

## Under the Skin: an enquiry based approach to Identity, Race and Nationality

### Module Title: Under the Skin: A Look at Identity, Race and Nationality

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#### Module Introduction:

The unit begins by exploring the importance of identity and introduces the concept of 'multiple identities'. The notion of a national identity is explored and the possible problems that patriotism can cause. This leads students to critically investigate different forms of racism including their own possible racist behaviours. Students then analyse the different reasons why racism is considered wrong and then looks at how effectively the law and government deals with racism in our community. These lessons are suitable for students in Year 9 and above.

The key approach underpinning these lessons is that of *critical enquiry*. Students are encouraged to approach these topics in open-minded ways which may assist them in the process of examining their own attitudes towards these sensitive issues. The materials assume that ideas about race and racism are contested: that ideas about what constitutes racism are the subject of debate and that if students can be encouraged to understand the issues in greater detail and more critically, their attitudes may become more open and tolerant.

Lesson name	Learning Objectives	Key questions	Learning outcomes	Key vocabulary	Resources within module	Links to key concepts and processes
1. Being yourself	<ul style="list-style-type: none"> <li>* To explore the features of our own identity.</li> <li>* To identify our 'multiple identities and the challenges and opportunities they present</li> </ul>	<ul style="list-style-type: none"> <li>* What forms my identity?</li> <li>* What is meant by a 'multiple identity'?</li> <li>* How can our identity sometimes cause us problems?</li> </ul>	<ul style="list-style-type: none"> <li>* To describe my multiple identities.</li> <li>* To explain the positives and negatives of identifying with 'multiple identities'.</li> </ul>	<ul style="list-style-type: none"> <li>Ethnicity</li> <li>Identity</li> <li>Multiple identity</li> </ul>	<ul style="list-style-type: none"> <li>Worksheets:</li> <li>* 'More than one identity'.</li> </ul>	<p><b>CONCEPTS</b>  <b>KS3 Citizenship:</b>            1.2a, b, c, 1.3 a, b, d</p> <p><b>KS3 PSHE personal wellbeing:</b>            1.1a, b, c, 1.4b, c, 1.5a, b</p> <p><b>History:</b>            1.2a</p> <p><b>Geography:</b>            1.7 a, b</p> <p><b>PROCESSES</b>  <b>KS3 Citizenship:</b>            2.1a, 2.2a, b, c, d</p> <p><b>KS3 PSHE Personal Wellbeing:</b>            2.1 a, b, c, e, f, 2.2c, d, f            2.3 a, b, c, d, e</p>

<p>2. Do we have a national identity?</p>	<p>* To identify British symbols and traditions, and their relevance today.</p> <p>* To consider what makes us patriotic, the advantages and disadvantages of patriotism.</p>	<p>* What defines our 'national identity'?</p> <p>* What influences our national pride?</p> <p>* Is national pride ever bad?</p>	<p>* To suggest national symbols of relevance to Britain today.</p> <p>* To identify what makes a person patriotic.</p> <p>* To explain the problems that patriotism can sometimes cause.</p>	<p>Patriotism Nationalism</p>	<p>Newspapers Cards – strategies to promote patriotism</p>	<p><b>CONCEPTS</b> <b>KS3 Citizenship:</b> 1.1b, c, 1.2a, b, c, 1.3a, b, d</p> <p><b>KS3 PSHE personal wellbeing:</b> 1.1a, 1.4b, 1.5a, b</p> <p><b>History:</b> 1.2a, 1.4a, 1.5a</p> <p><b>Geography:</b> 1.4a, b, 1.7 a, b</p> <p><b>PROCESSES</b> <b>KS3 Citizenship:</b> 2.1a, c, 2.2a, b, c, d, 2.3c</p> <p><b>KS3 PSHE Personal Wellbeing:</b> 2.1a, e, f, 2.3a, b, c, d, e</p>
<p>3. What is racism?</p>	<p>* To understand the forms that racism can take, both overt and covert.</p> <p>* To analyse our own behaviour for racism.</p>	<p>* How can discrimination be defined?</p> <p>* Are some forms of discrimination ore serious than others?</p> <p>* Why is racism sometimes difficult to detect?</p> <p>* How can I recognise if someone is being racist, including myself?</p>	<p>* To develop questions I could ask to determine if a situation is racist.</p> <p>* To examine my own ideas and behaviour for racist attitudes.</p>	<p>Discrimination Racism Overt racism Covert racism</p>	<p>Case studies: What is racism?</p>	<p><b>CONCEPTS</b> <b>KS3 Citizenship:</b> 1.1b,c, 1.2a,b,,c, 1.3b,c,d</p> <p><b>KS3 PSHE personal wellbeing:</b> 1.1a, 1.1b, 1.5a, b</p> <p><b>History:</b> 1.2a, 1.5a</p> <p><b>Geography:</b> 1.7b</p> <p><b>PROCESSES</b> <b>KS3 Citizenship:</b> 2.1a, c, d, 2.2a, b, 2.3d</p> <p><b>KS3 PSHE Personal Wellbeing:</b> 2.1e, f, 2.3b, d, e</p> <p><b>History:</b> 2.1a, b</p> <p><b>Geography:</b> 2.1c</p>
<p>4. What makes racism wrong?</p>	<p>* To explore the different moral reasons racism is wrong.</p>	<p>* How is racism wrong?</p> <p>* Are there occasions when it is OK to be</p>	<p>* To describe different moral reasons that racism is wrong.</p>	<p>Moral reasoning</p>	<p>Worksheet: * Anne Robinson case</p>	<p><b>CONCEPTS</b> <b>KS3 Citizenship:</b> 1.1b,c, 1.2a, b, c, 1.3b,c</p>

	<p>* To consider if some reasons to not be racist are more valid than others.</p>	<p>racist?</p>	<p>* To compare these reasons for their validity.</p> <p>* To identify my own level of moral reasoning.</p>		<p>study</p> <p>* Cards precut – ‘Racism is wrong because’</p>	<p><b>KS3 PSHE personal wellbeing:</b> 1.1a, b, 1.2c, 1.5a, b</p> <p><b>History:</b> 1.2a, 1.6</p> <p><b>Geography:</b> 1.7 a, b</p> <p><b>PROCESSES</b> <b>KS3 Citizenship:</b> 2.1a, c, 2.2a,b</p> <p><b>KS3 PSHE Personal Wellbeing:</b> 2.1 a, b, e, f, 2.3, d, e</p>
<p>5. Racism and the law</p>	<p>* To consider how the law responds to racism.</p> <p>* To explore how different countries deal with racism.</p>	<p>* Does the law protect people from racism?</p> <p>* Does the law consider racism a more serious crime than other crimes?</p> <p>* How successful has Britain’s policy of integration been?</p>	<p>* To recognise examples when the Race Relations Act 1967 has been broken.</p> <p>* To compare Britain’s policy of integration, its advantages and its disadvantages.</p>	<p>Migration Integration Race Relations Act 1967 Law</p>	<p>Story: From the West Indies to Yorkshire.</p> <p>Case studies: What does the law say?</p>	<p><b>CONCEPTS</b> <b>KS3 Citizenship:</b> 1.1b,c, 1.2a, b, c, 1.3b,c, d</p> <p><b>KS3 PSHE personal wellbeing:</b> 1.1a, b, 1.2c, 1.5a, b</p> <p><b>History:</b> 1.2a, 1.4a, 1.5a</p> <p><b>Geography:</b> 1.4a, b, 1.7a, b</p> <p><b>PROCESSES</b> <b>KS3 Citizenship:</b> 2.1a, c, d, 2.2a, b, d</p> <p><b>KS3 PSHE Personal Wellbeing:</b> 2.1a, b, e, f, 2.3d, e</p> <p><b>History:</b> 2.1b, 2.2a, b</p>

Key Concepts	Range and Content	Key questions and ideas	Teaching and learning activities	Resources
<p><b>Citizenship:</b> Rights &amp; Responsibilities – 1.2a, b, c Identities &amp; Diversity – 1.3 a, b, d</p> <p><b>PSHE personal wellbeing:</b> Personal Identities – 1.1a, b, c Relationships – 1.4b, c Diversity – 1.5a, b</p> <p><b>History:</b> Cultural, Ethnic &amp; Religious Diversity – 1.2a</p> <p><b>Geography:</b> Cultural Understanding &amp; Diversity – 1.7 a, b</p>	<p><b>Citizenship:</b> 3 a, f, i, j, k</p> <p><b>PSHE personal wellbeing:</b> 3 a, c, i, j, l, m</p> <p><b>History:</b> 3 f, g, j</p>	<p>* What forms my identity?</p> <p>* What is meant by a ‘multiple identity’?</p> <p>* How can our identity sometimes cause us problems?</p> <p><b>Ideas / definitions:</b></p> <p><b>Identity:</b> Who or what someone or something is. This can be based on a variety of factors; our gender, age, ethnicity, background, culture, hobbies etc ...</p>	<p><b>STARTER:</b> Ask students to consider what best describes their identity. (list could include: gender, age, background, culture, hobbies, religion, where they live, their look, their group of friends, music they listen to)</p> <p><b>Discuss:</b> * Are there some things you would change about your identity? * Are you different around different people? In what way?</p> <p><b>Share:</b> Explain the concept of a ‘multiple identity’.</p> <p><b>Discuss:</b> * How does your identity differ around your parents? Your teachers? Your friends?</p>	<p><b>Printed resources:</b> Worksheet – ‘More than one identity’</p> <p><b>Assessment Opportunities:</b></p> <p>Informal teacher assessment through class discussion; students are able to identify several facets of their identity and recognise this changes depending on their circumstances.</p> <p>Worksheet – students identify challenges of having multiple identities.</p> <p>Plenary activity – Students apply what they have learnt to their own experience.</p>
<p><b>Key Processes</b></p>	<p><b>Curriculum Opportunities</b></p>	<p><b>Ethnicity:</b> A group you belong to with a shared history, sense of identity, geography and cultural roots. Everyone has an ethnicity.</p> <p><b>Multiple identity:</b> Recognises that we are more than ‘one identity’. We may have different identities depending on the circumstances we are in or the people we are surrounded by.</p>	<p><b>MAIN ACTIVITY:</b></p> <p><b>Share:</b> Our identity can cause us problems. People may want us to be different things or not accept some parts of our identity.</p> <p><b>In groups:</b> Read each of the case studies and see if you can complete the identity flowchart.</p> <p><b>Discuss:</b> * Is race / ethnicity more important for some groups than others to their identity? Why?  * Does this cause any problems for the individuals involved or the community?</p> <p><b>PLENARY:</b> Students to create their own identity flowchart, identifying the possible challenges and benefits their multiple identities might present.</p>	<p><b>Additional notes for teachers:</b></p>
<p><b>Citizenship:</b> Critical thinking and Enquiry – 2.1a Advocacy &amp; Representation – 2.2a, b, c, d</p> <p><b>PSHE Personal Wellbeing:</b> Critical Reflection – 2.1 a, b, c, e, f Decision-making and Managing Risk – 2.2c, d, f Developing Relationships and Working with Others – 2.3a, b, c, d, e</p>	<p><b>Citizenship:</b> 4 a, b, c, g, h, j</p> <p><b>PSHE personal wellbeing:</b> 4 c, d, f, h</p> <p><b>History:</b> 4 a, b, e</p> <p><b>Geography:</b> 4 b, i</p>			

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

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<p><b>Citizenship:</b> Democracy &amp; Justice – 1.1b, c Rights &amp; Responsibilities – 1.2a, b, c Identities &amp; Diversity – 1.3a, b, d</p> <p><b>PSHE personal wellbeing:</b> Personal Identities – 1.1a Relationships – 1.4b Diversity – 1.5a, b</p> <p><b>History:</b> Cultural, Ethnic &amp; Religious Diversity – 1.2a Cause &amp; Consequence – 1.4a Significance – 1.5a</p> <p><b>Geography:</b> Interdependence – 1.4a, b Cultural Understanding &amp; Diversity – 1.7a, b</p>	<p><b>Citizenship:</b> 3a, c, d, f, i</p> <p><b>PSHE personal wellbeing:</b> 3a, m</p> <p><b>History:</b> 3d, e, f, g, j</p> <p><b>Geography:</b> 3d</p>	<p>* What defines our 'national identity?'</p> <p>* What influences our 'national pride?'</p> <p>* Is national pride ever bad?</p> <p><b>Ideas / definitions:</b></p> <p><b>Patriotism</b> Being proud of the country you are from.</p> <p><b>Nationalism</b> Being loyal to a country and promoting its interests above all others.</p>	<p><b>STARTER:</b> <b>Share: :</b> * Flags aim to unite nations. They are a symbol of a united identity. * The Union Jack combines the flags of St George, St Andrew and St Patrick.</p> <p><b>Discuss:</b> * Does the Union Jack represent a united Britain to you? * Do you identify with any other flags? * Is there anyone in our community who may not feel the Union Jack represents their idea of being British? * Why are people proud of their country?</p> <p><b>MAIN ACTIVITY:</b> <b>In groups:</b> Students to go through a newspaper and identify three articles that make them proud of being British. (E.g.; stories could be about sports, UKs role in international disputes, new British music).</p> <p>Discuss:* Why do the stories you have chosen make you proud of Britain? * Does everyone agree? What differences exist? Repeat the activity but this time looking for three articles that do not make you proud to be British.</p> <p><b>Discuss:</b> * What were your stories about this time? * How do the two sets of stories differ?</p> <p><b>In groups:</b> Discuss each of the strategies to promote patriotism. * Which do students think would work in the UK? * What else could a country do to promote patriotism? * Should a government try to promote patriotism? * Is there a difference between patriotism and nationalism? Identify the advantages and disadvantages of being patriotic.</p> <p><b>PLENARY:</b> 'Patriotism is a type of poison'. Do students agree / disagree with this statement? Ask students to explain their views.</p>	<p><b>Printed resources:</b> Newspapers Cards – strategies to promote patriotism</p> <p><b>Assessment Opportunities:</b></p> <p>Informal teacher assessment through class discussion; students are able to identify several ways a country can promote patriotism.</p> <p>Strategies to promote patriotism - Students can show understanding by presenting both sides of the argument.</p> <p>Plenary activity – Students justify their opinion using viewpoints explored in lesson to support their argument.</p>
<b>Key Processes</b>	<b>Curriculum Opportunities</b>			
<p><b>Citizenship:</b> Critical thinking and Enquiry – 2.1a, c Advocacy &amp; Representation – 2.2a, b, c, d Taking informed and responsible action – 2.3c</p> <p><b>PSHE Personal Wellbeing:</b> Critical Reflection – 2.1a, e, f Developing Relationships and Working with Others – 2.3a, b, c, d, e</p>	<p><b>Citizenship:</b> 4a, b, c, g, h, j</p> <p><b>PSHE personal wellbeing:</b> 4d, h</p> <p><b>History:</b> 4a, b, e</p> <p><b>Geography:</b> 4b, i</p>			

**Strategies to promote patriotism**

Every day in school assembly all students sing the national anthem.	Cultural events are held regularly showcasing a countries food, dance and arts.
The country celebrates a national day. It is made a public holiday.	The country has a parade showing its military strength
The country has an annual parade celebrating its heroes.	All workers must pledge allegiance to the country's leader at work every day.
A law is passed so that everyone must stand up when they hear the national anthem.	All citizens must sign a 'charter' pledging their support to the country.

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## What is racism?

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

### A Left behind

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



### B Football chants

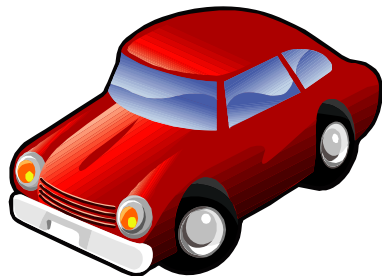
During a friendly match between England and Spain in Madrid, some of the Spanish crowd shouted monkey chants each time a black England player got the ball.



### C Nothing from the Far East

John wanted to change his car and asked his friend Deepak for advice. Deepak said, "Why not try a Honda, Toyota or Mazda. They're all good cars".

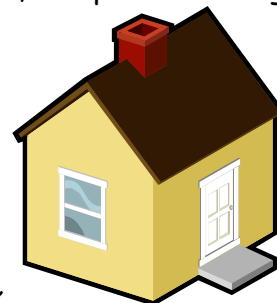
"I'm sorry," said John, "I don't want a car made in Asia. I just don't like the thought of it."



### D Violence

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

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



their letterbox.

### **E Not very British**

Keith feels very uncomfortable when he sees women in the street wearing the niqab (the full veil). "In Britain, we expect to see a person's face. It's harder to tell what they are thinking."

He goes on, "I think people in Britain should generally adapt to our way of life."



### **F Not forgiven**

Jean's father was held as a prisoner of war by the Japanese in the Second World War. He was not treated well, but rarely spoke of it.

He is dead now, but Jean still does not like the Japanese, and would never go to Japan.



### **G The wrong word?**

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

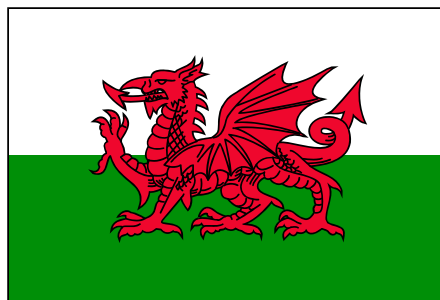
Judd works as a tyre fitter and has many British Asian friends and workmates.



### **H English not welcome**

Elwyn is a teacher who lives in North Wales. He wants home rule for Wales, and thinks Welsh should be the main language in Welsh schools.

He feels that people should not be allowed to buy property in Wales unless they live there. Many English people buy holiday homes in Wales.



<p><b>I No black music</b> The manager of a music radio station wants to keep listening figures as high as possible.</p> <p>He decides not to play any black music in order to keep the audience figures as high as possible. He thinks that in his area not many people like that kind of thing.</p>	<p><b>J For a white person only</b> A woman who was dying told the hospital that she wanted to donate her kidneys and liver - as long as they went to a white person.</p> <p>People at the hospital were not very happy with this but they agreed to it because there is a shortage of suitable organs.</p>
<p><b>K No time for Americans</b> Sairah was born in England, but her parents were originally from India. She dislikes racial prejudice and has friends from many different backgrounds.</p> <p>However she strongly dislikes Americans - in fact she says she hates them. She is very critical of the way they behave in the world. She also thinks that American companies, like McDonalds have too much influence throughout the world.</p>	<p><b>L The good old days?</b> Alan, who is 72, lives alone in a suburb of Birmingham.</p> <p>He is sorry that lots of people with an immigrant background have moved into his area. He feels that the place has changed a lot from his childhood and he hardly knows anyone any more.</p> <p>He also thinks that the white people in his area don't seem to get as much from the council as the newcomers.</p>
<p><b>M Too many foreigners</b> A journalist writes in a newspaper about the high number of foreign footballers in England.</p> <p>"They are good to watch," he writes, "but they stop many English players from playing at the highest level. No team should be allowed to have more than one or two per team"</p>	<p><b>N Falling back on racism</b> An MP who had served in the Army for many years said that he had come across many people from ethnic minorities who falsely claimed they were victims of racism.</p> <p>He said they would do this even when they were in the wrong - which they were a lot of the time.</p>

Key Concepts	Range and Content	Key questions and ideas	Teaching and learning activities	Resources
<p><b>Citizenship:</b> Democracy &amp; Justice – 1.1b,c Rights &amp; Responsibilities – 1.2a, b, c Identities &amp; Diversity – 1.3b,c</p> <p><b>PSHE personal wellbeing:</b> Personal Identities – 1.1a, b Healthy lifestyles – 1.2c Diversity – 1.5a, b</p> <p><b>History:</b> Cultural, Ethnic &amp; Religious Diversity – 1.2a Interpretation - 1.6</p> <p><b>Geography:</b> Cultural Understanding &amp; Diversity – 1.7 a, b</p> <p><b>Key Processes</b></p> <p><b>Citizenship:</b> Critical thinking and Enquiry – 2.1a, c, d Advocacy &amp; Representation – 2.2a,b</p> <p><b>PSHE Personal Wellbeing:</b> Critical Reflection – 2.1 a, b, e, f Developing Relationships and Working with Others – 2.3, d, e</p>	<p><b>Citizenship:</b> 3 a, b, d, f, i</p> <p><b>PSHE personal wellbeing:</b> 3 a, c, m</p> <p><b>History:</b> 3 f, g</p>	<p>How is racism wrong?</p> <p>Are there occasions when it's OK to be racist?</p> <p><b>Ideas / definitions:</b></p> <p><b>Moral reasoning:</b> A thinking process we use to help us decide if something is right or wrong. Psychologists believe there are different levels of reasoning. The more 'mature' we are the more likely we are to see the bigger picture.</p> <p>The four levels which influence are behaviour and which we will consider in this lesson are:</p> <p><b>Authority</b> – 'Its wrong because parents say so'. <b>Self</b> – 'People will not like me if I am racist'. <b>Others</b> – 'Racism hurts people's feelings' <b>Society</b> – 'Racism hurts my community'.</p>	<p><b>STARTER:</b> Read the story about Anne Robinson's remarks about Welsh people.</p> <p><b>Discuss:</b> * Was Anne Robinson wrong to express her thoughts on TV about Welsh people?  * Do you believe this is a 'sacking offence'?  * Would it have been acceptable for Anne to say these things privately but not on TV?</p> <p><b>MAIN ACTIVITY:</b> As a class, list all the reasons students think Anne Robinson's behaviour is acceptable / not acceptable.</p> <p><b>Share:</b> The idea of moral reasoning, introduce the four levels mentioned. If students are less able, describe the levels as factors and avoid the theoretical background.</p> <p><b>In groups:</b> Students to arrange the cards into the four levels. Note – they may have some cards remaining as not all cards neatly fit into a category.</p> <p>Students to now arrange the cards into the top 6 best reasons to not be racist and the 3 worse reasons to not be racist.</p> <p><b>Discuss:</b> * Which reasons do students think are more valid? You can use this activity to progress students' moral thinking towards racism. E.g. if students are at the egocentric level ask them to identify the effects of racism on the community as a whole.</p> <p><b>PLENARY:</b> After discussion; Take a class vote on the top three reasons and the least satisfactory reason.</p> <p>PSHE focus: Can students identify their own level of moral reasoning? How might this develop from childhood?</p>	<p><b>Printed resources:</b> Anne Robinson Case Study</p> <p>'Racism is Wrong Because' – prepared as cards.</p> <p><b>Assessment Opportunities:</b></p> <p>Informal teacher assessment through class discussion; students demonstrate they have achieved a higher level of moral reasoning.</p> <p>Plenary activity – through a class vote students demonstrate higher levels of moral reasoning. Select students are able to explain their answers.</p> <p>Some sensitivity may be needed in the moral reasoning activity, as students may be able to identify their own developmental level of reasoning. This should be encouraged but may need further following up.</p>

## Under the Skin Lesson 4

### Why is Racism Wrong?

#### What Makes Racism wrong?

Read the following passage and in pairs answer the questions

#### **Anne Robinson angers the Welsh**

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



[www.guardian.co.uk/media/2008/jan/17/bbc.tele...](http://www.guardian.co.uk/media/2008/jan/17/bbc.tele...)

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

**Under the Skin Lesson 4**  
**Why is Racism Wrong?**

**Racism is wrong because...**

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

Key Concepts	Range and Content	Key questions and ideas	Teaching and learning activities	Resources
<p><b>Citizenship:</b> Democracy &amp; Justice – 1.1b,c Rights &amp; Responsibilities – 1.2a, b, c Identities &amp; Diversity – 1.3b,c, d</p> <p><b>PSHE personal wellbeing:</b> Personal Identities – 1.1a, b Healthy lifestyles – 1.2c Diversity – 1.5a, b</p>	<p><b>Citizenship:</b> 3a, b, f, i, j, k</p> <p><b>PSHE personal wellbeing:</b> 3a, c, m</p> <p><b>Geography:</b> 3d, g</p> <p><b>History:</b> 3c, f, g, h, i, j</p>	<p>* Does the law protect people from racism?</p> <p>* Does the law consider racism a more serious crime than other crimes?</p> <p>* How successful has Britain's policy of integration been?</p> <p><b>Ideas / definitions:</b> <b>Integration:</b> The process of including a racial / religious group into a bigger community whilst still allowing them to practice their culture. The Caribbean community in Britain could be described as 'integrated'.</p> <p><b>Segregation:</b> The process of separating a racial / religious group from others including in education and housing. South Africa during the Apartheid years is a good example of this policy.</p>	<p><b>STARTER:</b> Read the story about James who moved from the West Indies to West Yorkshire.</p> <p><b>Discuss:</b> * Despite James being invited by the British government to come to the UK, he was not made to feel welcome. Why do you think this happened? * How much do you think this attitude towards immigrants has changed today? * Can you identify more recent groups of immigrants who have experienced similar racism to James?</p> <p><b>Share:</b> Over time the Caribbean community 'integrated' into the UK. However, not all governments promote a policy of integration. Some communities may not want to integrate. Some countries / people choose segregation or assimilation. Together as a class identify the advantages and disadvantages of each approach. Do students believe Britain's policy of integration is successful?</p>	<p><b>Printed resources:</b> Case study - 'From the West Indies to West Yorkshire'</p> <p>'Case studies' – Race Relations Act.</p>
<p><b>Key Processes</b></p>	<p><b>Curriculum Opportunities</b></p>			<p><b>Assessment Opportunities:</b></p>
<p><b>Citizenship:</b> Critical thinking and Enquiry – 2.1a, c, d Advocacy &amp; Representation – 2.2a, b, d</p> <p><b>PSHE Personal Wellbeing:</b> Critical Reflection – 2.1a, b, e, f Developing Relationships and Working with Others – 2.3d, e</p> <p><b>History:</b> Historical Enquiry – 2.1b Using Evidence – 2.2a, b</p>	<p><b>Citizenship:</b> 4a, b, c, g, h, j</p> <p><b>PSHE personal wellbeing:</b> 4d, f, h</p> <p><b>History:</b> 4a, e</p> <p><b>Geography:</b> 4b, i</p>	<p><b>Assimilation:</b> The process of making a smaller racial / religious group become like a bigger racial group by not allowing them to practice their culture. Australia practised this policy with Aboriginal children in the 1970s by removing children from their families and placing them with white families.</p> <p><b>Hate crime:</b> Any criminal offence committed against a person or property because of their race, religion, colour, ethnicity, nationality, gender, sexual orientation or disability.</p> <p><b>Institutional racism:</b> Any racism that is found in an organisation, including its rules and practices.</p>	<p><b>MAIN ACTIVITY:</b> <b>Share:</b> * In 1976 the law made it unlawful to discriminate against anyone on the grounds of colour, nationality, ethnic or national origins. * This includes employers.</p> <p><b>In groups:</b> Ask students to look at each case study and to decide if the incident is racist and so the law has therefore been broken. Each case is based on a real incident. * Can students use their questions from lesson 4 to determine if they are racist incidents? Discuss: Do you think these court judgements were reasonable or fair? * The law considers crimes which involve racism are more serious than those which do not. These are called 'hate crimes'. Do you agree with this?</p> <p><b>Share and Discuss:</b> Explain to students what 'institutional racism' is. * Can students identify institutional racism in these cases? * Is institutional racism more serious than normal racism?</p> <p><b>PLENARY:</b> Refer back to the story of James from St Lucia. In what way would the law protect him today? How effective have the laws against racism been? Where is there racism in your local communities? What can be done to tackle it? Design a change activity to address the problem</p>	<p>Informal teacher assessment through class discussion; students analyse Britain's success with a policy of integration against other approaches.</p> <p>Case Studies - Race Relations Act – students show understanding of Act.</p> <p>Plenary activity – Students demonstrate understanding of the Race Relations Act 1976 and show how it might have helped James when he first arrived in the UK.</p>

## Under the Skin

### Lesson 5 What can the law do?

#### From the West Indies to West Yorkshire

James was born in St Lucia in 1950 and came to Britain when he was nineteen. He was looking for a better life - and hoped he might find it in England. He had always been told that England was the mother country, so it was exciting to go to England. In fact, when he arrived, he found that the weather was cold, with much less sunshine than on St Lucia.



He got a job fairly quickly, working in the kitchen of a restaurant. Getting better work, however, was difficult. As James himself said, "In London we found places where it said, 'No Blacks, No Dogs Allowed'.

"We made friends with the Irish a lot quicker than we did with the English. The Irish sympathised. We were going through the same thing as they had. The Jews told us the same story. They went through the same problems before they were accepted."

A year later, James moved north to Huddersfield in Yorkshire. He looked for work at Hopkinson's a company making boilers and valves. James said, "The chap told me, point blank, 'we don't employ black people in this department'.

James did eventually find work. He married and still lives in Huddersfield. Many years later his son served his apprenticeship - at Hopkinson's.



Under the Skin  
Lesson 5 What can the law do?

**The Race Relations Act 1967 states that it is an offence for an employer to treat anyone less favourably on grounds of their race, colour, ethnic group or nationality.**

**Look at the following cases based on real incidents and decide whether you think the law has been broken.**

<p><b>A</b></p> <p><b>Janek</b>, from Poland, applies for a job in a factory as a machine operator.</p> <p>Like all candidates, he is asked to take a written test on his English, which he fails. Janek's application is therefore turned down.</p>	<p><b>B</b></p> <p><b>Kasim</b>, came from Iraq but has worked for an electronics company for years. He is good at his work so he applies for promotion as section manager.</p> <p>The next day, the boss says that will not be called for interview. "It's not that you couldn't do the job," he explains, "it's just that some people here would resent you being in charge."</p>
<p><b>C</b></p> <p><b>Malika</b> is British-Asian and a Muslim. She works for a catering company organising weddings and other large events. The summer is always the busiest period. Staff are not allowed take their holidays between May and August.</p> <p>This year the festival of Eid takes place in July, when special services are held and families get together to celebrate their faith.</p> <p>Malika asks for three days off to be with her family. The boss says that they are very short-staffed, and allows her only one day off.</p>	<p><b>D</b></p> <p>After the murder of Stephen Lawrence, a black teenager, the police were criticised for not having enough ethnic minority officers and for not taking this murder seriously enough. They were given 'targets' to recruit more officers from minority groups.</p> <p>In 2006, one white man applied to Gloucestershire Police but his application was rejected. He was given no good reason for this and became suspicious. So he went to court claiming race discrimination.</p>

Under the Skin  
Lesson 5 What can the law do?

**What does the law say? - Answer sheet**

<p><b>A</b></p> <p><b>Janek</b> has suffered racial discrimination - unless the company can show that machine operators in the factory need a certain level of written English.</p> <p>If employees can do the job without very good English, it means that the test set by the company is biased against people who are new arrivals, still learning the language. It is therefore unlawful.</p>	<p><b>B</b></p> <p>Although <b>Kasim's</b> boss is thinking about the good of the company as a whole - and may be quite right in predicting difficulties for Kasim if he became section manager - he is still breaking the law.</p> <p>By denying Kasim promotion, he is treating him less favourably because of his nationality. This, in law, is racial discrimination.</p>
<p><b>C</b></p> <p><b>Malika</b> is protected by the law.</p> <p>Her employer's insistence that everyone works over the summer period particularly affects people of the Muslim faith, and most of these will be from an Asian background. The employer's decision not to allow Malika to take time off treats Asian workers less favourably than others. It is therefore unlawful.</p> <p>Malika was awarded £1,000 in compensation.</p>	<p><b>D</b></p> <p>In 2006 Gloucestershire Police admitted unlawfully rejecting job applicants because they were white. This was to increase numbers of ethnic minority officers. The courts had already ruled that this kind of 'positive action' is a kind of discrimination in its own right and is not allowed. In this case, the application to the court was successful. The man was awarded £2,500 in compensation. The case was supported by the Commission for Racial Equality. (Notice that other kinds of positive action, such as offering training to minority groups, is not unlawful.)</p>

Note that the above cases are **civil cases** which are disputes between people. They have to be taken up by the people who feel they have been wronged. The police will not automatically be involved because no crimes have been committed. Not all breaches of the law are crimes.