools for communication and recruitment. With the simple click of the button ‘like’, young people’s news feeds will be filled with their communication and news of demonstrations. It is essential that we are actively preparing young people to stay safe and think critically online.

Young people should also be made aware that their interaction can be monitored and traced back to them; any involvement with racist or extreme groups online could mean that they are breaking the law.
CHALLENGING FAR-RIGHT ATTITUDES AND MYTHS

Far-right groups exploit people’s fear, misinformation and prejudice to enlist support. The activities in the previous section help young people to explore where they get their information from and to think critically about the information that they receive. It is also vital to empower young people with knowledge, in order to remove fear and allow the young people to recognise misinformation. This section of the pack explores some of the common themes which are exploited by contemporary far-right movements and provides facts and evidence to dispute some of the common myths espoused by new far-right movements. The key themes explored in this chapter are anti-Muslim hatred, immigration and disconnection with the political system.

LEARNING OUTCOMES:
By the end of this section learners will have:

- Been challenged to think critically about the messages that they have previously heard about Muslims and immigration
- Explored the different reasons why people immigrate to the UK and understand the meanings of the terms used to describe different migrant groups
- Considered political issues and how they can be involved in the political debate

ANTI-MUSLIM HATRED

Much of the rhetoric of contemporary far-right groups is directed against Islam and Muslims. As well as being portrayed as a terrorist threat, Muslims are presented as having a fixed culture which is diametrically opposed to British values and a threat to the British way of life. Some areas of the media have been irresponsible in reporting on Islam and Muslims and because of this young people who are not familiar with Islam and Muslims are susceptible to taking on this information.
LISTED BELOW ARE THE SIX MOST WIDELY-BELIEVED MYTHS ABOUT MUSLIMS:

- Muslims are a homogenous group: Muslims are often seen as being the same as each other, regardless of differences in nationality, social class, political outlook and piety.
- Muslims are motivated by religion: It is thought that the most important thing for all Muslims is their religious faith. Therefore, if a Muslim engages in violence, for example, it is assumed that this is because their religion advocates violence.
- Muslims are the ‘other’: Muslims are seen as having few if any interests, needs or values in common with people who do not have a Muslim background. As a result of this, Muslims are seen as not possessing the wisdom from which people with different religious and cultural backgrounds may learn and benefit.
- Muslims are culturally and morally inferior: It is thought that Muslims are prone to being irrational and violent, intolerant in their treatment of women, contemptuous towards different world views, and hostile and resentful towards ‘the West’ for no good reason.
- Muslims are a security threat: Globally, they are seen as being engaged in ‘a clash of civilizations’, and within those countries where they make up a minority, they are an ‘enemy within’, in tacit or overt sympathy with international terrorism and encourage the ‘Islamisation’ of the countries where they live.
- Muslims are impossible to co-operate with: As a consequence of the previous five stereotypes, it is suggested that there is no possibility of equal and active partnership between Muslims and people with different religious or cultural backgrounds.

Adapted from the OSCE/ODIHR Guidelines for Educators on Countering Intolerance and Discrimination against Muslims.

HOW CAN WE COMBAT THESE MYTHS?

Show Racism the Red Card has developed a DVD and education pack called “Islamophobia,” which contains information and activities designed to explore and combat the most prevalent myths about Muslims. The education pack can be downloaded at www.theredcard.org/educational/teachers-area/home

OSCE and ODIHR have recently produced the ‘Guidelines for Educators on Countering Intolerance and Discrimination against Muslims’, which provide some useful approaches to addressing Islamophobia through education. The guidelines also contain a large list of organisations, networks and information tools to support you further in challenging myths about Muslims. The guidelines can be found at: www.theredcard.org/NoPlaceforHate

BURNING QUESTION:

Is it right to be scared of Muslims? Do they pose a terrorist threat?

Many young people are fearful of Muslim extremists because of the high profile of incidents such as 9/11 and 7/7. However there are approximately 1.7 billion Muslims in the world and only a very tiny percentage have ever been involved in any terrorist activity. In 2011 there were 174 terrorist attacks in EU member states. NONE of these were carried out by Al-Qaeda affiliated or inspired groups. In 2009 and 2010, there were 543 terrorist attacks in Europe, of which only 4 were committed by Muslims. This means that only 0.7% of terrorist attacks—less than 1%—were committed by Muslims.

Source: EU terrorism situation and trend reports 2010, 2011 and 2012

‘ISLAM IS A RELIGION OF PEACE AND SAFETY THAT CHAMPIONS LOVE AND HARMONY IN SOCIETY. ACCORDING TO ISLAMIC TEACHINGS, ONLY SUCH A PERSON WILL BE CALLED A MUSLIM AT WHOSE HANDS THE LIVES AND PROPERTIES OF ALL INNOCENT MUSLIMS AND NON-MUSLIMS REMAIN SAFE AND UNHURT. THE SANCTITY OF HUMAN LIFE AND ITS PROTECTION OCCUPIES A FUNDAMENTAL PLACE IN ISLAMIC LAW. TAKING ANYONE’S LIFE FOR NOTHING IS AN ACT THAT IS FORBIDDEN AND UNLAWFUL.’

SHAYKH-UL-ISLAM
DR MUHAMMAD TAHIR-UL-QADIR
IMMIGRATION

The far-right are vehemently anti-immigration and in times of recession, messages such as “immigrants are stealing British jobs” can resonate with individuals and divide communities. Many young people are confused and have a lack of information on the issue, which can lead to fear and resentment towards immigrants. The information and activities below will help young people to better understand the reasons why people move from one country to another, build empathy with those who are forced to leave their country and help the young people to understand the mechanisms that are in place to restrict immigration into the UK.

ACTIVITY: WHY DO PEOPLE MOVE?

Time required: 20 minutes

Resources: White Board, Why do people Move? worksheet, downloadable from www.theredcard.org/NoPlaceforHate

Delivery:

Ask students to discuss reasons why people move, encourage them to think of the reasons why they may have moved house in the past. List all of their suggestions on the board.

Explain that sometimes people move because they want to and other times because they have to. Talk through the reasons on the board and ask the young people to make a decision as to which category each reason falls into.

Explain to the young people that, as they have listed, there are many reasons that people move, sometimes because they want to, sometimes because they have to;

Sometimes moving within a country and sometimes moving from one country to another

Explain to the young people that a term which is commonly used when looking at the movement of people is IMMIGRANT. Get suggestions from the class about what immigrant means, encourage them to be honest.
Explain that an immigrant is: ‘a person who comes to a country from another to take up new residence’.

NOTE!

There are different visa systems required for European Union (EU) and non EU citizens. People from countries within the EU are free to work and live in the UK without a visa; people from the UK are also free to move to these countries without a visa. People who come from outside the EU would have to apply for a visa through a strict system on the Home Office website. For a list of countries in the EU please visit www.theredcard.org/NoPlaceforHate

NOTE!

The young people will very commonly offer ‘illegal’ in their ideas of immigrant and descriptions of “sneaking into the country on the back of lorries”. You can state that yes, one form of immigrant is ‘illegal’ however entering the country through deceptive means is not the most common entry into the UK and most immigrants are not illegal.

People immigrate to a country for lots of different reasons. Can the young people think of any of the reasons why people may immigrate to the UK?

NOTE!

Tourists are not usually described as immigrants as they do not take up residence here, however the UK benefits greatly from tourism from all over the world. In 2011 30.7 million people visited the UK, bringing in billions of pounds into the UK economy.

Get the young people to work in pairs to complete the worksheet by drawing arrows to match the terms with their correct definition.

TIP!

This could be facilitated in the form of the ‘Existing Ideas’ activity on page 8

DISCUSSION POINTS:

• Were the young people surprised by the different categories?
• Were there any categories that they hadn’t heard of before?
• What information had the young people previously heard about immigrants?
• Where had they heard this information?

BURNING QUESTION:

Do the majority of new jobs go to immigrants?

Not at all, in 2010 immigrants accounted for 15% of people who were hired. This means that 85% of “new jobs” went to British workers.

Source: Jonathan Portes of the National Institute of Economic and Social Research

BURNING QUESTION:

Do Immigrants Contribute Positively to the UK?

Yes! Migrants fill skills gaps and take on jobs that UK employers can’t fill. They bring diversity to the workforce which has been shown to improve productivity. Britain has an aging population, but the majority of migrants are young and fit and contribute much more to the economy than they take out.
Did You Know? An estimated 4.7 million British born people have emigrated and now live abroad.
Source: Home Office (2012)

ACTIVITY: MIGRANT PROFILES

Time required: 40 minutes - 1 hour

Resources: Migrant Profile Worksheets, Migrant Profile Story Cards downloadable at www.theredcard.org/NoPlaceforHate

Delivery:
This activity should be conducted after “Why Do People Move?”

MIGRANT PROFILE: MISSY’S STORY

“My name is Missy. I grew up in a small village in Ethiopia. At the age of 8 I moved to the capital city, Addis Ababa. Life in Ethiopia is good; I spent my childhood going to school, playing out and studying. A lot of people assume that you have to travel five miles for water, that I would have had no food growing up and that everyone has HIV/AIDS. When I tell people that I am Ethiopian, they say, “Oh were you really hungry growing up?” and I say, “No, that is what you see on the TV and that is what you hear about Ethiopia.” People think that I came here to England because I was hungry or because I want money. That is not why I came here. There are lots of people that travel to Ethiopia from all over the world.

I was 19 and excited; I wanted an adventure to any place that would give me a different experience. I didn’t have England in mind at first; I had a chance to go to Germany, but I cannot speak the language. I knew an English family who had lived in Ethiopia who said that I could come and stay with them for a while until I got myself sorted. They helped me; they were like a second family. I applied for a student visa to come over here. I started to go to college and when I had finished college I went to university to do a degree.

I think there are good and bad things about England, just like Ethiopia. I think the bad thing is that some people think that just because I am a foreigner, I am here to take a job or here for the benefits. People have been racist to me and have accused me of stealing their jobs and money. I honestly would rather work than take something for free. I am a student, so the work I get is part time so that I can study too. I have both English and international friends here and I really like it. I really want to travel and look for more excitement and adventure so I don’t think I will stay in England too much longer. I would definitely come back here to visit and party but I think that I will go to South America next.”

Split the class into five groups and give each group a ‘Migrant Profile’ and a worksheet. Explain to the young people that each profile details the story of someone who has immigrated to the UK and that all of the stories are true. Give the young people time to read their profile and ask them to work in their groups to fill in the worksheet.

Explain to the young people that they will be expected to deliver a short presentation at the end of the session to tell the rest of the group about the person whose profile they have been given. They should also use their “Why Do People Move” worksheet to help structure their presentation, ensuring that they include information about the category of immigrant that their person falls into.
MIGRANT PROFILE: CUMAN’S STORY

“I come from Sri Lanka. The really good thing about Sri Lanka is that the education is totally free from primary school to university. You do not have to pay anything. Everybody has the chance to study and get an education; the only thing is that university places are limited.

In Sri Lanka the weather is amazing; it is hot all of the time and there are lots of beautiful beaches. The cost of living in Sri Lanka is very cheap compared to England too. I like that England is very organised; if you follow the rules and regulations you can do whatever you want.

The culture in Sri Lanka is very, very different to England; everybody knows their neighbour and you talk to everybody in your community. I don’t really know my neighbours here in England and I definitely do not know everybody who lives in my street.

Despite all of the good things about Sri Lanka, I wanted to be really successful and the specialist job that I am qualified in doesn’t really exist in Sri Lanka so I came to England to get a job in wireless communications.

I had to apply to get a visa to come to this country and work; there was a lot of paper work involved to get here. Sometimes I hear people talking about “foreigners stealing jobs” but I didn’t steal the job that I have. Not everybody could do this job as I had to train for many years to make me qualified enough. I know I am very lucky to be able to do this and I really enjoy living in England.

I am not sure how long I will stay in England but I am enjoying my job at the moment and I am happy to stay here for a while.”
MIGRANT PROFILE: JULIA'S STORY

"Life in Romania is not very easy; it is really difficult to find a job so my partner and I came here to England to find some work. In Romania, even if you work every hour of every day, you know that you still cannot afford the food or the clothes that you need - I knew that I would not have enough money for the whole month.

In Romania I had a job working in a restaurant. This was very hard because I would work 24 hour shifts without a break and you can be sacked at any point. It would be too much of a risk to ask for a break, because they would probably tell you to go home and somebody else would take your job. You have no rights. My salary in Romania was around 7 million Lei which would be around £200 for a month.

I wasn't sad to leave Romania. If you were to come to Romania and see how some people live, then you would understand that life is very hard. I was excited to be starting a new journey, but I do miss my family. It was hard to leave them behind; all of my family are in Romania. Romania is a very poor country. What I notice about England is that people smile more than people in Romania. In Romania you can see the sadness on peoples' faces. They are worried and thinking, "What shall I eat tomorrow? How will I pay my bills tomorrow? How will I find a job? My child is hungry and we don't have any food for her." If you live in Romania you cannot dream - you have to survive.

I live in a shared house here with other people. You cannot have your own house in England because it is too expensive so we have to live with other people. At the minute I live with three other people, I share a room with my boyfriend. At first I didn't have a job; it is very complicated to get a National Insurance Number in Britain (you need this to make it legal for you to work). I started cleaning in a house and was paid £5 for one hour cleaning. The bus actually cost more than I got paid, so this was very hard, but I thought that maybe I could make a good name for myself and could clean other people's houses. This happened for a few months so I lost money.

In the end I was cleaning houses from 8.30am until 9pm at night. My boyfriend works from 5am until 6pm for six days a week. He is like a robot; he comes home, has a shower, has something to eat and goes straight to bed for work the next day. He does not have any time for himself, or for me. People shout and swear at him at work and he feels that he is treated very differently to the British workers, but he would never comment as he is scared of losing his job. I send money back to Romania every month; you have to help your family because of the way life is in Romania.

Life in Romania and in England is hard in very different ways but it is better to be here and for things to be hard than to be in Romania and have no money at all."
"I come from Sierra Leone. Life in Sierra Leone is really good. I grew up in a close family. My dad was educated and worked as a lecturer. I really like the food in Sierra Leone; there are lots of spices and greens. We don't really do take-aways because there is so much home cooking. Last year my dad died suddenly of a heart attack. My brothers, sisters and my mum all live in Sierra Leone.

My mum and dad really wanted all of their children to be educated so all of my five sisters and two brothers have been to university. After I had finished university I went to work as a journalist and I worked my way up until I became a senior journalist. I worked in both television and radio. I had a very promising career.

I had my own television series in Sierra Leone where I presented and produced the programme. One of my television programmes was about women's issues; this programme had a really high viewing rate. I am very passionate about people being equal and I am a very outspoken person. In the country I come from women are very low down the ladder; people think they should be in the kitchen and you are trained to be a house wife and a mother; you are not really encouraged to have a career.

I started getting a lot of trouble when I was out. At first people started throwing stones at my car and threatening me. I knew it was because people did not like me speaking out about what was happening to women. My family started to get terrorised and my sister, who really looks like me, got badly beat up. One night I went out to meet some friends for dinner and I had a really lovely evening but when I got back I was horrified to see that somebody had burned down my flat. There were much worse things that happened to me but I don't really want to say because I try to forget these things. I knew I had to leave Sierra Leone. That was a very painful decision. I did not want to leave but if I had not left, I would be dead by now.

I still do not know if I can stay in England or not. It has been 4 years now and they still cannot decide if they believe if I am telling the truth about my situation. It is so difficult because you are asked for things to prove you're telling the truth, and I do not have them with me. The only thing that I was thinking about when I was leaving home was staying alive; I was not thinking about what documents I needed.

When I first arrived I was put into an Asylum hostel, where I received a lot of abuse and racism from people in the neighbourhood, who were confused and angry about us being there. I want to be independent; I don't want to be dependant on the state to give me £35 a week to live. You cannot plan your life because you do not know what is going to happen; I just live each day as it comes."
“My name is Patrick and I was born in Lubumbashi which is in the Democratic Republic of Congo (DRC, Africa). Life in the DRC was good. I went to school and really enjoyed it. My favourite subject at school was PE and I really enjoyed science too. I liked playing football and from a young age people said that I was good at it. In my spare time I would play with friends and hang out. The community in the DRC was really tight; everyone knew everyone and it was a really lively place. I lived with my mum, dad, brother and sister. My dad was really into politics and worked for the government and my mum stayed at home to look after the family.

It all started to go wrong for my family when the government changed hands and a new leader was elected. The new government basically started to go after everyone who was involved with the old government. They started to threaten the families of these people. My dad knew it would be us soon and started to think it would be best for us to leave the country.

I left the DRC with my sister in the middle of the night. At the time she was 17 and I was 12. My dad passed us onto his friend to make sure we could get out the country safely. I cannot remember any of the journeys because I was in such a shock. I did not know what was happening or where I was going. My sister and I were sent to live with a foster family in England. It was SO different to my home in the DRC. Everybody was friendly to me but I didn’t know anybody and that was a very lonely feeling. At that time I was the only black child who lived there. I miss how everybody in the DRC lived like one big family but the way the government started treating people was too much for my family.

I thought that I had it bad, but I know of other stories from my home country that would shock people. When I hear of those things it makes me grateful that my dad made the decision for my sister and I to escape. I got involved in playing football in England and I was accepted into the academy at Newcastle United which was great. I signed a professional contract for Newcastle United one year ago and I play for them now.

I am now a British citizen. I cannot go back to the DRC because things are still too dangerous in my country. Obviously we didn’t act as quick as we should have as my mum, dad and brother are still in the DRC and I have not heard anything from my family since I left in the middle of the night. I do not know what has happened to my family but I fear that the worst has happened to them.

Part of me still feels Congolese but because I have been here so long I feel like I belong here too. Maybe after my football career I will be able to return to the DRC; I hope so much that I will see my family again.”
NOTE!

The freedom to seek asylum is a human right. Human rights were formalised in the Universal Declaration of Human Rights (1948) which was an agreement created based on the knowledge that dignity and the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world. Each country that signed up to the Human Rights Declaration was making a contract or a pledge to aspire to the Human Rights enlisted. For more information on Human Rights and for a list of Human Rights please visit: www.theredcard.org/NoPlaceforHate

EXTENSION ACTIVITY:

For more information and activities around asylum seekers and refugees please see our education pack A Safe Place, which can be downloaded here: www.theredcard.org/educational/teachers-area/home

DISCUSSION POINTS:

Remind the group that all of the stories that they have explored are descriptions of people who are immigrants.

- Was there anything in the stories that surprised the young people?
- Have they learnt anything new about immigration?
- Why do they think it is important to consider all of the different reasons people may want to move countries?
- How do they feel towards the people whose stories they have heard?
- What do they think are the dangers of not understanding all of the different reasons why people move to the UK?

BURNING QUESTION:

Why do so many asylum seekers come to the UK?

The UK is not the ‘asylum capital of the world.’ Britain hosts only 2 percent of the world’s refugee population. 80% of the world’s 42 million refugees flee to developing countries; usually those neighbouring their own. The majority of refugees and asylum seekers are hosted by the world’s poorest countries, often in desolate camps in remote border regions.

BURNING QUESTION:

Do Asylum Seekers come here to take advantage of our benefits system?

Asylum seekers do not come to the UK to claim benefits. In fact, most know very little about the UK asylum or benefits systems before they arrive. Asylum seekers are not allowed to work for the first 12 months of their application. They are forced to rely on state support, which is set at just 70% of the income support that British Citizens can receive; they do not receive extra perks such as mobile phones and are denied other benefits open to UK nationals such as Disability Living Allowance.

Visit the Home Office website with your young people to show them the complicated forms and requirements there are for non-EU economic migrants.

This information can be found on the UK Border Agency website: www.ukba.homeoffice.gov.uk (click on ‘Apply Online’ on the left side column and then ‘find forms’).

Ask the young people to choose a non-EU country as their nationality and their country of residence and ‘to work’ as the reason for their visit to see the requirements for entering the UK as a non-EU economic migrant.
To Sum Up:

There is a perception that entering the UK from other countries is an easy process and that immigrants are given benefits that UK nationals are not entitled to or are taking jobs that rightfully belong to British people. This can create immense feelings of injustice which can fuel racism toward immigrants. It is essential for young people to question the information that they receive and to be proactive and find out information for themselves, which will help them to understand complex systems such as the immigration system and shield them from misinformation.

BURNING QUESTION:

Are immigrants able to jump the housing queue?

No! The housing situation in Britain is complex. There are two different types of rented accommodation: Those which are provided by the Local Authority – social housing, and those which are let by private landlords. The majority of new immigrants are not eligible for social housing at all. However, some immigrants (mainly those from the European Union who are in employment), are allowed to join social housing queue. Those waiting for social housing in Britain are allocated points depending on their situation and according to need, so for example somebody who is escaping domestic violence with a child would be given a high number of points.

Often migrants live in difficult-to-let former local authority properties that have been sold to private landlords, and local authorities occasionally use unused social homes to temporarily house asylum seekers. This may make it appear to the local community that these people are jumping the queue; however, this is not the truth.

Over 90% of those in social housing are UK born.
Source: Social housing allocation and immigrant communities EHRC (2009)

POLITICS

One of the many reasons people turn to alternative, extreme political groups or social movements is because they feel alienated from the mainstream politics on offer; they have little knowledge of what distinguishes political parties from each other and do not know why politics applies to them.

Sound familiar? The above sentiments are extremely common and young people should be helped to understand the political system and how politics is applicable in all areas of our lives. The following websites are a useful way of engaging young people in political discussions:

www.headsup.org.uk HeadsUp is a moderated, online space for under-18s to debate the political issues important to them.

www.ukyouthparliament.org.uk The UK Youth Parliament is run by young people and provides opportunities for 11-18 year-olds to use their voice in a creative way to bring about social change. There is also a Scottish Youth Parliament (www.syp.org.uk) and Funky Dragon (www.funkydragon.org) is the children and young people’s assembly for Wales.
**ACTIVITY: HOW WOULD YOU RUN THE COUNTRY?**

**Time required:** 2 hours  
**Resources:** Paper, pens, IT equipment  
**Delivery:** Introduce the subject of politics to the young people.

**DISCUSSION POINTS:**
- What is politics? Why do we have politicians?  
- What kinds of decisions do politicians make?  
- Do the young people think that they are affected by government decisions? Can they think of an example where a decision made by the government has affected them or will affect them in the future?

Divide the young people into groups of six. Tell them that they are going to create a new political party and design a leaflet which outlines their policies (sometimes called a manifesto). The young people need to come up with a name for their party and then consider what they see as being the important issues that need addressing within the country and their community.

**Some points that might be useful for the young people to consider are outlined below:**

**Education** - Would they make young people stay in education longer? Should university education be free?  
**Health Care** - Would health care be free? Should anyone be refused treatment? How would you improve young people’s health?  
**Immigration** - What, if any, restrictions would they put on the amount of people entering the country? What might be the impact on the economy of their decision?  
**Defence of the country** - Would they have an army? Would they have nuclear weapons? Would Britain be involved in the defence of other countries?  
**Policing and the legal system** - Would they decriminalise drugs? What might be the impact if they did? Would they increase prison sentences? Would they give more people community sentences?  
**Local communities and services** - Should leisure centres be free? Would you increase/reduce libraries? What other services do you think should be provided to communities?

**Children and young people** - What specific facilities and activities should be provided for children and young people? For example, skate park, playgrounds, youth clubs? Should these be provided free of charge?  
**Voting** - Should it be made compulsory for people to vote?  
**Equality** - What should be done to ensure everyone gets fair and equal treatment and protection from discrimination and racism?

The young people could add anything else that they think would be appealing to the voter, and should also consider the justifications behind their decisions.

The young people should sketch out their policies and design a leaflet using pens and paper, before moving to the computer to produce the final version. Once the young people have finished their leaflets, organise a debate between the different groups.

At the end of the session, the class should vote as to which party they would support.

**EXTENSION ACTIVITY**

Encourage the young people to write to their Local Councillor/MP about an issue that annoys/frustrates them, or about an issue that they would like to see campaigned about.

**NOTE!**

For further information on political interest and engagement amongst young people please see research by the Joseph Rowntree Foundation, available to download from [www.theredcard.org/NoPlaceforHate](http://www.theredcard.org/NoPlaceforHate)
LEARNING OUTCOMES

By the end of this section learners will have:

- Gained a clear understanding of how hate and prejudice escalates and explored some of the essential ingredients involved in this
- Gained the skills to be able to recognise their role in preventing the escalation of hate
- Understood the different forms of extremism which exist and the negative consequences of extreme behaviour

ACTIVITY: ESCALATION OF HATE AND JAMES’S STORY

Time required: 1-1.5 hours

Resources: flip chart paper, whiteboard pens, Pyramid of Hate image, Escalation of Hate definitions and James’s story in full downloadable from www.theredcard.org/NoPlaceforHate,

Delivery:

As a precursor to this activity, it might be useful to deliver some of the activities in the section of this pack entitled ‘Where do we get our ideas from?’ (page 19). These will help the young people to understand what influences people’s attitudes and opinions, before they consider how these attitudes can escalate.

This activity examines how hate and prejudice escalates. Using a real life example, it visually demonstrates the relationship between the different expressions of racism and clearly illustrates how easily individuals can become involved in increasingly damaging behaviour and action. It also emphasises the significant point that our behaviour can have consequences, no matter how ‘harmless’ it may seem.
PART 1: ESCALATION OF HATE

Display pieces of flip chart paper around the room containing the following headings:

- STEREOTYPE
- PREJUDICE
- SCAPEGOATING
- DISCRIMINATION
- HATE CRIME

Ask the young people to start thinking about definitions for these five key words. Ask them to walk around the room and try and contribute something towards a definition for each word on each sheet; it can be key words, phrases or even examples if they wish.

Once participants have returned to their seats, take each key word in turn and ask for a volunteer to read out the group’s ideas. Thank them for their contributions before sharing the prepared definitions of these words (Escalation of Hate Definitions available to download from www.theredcard.org/NoPlaceforHate) and ensure everyone understands exactly what each word means.

Organise the young people into groups of five or six and hand out a set of the definitions. Set them the challenge of trying to arrange the different stages into an order to show how these behaviours progress. The Pyramid of Hate opposite will help you with this.

It is extremely important to recognise that holding racist views is a burden on the perpetrator; there are no positives about behaving in a racist way or having racist attitudes. In fact hatred, anger, discrimination and prejudice hold a person back and prevent them from fulfilling their true potential.

**FURTHER DISCUSSION POINTS:**

- Are there any positives about the existence of racism?
- What is the cost to the individual who doesn’t act to challenge hate? What is the cost to the targets of hate? What is the result for society?
- Are there lessons we can learn from history? The Holocaust and other past genocides were only possible after all of the other stages had been established.
- What can be done to help people realise that their actions can have serious consequences?

**DISCUSSION POINTS:**

- What factors cause hate to escalate?
- Is the escalation clear?
- Can anyone recognise their own behaviour anywhere on the pyramid?
- Could any of the sections of the pyramid happen in isolation?
- How can an individual stop the escalation?
- How can communities stop the escalation?
- Looking at the pyramid, where are the points that the young people could effectively challenge some of the behaviours, what action would they take?

**NOTE!**

Genocide is the deliberate systematic killing of an entire group of people. Genocide is at the top of the pyramid because it is the most extreme act of prejudice and hatred; it is much less common than all of the examples that are lower in the pyramid. For more information about genocide please visit the Holocaust Memorial Day Trust website: www.hmd.org.uk
PYRAMID OF HATE

GENOCIDE
The deliberate systematic extermination of an entire people

VIOLENCE
Against people
• Threats
• Assault
• Terrorism
• Murder
Against property
• Arson
• Desecration (violating the sanctity of a house of worship or a cemetery)

DISCRIMINATION
• Employment Discrimination
• Housing Discrimination
• Educational Discrimination
• Harassment (hostile acts based on a person’s race, religion, nationality, sexual orientation or gender)

ACTS OF PREJUDICE
• Name calling
• Ridicule
• Social avoidance
• Social exclusion
• Telling belittling jokes

PREJUDICED ATTITUDES
• Accepting stereotypes
• Not challenging belittling jokes
• Scapegoating (assigning blame to people because of their group identity)
PART 2: JAMES’S STORY

This activity is designed to complement the ‘Escalation of Hate’ activity above. James’s story gives an individual’s account of how ideas can turn into action and what the consequences of this can be. Exploring James’s story will allow young people to see the theory from the pyramid of hate in action. It also aims to encourage young people to consider their responsibility in challenging hateful behaviour, to identify how and when it is appropriate to intervene and to illustrate the potential consequences of not taking action.

Explain to the young people that they are about to hear the story of a young man who committed a hate crime. Using the full version of James’s story you have downloaded: invite volunteers up one at a time to read out the sections of the story, use the discussion points below to draw out meaning and learning from different stages in James’s journey. Encourage them to try and identify examples of the different expressions of racism explained in part one – stereotype/prejudice/scapegoat/discrimination/hate crime.

1 James is a white British teenager who lives in the middle of a council estate which is mainly white, there is a Bangladeshi community who live in an area close by, most of them are British born. The estate that James and his family live on is deprived and run down.

2 James attends a local secondary school which is mainly white and he is in middle sets for most subjects, he plays a bit of football and spends most of his spare time with his mates, sometimes at a local youth centre. He has a younger brother.

3 When James was 13 he suddenly began behaving very differently at school and was very angry, he was losing focus in his work and was arguing back to teachers. After discussions with teachers, James explained that his parents had split up and that he was finding it difficult to deal with.

4 When James was in year 9, during an RE lesson about Islam he made a comment: ‘Muslims are all well strict and just pray all the time, plus they try and push their religion on everyone’

5 James was on Facebook one day and liked the English Defence League (EDL) Facebook page and copied a status that said Muslim men and women should wear British clothes or get out of the country. This leads him to join the English Defence League (EDL) Facebook group.

6 Earlier in the year James had signed up for a school trip and was late giving the school the money, eventually he had to be asked to be taken off the list and explained that his mum had lost her job and he couldn’t afford to go, he was very angry about it and blamed the local Asian community for his mum losing her job.

Discussion points:

- What could James do to help him deal with his difficult situation at home?
- Where do the young people think James got these ideas? Have they heard similar ideas?
- Are they fair assumptions to make? What is the potential harm in believing such ideas?
- Ask the young people to imagine that they are friends with James. What could they say to him to change his opinions about this?
- What was the impact of James joining the EDL Facebook group?
- What could be the outcome of James copying the status?
- How do they feel about the status? What action can they take if they see racist, offensive or inappropriate content on Facebook?
• Why does James blame the local Asian community for stealing jobs? Is this fair?
• What are some of the reasons for high unemployment?
• What impact does a job loss have on a family? Consider how James would be feeling?
• How could his feelings of anger and fear be connected to racist behaviour?
• Ask the young people to imagine that they are friends with James. How could they help him to deal with his anger and to understand the real cause of his mum losing her job?

7 James becomes more involved in the EDL and attends a couple of meetings and demonstrations. James, along with other EDL supporters led a campaign against the extension of a local mosque because he didn’t want it to attract more Muslims into the local area.

• Can the young people see any attraction to joining a group like the EDL? How has joining the EDL influenced James?
• James’s ideas have now turned into action. What are the dangers involved in James joining the EDL campaign against the extension of a local mosque?
• How do they think the local Muslim community might be affected by this campaign and the activity by the EDL?
• What might James do next? Is there anything James’s friends or family could do to prevent any further action?

8 On non uniform day at school James and a friend come into school wearing an EDL hoodie, they are asked to remove the hoodie as it is considered offensive to others in school, James feels really angry about this. Later that day, during an argument with an Asian pupil James says ‘You Pakis should get out and stop stealing our jobs’ James was immediately suspended.

• Can the young people understand James’s anger at being asked to remove the hoody? Was this the right decision by the school? How would other pupils and staff, particularly Muslim’s feel about the hoody being worn in school?
• Are the two incidents connected?
• Can the young people see how James’s behaviour has progressed and become more serious?
• How could this situation be resolved?

9 James was walking home with his mates after an EDL rally. They spotted a group of Asian boys, who they assumed were Muslim and started shouting abuse at them. After an argument between the groups, James attacked one of the boys, leaving him with a broken jaw and 16 stitches. James was sentenced to two years in a Young Offender’s Institution.

• Are the young people surprised by James’s behaviour? Can the young people see clearly how James’s behaviour escalates?
• Do they think that there were any other repercussions for James’s behaviour, other than being sentenced to two years in a Young Offender’s Institution? How might life after his sentence be difficult for him? What is the true impact on everyone involved?
• Who could have offered support, advice and information to prevent James from becoming so angry?

TIP!
For information and activities on far-right social movements, including the English Defence League, please see pages 49, 50 and 51 of this education pack.
To allow the volunteers to return to their seats and fully engage in the remaining discussion, it may be useful to try and display the whole story by sticking it up on a wall where it can be viewed in its entirety.

**Give young people a minute to consider James’s journey and facilitate a discussion around the following:**

- Is the escalation clear?
- Can the young people pull out some of the main push factors that contributed to James behaving in such an extreme way?
- Where are the most obvious places where friends, family members or teachers could have offered guidance and support to James? What would have prevented him from progressing up the pyramid of hate?
- If there was no stereotyping, acceptance of stereotypes, prejudicial attitudes, scapegoating etc, would the extremely serious types of behaviour, such as discrimination and hate crimes, ever be possible?

The answer is, of course, no. The racist behaviour that may be considered ‘low level’ paves the way for more serious acts. By not challenging this type of behaviour we are creating a society where violent attacks or discrimination are possible. The only way we can prevent further hate crimes is by stopping the stereotyping, prejudice and scapegoating.

- What can the young people do to protect themselves from involvement with prejudicial attitudes and behaviours?

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**TIP!**

The Pyramid of Hate might be useful in providing additional support when imparting these messages to your young people.

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**To Sum Up:**

Even if there is no obvious or immediate victim, our words, actions and behaviours are not without consequence. It is extremely important to recognise that holding racist views is a burden on the perpetrator; there are no positives about behaving in a racist way or having racist attitudes. In fact hatred, anger, discrimination and prejudice hold a person back and prevent them from fulfilling their true potential. We each have an individual and collective responsibility to ensure we are not contributing to an environment where racism and other forms of prejudice are allowed to flourish and to try and effectively challenge when we see, hear or feel it. Everybody feels disgusted and outraged by acts of genocide; the ultimate expression of prejudice, and we may feel like we would never consider physically hurting or attacking someone, but by accepting stereotypes and scapegoating, we are actually providing support and backing for those few who do.

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‘**DON’T IGNORE IT BY THINKING THIS IS THE OTHER WAY AND I CANNOT BE INVOLVED. I WOULD SAY, YOU HAVE TO BE INVOLVED. I WOULD SAY, YOU HAVE TO BE INVOLVED BECAUSE IF NOT, GOD FORBID, THE SAME THING CAN HAPPEN AGAIN. NO MATTER HOW WONDERFUL A COUNTRY IS, YOU ONLY NEED A COUPLE OF PEOPLE THAT START SPREADING RUMOURS AND THE WHOLE DARN THINS CAN COME TUMBLING DOWN WORSE THAN AN EARTHQUAKE.**”

MOLLIE STANBER, HOLOCAUST SURVIVOR
The NUT has worked with the Anthony Walker Foundation and the CPS to produce a resource which explores racist and religious hate crime in more depth. Please visit the CPS website for more information: www.cps.gov.uk

For many people, the appeal of far-right social movements often lies within the sense of community and belonging they feel by becoming part of a group with shared ideals. The following activity allows young people to begin exploring the nature of groups and how important it is for them to feel like they belong.

**ACTIVITY: MAKE A GROUP…**

**Time required:** 15 minutes

**Resources:** space for young people to move around safely

**Delivery:**
Ask the young people to stand in a circle. Explain to them that you are going to describe a characteristic or trait. The young people must make a group with the people who share that characteristic. Repeat this activity a number of times with different characteristics.

For example:

**Form a group with people who:**
- are the same sex
- have the same number of brothers and sisters
- have the same hair colour
- support the same football team
- have the same favourite food
- speak the same language
- come from the same country
- have the same shoe size

Many people find it important to feel like they belong to a group. Sometimes the desire to be part of a group can make people behave in ways that they might not normally. Peer pressure and the desire to be accepted by the majority can sometimes be a factor in people behaving in a racist way towards others. This is important when discussing racism as it is these types of feelings which often contribute towards a person’s desire to join far-right social movements. The following activities feature case studies on different far-right social movements, with the aim of exploring why people join these groups and what the outcomes of this can be.
The following information describes the formation and the practices of the English Defence League. There are discussion points which allow young people to consider the impact of the EDL on their communities and which encourage them to juxtapose the concept of freedom of speech with inciting racial hatred.

THE ENGLISH DEFENCE LEAGUE (EDL): THE FACTS

**WHO ARE THE EDL?**

The English Defence League is a far-right social movement which was formed in 2009. The movement was formed as a response to a group of protesters who demonstrated at a homecoming parade by the British Army in Luton, Bedfordshire. The protesters (mainly made up of members of the, now banned, Islamist extremist group, Al Muhajiroun) felt that the celebration of the soldiers’ return was wrong and they held offensive banners condemning the actions of the British Army. This prompted the formation of The United People of Luton, which later became the EDL.

The English Defence League was formed around a network of existing football casual and hooligan groups and, at the time of writing, is led by Stephen Yaxley-Lennon, who uses the pseudonym, Tommy Robinson.

The EDL organises street protests across England which sometimes culminate in drunkenness and violence. Many arrests have been made at these demonstrations, both of EDL members and of counter-demonstrators who come to protest against the EDL.

The EDL claims only to oppose Militant Islam (which is an extreme interpretation of Islamic ideology, practised by a very small number of the world’s Muslims) but, much of the rhetoric is directed against all Muslims and portrays Islam as a barbaric religion. Their social networking profile and the chants which can be heard on their demonstrations clearly illustrate this, as does their violent opposition to the building of Mosques and other buildings centred on the teachings of Islam.

The EDL is characterised by in-fighting and splits within their leadership. Some of the more influential members have joined forces with far-right political parties and have also formed links with other far-right groups such as the Infidels and the Combined Ex-Forces (CXF). There is no membership list for the EDL and some people hide their faces with masks when on the EDL demonstrations.
ACTIVITY: SHOULD EDL MARCHES BE ALLOWED?

Time required: 1 hour
Resources: EDL factsheet downloadable at www.theredcard.org/NoPlaceforHate, internet access, paper, pens.

Delivery:
The following activity is designed to encourage young people to consider the difficult and complex arguments that are involved when trying to balance the public’s right to protest whilst at the same time ensuring all members of the public are safe.

It is very rare that the decision is taken to ban a demonstration and would only be done if there were serious police concerns about widespread public disorder and violence.

Public order laws are designed to ensure that individual rights to freedom of speech and freedom of assembly are balanced against the rights of others to go about their daily lives unhindered. Public Order offences can include: Affray, Riot, Violent Disorder, Incitement to Racial Hatred, Incitement to Religious Hatred, and Criminal Damage.

Please visit The Crown Prosecution Service website for further information: http://www.cps.gov.uk/

Do we have a human right to protest?
A right to protest can be seen as an expression of the right to freedom of peaceful assembly, the right to freedom of association, and the right to freedom of speech, outlined in the European Convention of Human Rights. However, these rights are limited to the point where exercising these rights infringes on another person’s human right to social order and freedom from discrimination. Visit the United Nations website for more information www.un.org

Ask the young people to imagine that an EDL demonstration has been organised in their town; the march is planned to take place on a Saturday afternoon and is scheduled to follow a route through the centre of town, past a local mosque. It is up to the class to convince each other whether the march should go ahead or not. Ask the young people to construct a debate arguing either for or against the motion:

“The EDL should be allowed to march in our town.”

Divide the class into two sides, the team proposing the motion, ‘For’, and the team opposing the motion, ‘Against’. Hand out the ‘EDL Factsheet’ to give them some background information to the EDL. If you have access to the internet you may wish to let them research further information about previous EDL marches online.

Give out the ‘Debating the EDL’ worksheet (downloadable here: www.theredcard.org/NoPlaceforHate) for them to make notes and give the two teams 30 minutes to discuss their opening argument and key points for their side. Remind the young people that it doesn’t matter if they really are ‘For’ or ‘Against’ the motion; their challenge is to argue their case effectively and persuade the members of the other team to change their mind.

If the young people are struggling the following prompts may be useful:

Things to consider FOR-
- Freedom of speech and exercising human rights
- Many other protest groups are permitted to protest

Things to consider AGAINST -
- Hate speech on the day
- Minority communities feeling under attack
- Public disorder

Once the 30 minutes are up, the teams need to cut their worksheet into the opening statement and four key arguments and hand out the sections to five team members, who can nominate themselves or be elected by the team.
Take the role of chair and bring everyone to order before inviting the ‘For’ team to propose their motion using their opening statement. Next, give the ‘Against’ team a chance to use their own opening statement in a response. The debate should now move back and forth until all arguments have been heard; the young people may want to amend their arguments as the debate progresses. Once all the statements have been made, the debate can be opened up to the floor for each side to add their own points by standing to get your attention.

**RULES FOR THE DEBATE**

All arguments must be heard, if anyone shouts out or heckles, you must call for silence.

Once the floor is opened for further comments at the end, those wishing to speak must stand to get your attention and wait to be called to speak before beginning.

All other members on each team should be listening hard to the arguments raised and deciding if they will vote ‘For’ or ‘Against’ at the end of the debate.

After all arguments have been heard, bring the debate to the close and ask the young people to vote as to whether they are have been convinced to support or oppose the motion.

**ANDERS BEHRING BREIVIK**

The following information and activity explores the reasons behind, and the consequences of, Anders Behring Breivik’s act of mass murder. It provides a recent example of one of the worst manifestations of racism and extremism.

The section accompanies a documentary film, Norway’s Massacre, which can be found at [www.theredcard.org/NoPlaceforHate](http://www.theredcard.org/NoPlaceforHate)

**NOTE!**

Please note that the documentary contains some very disturbing images and descriptions of events which took place in July 2011. The documentary is 45 minutes long, and viewing the entire programme is recommended.

**What Happened?**

Anders Berhing Brievik is from Norway. He believes very strongly that Norway and Europe is under attack from a “Muslim invasion”. He believes that Muslims are trying to change the way European people live and that they are trying to change the way European people look.

Breivik talked about his ‘race’ (the word ‘race’ appears in inverted commas as the idea of many different races is a social construct and is not a term we recommend using without this caveat.) and his culture being killed off because of multiculturalism. He believed that migration from other countries into Norway would have a negative effect on the country and its people.

He spent several years compiling a manifesto
which illustrated his ideology. Breivik called it a compendium as it was predominantly made up of the writings of others which he had copied and pasted from the internet. The completed compendium is 1515 pages long and was created to encourage people to see the world from Breivik’s point of view.

Breivik believes that action needs to be taken to stop multiculturalism and the movement of Muslim people into Europe. He became extremely angry at the Norwegian government and blamed them for allowing foreign people to come and settle in Europe.

In his compendium, he asks his followers to become violent to stop different people mixing and to protect white, European people like him.

Anders Behring Breivik was the perpetrator of a sequential bombing and mass shooting which killed a total of 77 people in and around Oslo, Norway on 22nd July 2011. He detonated a car bomb outside government buildings, killing eight people and then travelled to Utoya Island, where he shot 69 people dead.

The people that he killed on Utoya Island were mostly young white Norwegian people who were part of the Labour Party. Breivik justifies his actions by saying that the people on the Island would be the future leaders and he felt they would continue to promote multiculturalism and allow Muslim immigration.

The Punishment:

On the 24th August 2012 Anders Behring Breivik was sentenced to 21 years in jail.

As Breivik’s beliefs and behaviour were so extreme, the prosecution in his trial attempted to prove that he was suffering from mental illness(es) and should be considered insane. However, after full medical and psychological assessments he was officially declared sane. There is no medical reason for him to have behaved in this way.

A quote from the Prime Minister of Norway Jens Stoltenberg:

“He (Breivik) managed to cause lots of sorrow and damage, and many people will live with the wounds, but he failed in his main project which was to change Norway, to make Norway less open, less tolerant. Because we have become the opposite, and in that way our democratic society won.”

How do we explain somebody taking such extreme action?

It is clear that Breivik saw Muslims as being less important than him and sought to dehumanise them. He stated, “We must consider Muslims as wild animals”.

Breivik felt that he, and other white people, needed to take action against what he saw as a Muslim takeover of Norway and Europe. He surrounded himself, both in real-life and online, with people who supported his political and racist views. This led to his views becoming more extreme and he became convinced that the only way things would change was if he took extreme, violent action.

DISCUSSION POINTS:

- What impact do the young people feel that these events have on Norway and the people who live there?
- Why do they think that Breivik consider the people on that island to be the enemy?
- What lessons do they feel can be learnt from Breivik’s attacks?
Challenging racist attitudes and behaviours is everyone’s responsibility. Often, young people who do not hold views associated with the far-right, or have any involvement with far-right groups believe that they do not have a part to play in the fight against racism and extremism. This is not true. By not effectively challenging racist attitudes whenever possible, the conditions are created in which these attitudes can manifest themselves into more serious racist behaviour. It has often been proven in history that racism escalates not by people condoning the racist behaviour, but by people failing to speak out against it. It is therefore important for young people to know how they can effectively challenge attitudes to create positive change as well as deal appropriately with any racist abuse they may suffer from.

LEARNING OUTCOMES

By the end of this section learners will have:

◆ Explored practical solutions to deal with racism
◆ Considered their role in the fight against racism and been encouraged to think of positive actions that they can implement in their schools and wider communities

ACTIVITY: EXPLORING RACISM THROUGH DRAMA

Time required: I hour minimum but could be utilised over several sessions

Resources: Adequate space, props, costumes if available and James story downloadable at www.theredcard.org/NoPlaceforHate

The following activities and suggestions allow the participants to explore issues of racism and extreme behaviour through the use of drama techniques. The aim is that through the creative process and safety of drama, young people will enter into debate about dealing with racism, discover potential solutions and become empowered and encouraged to take more transformative action when faced with racism or situations that could lead to racism.

Whilst young people should be allowed to express themselves freely during any drama work, it is important to try and encourage them that the aim of the activities is to explore practical ways to deal with racism, rather than focusing on the conflict. Ensure that the young people are kept safe during this activity, and make it clear that pupils are acting and playing the part of characters. It can be useful to provide props or costumes to illustrate this. If using dialogue, allow pupils to use racist or abusive language whilst in role if it is necessary, however clearly state that it is only for the purpose of the drama and is inappropriate in any other context.

Always allow time for pupils to ‘de role’ and come out of character, do this through debrief discussions about their feelings and thoughts about their experience of the drama activities and allow space for reflection.

NOTE!

Some of the ideas here are loosely based on ideas from the extremely influential Brazilian born theatre practitioner Augusto Boal. His theatrical concept of Forum Theatre and ‘The Theatre of the Oppressed’ is widely acknowledged as being very significant in utilising theatre and drama for empowerment and challenging oppression within societies.
Warm Up
It is always a very good idea to facilitate some games and ice breakers to warm the group up and encourage participation, see pg 13 for ‘The Sun Shines On’ an example of a game that could be played, or visit [www.theredcard.org/NoPlaceforHate](http://www.theredcard.org/NoPlaceforHate) for links to suggested drama websites.

Introductory images
Firstly, divide the young people into smaller groups of 5/6 and ask them to create a collective image using their bodies to represent ‘Racism’ this image is known as a ‘Real Image’ (as it is an illustration of the world as it currently is) and should represent the general concept of racism, encourage them to consider, how it looks, how it effects people, what impact it has on society generally, who are the different people/groups who are involved in it. Rather then spending too much time discussing, urge them to ‘think physically’.

Secondly ask them to create another image which is known as the ‘Ideal Image’ and represents the world as it should be or as they would like it to be, where the problem of racism and its impact have been overcome.

Ask for volunteers to share their images with the group and facilitate a discussion around the differences between the pictures:
- What is the problem? What can we see in the ‘Real Images’? Are there similarities between groups?
- What can we see in the ‘Ideal Images’? How have people interpreted a world without racism?
- Can we summarise the main differences between the ‘Real Images’ and the ‘Ideal Images’? Consider this in the context of what it would be like living in a world where those things were reality.

James’s Story comes to life!

Share James’s story with the group in full, it can be downloaded at [www.theredcard.org/NoPlaceforHate](http://www.theredcard.org/NoPlaceforHate) either read out the story, ask for volunteers to read it aloud or provide each group with a printed copy. As the group are reading / listening to the story, encourage them to consider points where James could take an alternative course of action which would change the eventual outcomes for James and the wider community.

For less confident groups or those with limited drama experience you may just want to use James’s story for stimulus and ask them to create images and short role plays around the different issues, and experiment with hot seating or some of the techniques described in the hints and tips box on page 56.

For a more challenging and meaningful experience try the forum theatre approach detailed below.

CHALLENGING CONTEMPORARY RACISMS AND EDUCATING ABOUT THE DANGERS OF FAR-RIGHT GROUPS

WHAT IS FORUM THEATRE?
Forum theatre is where actors show a scene which illustrates a problem or oppression. Audience members open a debate about potential interventions. The actors then run it a second time and the ‘Spect-actors’ are invited to stop the action, advise or direct characters of ways to resolve the oppression, or actually take on the role of one of the characters to steer it towards a positive resolution. Once there has been an intervention the actors will improvise the remainder of the scene using this new information/idea as motivation for a potential new resolution. A facilitator/ teacher (Known as the ‘Joker’) manages the process but doesn’t intervene with ideas of their own.

Forum theatre can be used as a way of ‘previewing’ solutions or as a way of inspiring creative debate around a particular issue which acts as preparation for facing oppression in real life.

This exercise is similar in content to the Escalation of Hate and James’s story activities on pages 42-47, however is different in structure. Through the use of drama this activity provides young people with the opportunity to explore issues more creatively. It works as a stand alone activity or you could combine elements of both.
A forum approach…

Ask them to begin creating a short improvisation demonstrating the main points of James’s story. Advise that it needs to include an introduction to the main characters, at least one of the incidents from the main body of the story and the concluding events.

Ask for a volunteer group to be the actors and explain to the rest of the young people will become the audience or the ‘Spect-actors’

Utilising basic forum theatre techniques (see previous page) invite the actors to run their scene from start to finish and then a second time, explaining to the audience or ‘Spect-actors’ that they are encouraged to shout ‘STOP!’ at any point in the scene where they would like to intervene and suggest or act out an alternative behaviour/decision/course of action. Ask the young people to consider all of the different people involved who could potentially act to prevent the escalation of James’s behaviour i.e. James, targets, teachers/youth workers, bystanders, onlookers, James’s family etc.

When a new idea/direction/solution has been posed by a spect-actor or played out on stage the actors will be required to use their imagination and improvise to adapt the remainder of the scene accordingly. For example, if someone has changed the story so that James is offered support and advice and doesn’t attend the EDL rally then the scene may end with James feeling happier and attending the youth club with his friends.

Allow the activity to run for the required time, encouraging as many audience members to contribute and get involved with the action, and replaying the scene as many times as is necessary. Once a satisfactory resolution (s) has been reached then end the activity and debrief by asking them to share their feelings about the experience and to reflect on the process. You may want to use some of the discussion points below to draw out some meaning.

DISCUSSION POINTS:

- Whose responsibility is it to challenge racism?
- What ways can we as an individual prevent others from becoming involved in damaging racist behaviours?
- What factors influence the creation and continuation of racism within a society? Encourage the young people to consider both subtle and overt ways.
- What advice would the young people give to James if they could speak to him now?

Ask the young people to list some of the most effective ways to deal with racism.
- What were the main things they learned from exploring James’s story through drama?

EXTENSION ACTIVITY

If time allows, or as a follow up activity, young people could create a drama piece which explores James’s life after the young offender’s institute, what has he learnt? How has his life changed as a result of his involvement with extreme behaviour? How have his attitudes changed?

NOTE!

It’s possible that no best course of action is agreed on, don’t fret about this as the debate and the exploration will increase awareness of the responsibility of challenging racism and racist behaviour and provide strategies and ideas for positive action.
**Activity: Action Plans**

**Time required:** 30-40 minutes

**Resources:** Action Plan worksheet downloadable at [www.theredcard.org/NoPlaceforHate](http://www.theredcard.org/NoPlaceforHate)

**Delivery:**
Ask the young people to consider which different people or groups of people in society could help in the fight against racism and extremism.

**The following ideas will help if the young people need prompting:**
- The Prime Minister
- The Government
- Politicians
- The police
- The local council
- The local community
- The school community
- Parents and family members
- You!

Ask the young people to think of all the different ways in which these groups of people could prevent racism and extremism from happening, eventually concentrating on how the young people themselves can play their part in fighting racism and extremism and helping the other groups of people to do this as well. Hand out the Action Plan worksheet and ask the young people to display their ideas creatively, either designing a poster, poem or piece of writing to help others understand that it is everyone’s obligation to fight against racism.
OTHER IDEAS FOR TAKING ACTION

Adapted from Right Here, Right Now, Teaching Citizenship through Human Rights: www.amnesty.org.uk

Young people could:

- Prepare a presentation on an issue to lobby their school or local council
- Call a radio station that invites comments from listeners to give their opinion
- Set up an organisation or group to campaign on an issue
- Organise an art or poetry show at their school around an issue
- Set up a stall at a local event to give people information on an issue
- Write a letter to the editor of a story in a newspaper to express their opinion
- Help lobby a politician on a specific law
- Make a short film about an issue
- Write an article in their school newspaper on an issue that concerns them
- Create a website to raise awareness of an issue
- Join an organisation that supports peace and human rights
- Write an email to a politician to express their point of view
- Invite a local politician or activist to come and speak in their school
- Volunteer to speak or perform a dance piece or song at a school assembly to raise awareness of an issue
- Find out what policies their school has in place to reduce bullying and if it is not adequate ask for improvements
- Speak up when someone is being racist
- Organise an event to raise money for an issue
WHAT TO DO IF THINGS GO WRONG

It is important to acknowledge that, sometimes, even with the most robust anti-racism measures in place in an education setting, racist incidents may occur. Without any previous training, advice or support, many teachers and educators may find it difficult to deal with these incidents effectively.

The following section is designed to ensure that educators feel adequately equipped with the correct skills and knowledge to be able to deal with racist incidents effectively in their education setting.

WHAT IS A RACIST INCIDENT?

A Racist Incident is defined as:

‘any incident which is perceived to be racist by the victim or any other person.’

Public bodies are required to use the above definition to ensure that all incidents perceived to be racist are taken seriously. This is a working definition and is intentionally broad; it should be used to signal the start of a thorough investigation into the perceived racist incident.

‘It provides a security blanket for teachers as it takes the onus away from an individual in making a decision about whether it is racist or not immediately after the incident has taken place – you must simply take the incident seriously and begin the investigation.'
RACIST INCIDENT SCENARIOS

- You are having lunch and a colleague is talking about their upcoming holiday, they express a fear about sitting next to a Muslim person on a plane.

- On non-uniform day, two boys come into school wearing English Defence League (EDL) hoodies.

- ‘Muslims are all well strict and just pray all the time’
  Comment made by a year 9 pupil during a discussion about Islam in an RE lesson.

- ‘You coming down the Paki shop?’/’I’m having a chinkies for dinner.’
  Overheard comments between two white British pupils.

- ‘You Pakis should get out and stop stealing our jobs’
  Comment made during an argument between a white British pupil and an Asian pupil.

- ‘Shut up you terrorist’
  Comment shouted by a black girl to an Asian pupil.

- ‘What’s up nigga?’
  Comment made between two black pupils who are friends.

- ‘You white bastard’
  Comment shouted by an Asian pupil after a nasty tackle in a football game.
**Example Scenarios**

1. On Non-Uniform day two boys come into school wearing EDL Hoodies

What action should be taken?

**Immediate**
- Don’t ignore it
- Speak to the boys privately and explain that the school aims to create an inclusive ethos where everybody feels safe and that for many people the EDL is representative of some frightening and divisive ideals and therefore the hoody isn’t allowed to be worn in school.
- Initiate a discussion with the boys to try and find out if they fully understand who the EDL are and what they stand for, ensure a non judgemental approach and be prepared to fully explain the reasons for not allowing the garment, see uniform policy guidelines at [www.theredcard.org/NoPlaceforHate](http://www.theredcard.org/NoPlaceforHate)
- Be very careful not to say that the EDL is racist or to accuse the pupils of being racist but explain that there is lots of evidence to demonstrate that there are people within the EDL who have extreme racist ideas which are frightening and offensive to many people.

**Longer term**
- Education around anti-Muslim prejudice (See Show Racism the Red Card’s resources)
- Awareness raising assembly/ project about the dangers of extremism and racism
- Inform senior managers
- Targeted work with the two boys and any other pupils identified as being involved where they are able to explore their views and opinions in a safe space
- Share information and access support from local Police/ community support officers
- Look at uniform policy/ put restrictions in for non-uniform days, ensure that there is clarity about rules regarding inappropriate/provocative/potentially offensive items of clothing/symbols/logos.
- As part of home school agreements ensure that parents and carers are very aware of school uniform policies and have confirmed their understanding that certain clothing or symbols are not allowed to be worn in school.

**Red Flags (Triggers that may escalate the conflict)**
- Demanding they take them off without explanation
- Calling the pupils racist
- Punishing them

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Be prepared that the pupils may use Human Rights as a defence: although they have the right to freedom of expression this right is limited if it takes away other people’s right to freedom and safety, and them being allowed to wear the garment has potential to unsettle, scare, offend and upset pupils and staff, especially those who are Muslim. They may also try to draw comparisons to Muslim pupils being allowed to wear certain items because of their faith: be confident in your explanations of the differences between these two circumstances. Schools should be considerate to the needs of cultural and religious groups providing they do not pose a threat to security, safety and learning, or compromise the well-being of the school community.

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**Caution**

This is a sensitive issue and needs to be handled with the utmost sensitivity and understanding. Many young people who have become involved with extremism have a sense that there are separate rules for different groups of people, in particular that Muslim people are treated with more privilege; this needs to be negated and young people need to be made very aware of the reasons and the legitimacy behind the decision to disallow EDL clothing in school. Be transparent with the school policies and requirements under Equality legislation to ensure pupils don’t feel a sense of injustice.
2. ‘You Pakis should get out and stop stealing our jobs’

Comment made during an argument between a white British pupil and an Asian pupil

What action should be taken?

Immediate

- Respond immediately and tell the perpetrator that the language is not acceptable
- Separate the pupils and ensure both are aware that there will be consequences for their behaviour (there is a possibility that the Asian pupil has said offensive or racist things to the white British pupil)
- Support and affirm the target
- Reinforce the school’s position on racism
- Make sure any witnesses know that the incident will be dealt with and that that type of behaviour will not be tolerated
- Focus on the behaviour rather than the person

Longer term

- Inform tutors/heads of year/SMT
- Investigate thoroughly; question both parties and any witnesses to find out how the incident arose
- Deal with any underlying issues
- Longer term support for target and guidance for perpetrator
- Work around stereotypes/myths about immigration
- Discussion around unacceptable terminology giving history and reasons why words are or have become racist.
- Potentially bring both parties together to involve them in resolving the situation
- Reinforce the school’s policy on racism to whole class/year/school
- Inform parents, who do have the right to refer the case to the police if they wish

Red Flags (Triggers that may escalate the conflict)

- Calling the young person a racist
- Not explaining why the comment is so offensive and unacceptable
- Ignoring the behaviour of the Asian pupil, especially if they said offensive comments to the white British pupil.
- Not dealing with any underlying issues
- Punitive action only

NOTE!

There may be similar situations where certain symbols associated with the EDL or other far-right or extreme groups may be worn, drawn or displayed, this should also be taken extremely seriously, use these guidelines and adopt a similar approach to dealing with the situation.
GUIDELINES FOR EFFECTIVELY CHALLENGING RACISM

Adapted from Patti DeRosa for Cross-Cultural Consultation

The following guidelines have been included in this education pack to help educators begin to think about effectively challenging any racism or discriminatory behaviour amongst the pupil cohort:

1. **Challenge attitudes and behaviour, rather than the person**
   Ignoring issues such as this won’t make them go away, and silence sends the message that you are in agreement with such attitudes and behaviours. Make it clear that you will not tolerate racist language or any actions that demean any person or group.

2. **Expect tension and conflict and learn to manage it**
   Sensitive and deep-rooted issues are unlikely to change without some struggle and, in some situations, conflict is unavoidable. Tension and conflict, if harnessed correctly, can be positive forces that foster growth.

3. **Be aware of your own attitudes, stereotypes and expectations**
   Be open to the limitations your own attitudes and expectations can place on your perspective. Be honest about your own prejudices and biases. It is important not to get defensive when discriminatory attitudes or behaviours are brought to your attention.

4. **Actively listen to and learn from others’ experiences**
   Don’t minimise, trivialise or deny other people’s concerns and feelings.

5. **Use language and behaviour that is non-biased and inclusive**
   Modelling an inclusive way of being is important when educating young people. The words we choose to use, even in a light-hearted manner, give loud messages to what we feel is acceptable or otherwise.

6. **Provide accurate information to challenge stereotypes and biases**
   Take responsibility for educating yourself about issues surrounding racism. Don’t expect targets of racism to be knowledgeable about the subject or to educate you about their experiences. You will then be able to confront prejudice with more confidence and with the view of re-educating others.

7. **Acknowledge diversity and avoid stereotypical thinking**
   Don’t ignore or pretend not to see our rich differences. Acknowledging obvious differences is not the problem, but placing negative value judgements on those differences is! Stereotypes about those differences are hurtful because they generalise, limit and deny people’s full potential.

8. **Be aware of your own doubts**
   Acknowledge that it is not always easy to intervene, but if you can confront your own fears, it will become easier.

9. **Project a feeling of understanding, respect and support**
   When confronting individuals, firmly address the behaviour or attitudes whilst supporting the dignity of that person.

10. **Establish standards of responsibility and behaviour working collectively with others**
    Hold yourself and others accountable. Demonstrate your personal and organisational commitment in practice, both formally and informally. Maintain high expectations of all people and be a role model.
USEFUL WEBSITES

Information on The Far-right
www.hopenothate.org.uk: providing news and analysis and campaigning against the far-right in the UK
www.islamophobiawatch.co.uk: Documenting anti-Muslim bigotry
www.searchlightmagazine.com: opposing racism and fascism in Britain and abroad

Educational Activities for Young People
www.britkid.org
www.kiddisvillefc.com
www.youngmuslimcitizens.org.uk

Advice for Teachers
www.insted.co.uk: Islamophobia in Education
www.teachers.org.uk: The website of the National Union of Teachers with many useful educational resources on tackling racism and promoting equality.
www.runnymedetrust.org: Conducting independent research into issues of race equality in the UK
www.hmd.org.uk: Holocaust Memorial Day Trust
http://www.het.org.uk/: Holocaust Educational Trust
FURTHER READING

Racism and anti-Muslim Prejudice

Race Equality Teaching (Journal) Trentham Books

www.osce.org/odihr/84495

Gaine, C (2005) ‘We’re all White Thanks’. Stoke on Trent: Trentham Books


Dealing with Racist Incidents and Bullying


Richardson, R and Miles, B. (2008) Racist Incidents and Bullying in Schools. Stoke on Trent: Trentham Books
http://www.insted.co.uk/race.htm

Extremism and Far-right Social Movements

www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-RR119


www.demos.co.uk/files/Inside_the_edl_WEB.pdf?1331035419

Lone Wolves: myth or reality? A Searchlight Report.
www.lonewolfproject.org.uk
SHOW RACISM THE RED CARD
The Linskill Centre, Linskill Terrace, North Shields, Tyne & Wear, NE30 2AY
Tel: 0191 257 8519
Fax: 0191 257 8541
Email: info@theredcard.org

SHOW RACISM THE RED CARD
(LONDON, SOUTH EAST & EAST)
c/o Bedford Race Equality Council, 36 Mill Street, Bedford, MK40 3HD
Tel: 01234 219 481
Email: kate@theredcard.org

SHOW RACISM THE RED CARD SCOTLAND
Suite 311, Pentagon Centre, Washington Street, The Broomielaw, Glasgow, G3 8AZ
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SHOW RACISM THE RED CARD WALES
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Tel: 02920 351616 / 07989 191788
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