

# Universal Values

Further ideas and activities

## Universal Values: Further Ideas and Activities

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This resource provides further ideas, approaches and activities which complement the main Universal Values educational resource, supporting schools to engage with and explore values education.

The aims of each section are to:

- Equip teachers with ideas and information to embed each of the values within their school practice
- Provide teachers with activities and lesson plans to carry out work around each of the values
- Signpost teachers to sources of further information to aid them in their work on each of the values

The activities and ideas included in each section link directly to the departmental guidance for schools produced by the Department for Education (DfE) in 2014.

# Democracy

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The aims of the activities and lesson plans in this section are to:

- Provide young people with an understanding of what democracy is and how young people can become involved with decision-making processes and campaigning positively for change
- Equip young people with an understanding of some of the different forms of government and how these are enacted in some countries in the world
- Provide young people with an opportunity to become involved with democratic processes within the school
- Provide young people with the opportunity to interrogate the advantages and disadvantages of the UK's voting system and skills and knowledge to argue and defend points of view

## Activity: Democracy in our School!

Adapted from [www.parliament.uk](http://www.parliament.uk) primary debating resource, which can be found here: [www.parliament.uk/education/teaching-resources-lesson-plans/primary-school-debating-pack](http://www.parliament.uk/education/teaching-resources-lesson-plans/primary-school-debating-pack).

**Key Stage:** KS2

**Time Required:** minimum 90 minutes

**Resources:** ballot box and scrap paper for voting (if required)

### Aims:

- To provide an understanding of how young people can become involved with decision-making processes and campaigning positively for change
- To provide young people with an opportunity to become involved with democratic processes and affect change within the school

### Delivery:

Central to the idea of democracy is the principle that citizens have a right to have their say on issues that affect them, and the right to speak out against practices that they believe are wrong. This principle will be explored in greater detail in the following activity, where young people will have the opportunity to have their say on issues of importance to them within the school.

Explain to the class that they are going to have a debate about a number of different topics, and that to have a debate, the chosen topic needs to be made into a 'motion.'

During whole class discussion, ask the young people if they know what a 'motion' is. Explain that a motion is a statement around which a debate is made. In order for something to be a motion it has to propose a change and it has to be something which you can either agree or disagree with.

Give the young people some statements to look through and decide which ones are motions and which ones are not, for example:

*All children should have an extra 15 minutes break per day*

*I really enjoy school dinners*

*School dinners should contain more fruit and vegetables*

*Swimming is really good for you*

Work with the young people to help them to turn an idea into a motion. For example:

- **Idea:** *Swimming is really good for you*
- **Motion:** *All children should go swimming at least twice a week*

Ask the young people to think of things within the school that they would like to change and convert these ideas into motions. Guide the young people to choose things that they can change about the school, rather than those that they cannot, for example, the length of the school holidays or the teachers in the school cannot be changed so things like this should be avoided. Once completed, ask the young people for their motions, writing them on the board. Divide the class into groups of six or eight young people (ensure, where possible, that the groups are even in size). Ask each group to choose a motion that they would like to debate. Once this is decided, divide each group into two smaller, even-size groups - those who will argue in favour of the motion, and those who will argue against it.

If you would like to choose the motions around which the groups will be debating, the list below might help.

**Example Motions:**

‘The pen license should be scrapped’

‘The school should introduce a new reward system’

‘School assemblies should be reduced by 5 minutes on a Friday’

‘Golden time should be spent outside playing with the games equipment’

Ask each group to brainstorm some key arguments in support of their position. Explain to the groups that if passed, the outcome of the motion will be temporarily put into place in the school – their arguments really count so they need to be as well thought-out and as persuasive as possible! The following questions might be useful as prompts:

- Why is it important?
- What difference will it make?
- Who it will help?
- What will be the cost involved and why is it worth spending money on?

Ask each group to construct a paragraph giving the answers to these questions. Once this has been completed, the class is ready for debate.

You will chair the debate. Begin by announcing which motion will be debated first. Ask those in favour of the motion to read out their arguments, followed by those against the motion reading out theirs (all young people in each group can speak during the debate, or the group can decide to appoint one or two speakers – this is the group’s decision). Once these arguments have been heard, ask for further contributions to the arguments and any questions to the speakers from the audience. Once the debate has finished, the class should take a vote and the winning side is announced. Votes can be taken in whichever way you choose, for example, hands up, via ballot box etc.

Ensure that the young people see the outcomes of their debates being enacted within the school – this will highlight their key role in affecting change in the school and being to life one of the most important facets of democracy.

### **Discussion Points:**

- Was it easy or hard to argue your position? Why?
- How did you get your views across clearly and effectively? Is there anything you could have done to be more persuasive?
- Did you have disagreements and how were these settled?
- How did you reach your decision before voting?
- If the decision went against you, how did you feel?

This activity can be run effectively in lots of different ways: If you only want to implement the outcome of one motion, but want to debate more than one, you might choose to take a final vote on which outcome will be enacted within the school. If you only want to debate one motion, the activity could be run by asking for volunteers to take part in the debate, with the whole class taking part in the vote. Alternatively, you could divide the class into two groups – those in favour and those against, and carry out your debate in front of another class, who could take part in the vote. This activity could be carried out using a question, rather than a motion, for example: Which topic should we study next term? How should we spend golden time? Which item of play equipment should be bought for the playground? Where should we go on the next school trip? A question is chosen and a number of volunteers are then asked to answer the question and put forward persuasive arguments as to why others should vote for them. A vote is taken and the winning argument is enacted.

### **Activity: What is democracy?**

**Key Stage:** KS3

**Time Required:** 30 minutes

**Resources:** flipchart paper, pens

#### **Aims:**

- To introduce young people to the idea of democracy and some of its basic principles

#### **Delivery:**

This activity is designed as a way of beginning the conversation about democracy and garnering an understanding of how much young people already know about the subject, providing the foundations upon which further activities can be carried out. Divide the young people into small groups and provide each group with a piece of flipchart paper with the word democracy in the middle. Ask young people to write down anything they associate, or they have heard associated, with the word democracy. If the young people require prompting, the following questions may be useful:

- The UK is an example of a democracy – how is the UK run? Does the UK have elections? What is the purpose of elections?
- Do they know any other countries, which are democracies?

- If a country is not a democracy, what might it be instead?
- Can you think of any countries that are not democracies? How are they run?

Once young people have finished, ask each group to feedback their answers, drawing out some of the main facets of democracy. Write these on the board. These could include:

- Democracy means ‘rule by the people’.
- Democracy is commonly accepted as the fairest type of government because it theoretically means that everyone is equal and has the same power.
- The majority of democracies have a system of representation – citizens take part in elections, during which we choose someone to represent us and our interests, and speak on our behalf.
- There are different systems of voting used in different democracies – the UK uses the ‘first past the post’ system.
- There are many different forms of democracy.
- The idea of democracy was first developed in Greece in about 57BC.

For more information about democracy, please visit the BBC Citizen X website: [www.bbc.co.uk/schools/citizenx/index.shtml](http://www.bbc.co.uk/schools/citizenx/index.shtml).

**Discussion point:**

**UK parliament is split into two houses:**

**The House of Commons** – elected Members of Parliament sit in the House of Commons. It is the centre of parliamentary power; they debate and vote on legislation.

**The House of Lords** – this is made up of peers, law lords, archbishops and bishops. They discuss the House of Commons legislation and question government ministers. Members of the House of Lords are not elected.

***What implication does having an unelected House of Lords have on democracy in the UK? Is it fair? There have been calls to scrap the House of Lords – do you think it should be scrapped? Why? Why not?***

**Activity: Understanding Governments**

**Key Stage:** KS4 & 5

**Time Required:** Minimum two 60 minute lessons (with homework task assigned)

**Resources:** Case Studies, IT equipment/books etc. for research, ‘Preparing your Debate’ worksheet

**Aims:**

- To provide young people with an understanding of some of the different forms of government and how these are enacted in some countries in the world
- To highlight the benefits that some forms of government can bring in some countries, and how some forms of government can be detrimental to the wellbeing of individuals in some countries

- To provide young people with an opportunity to research different governments and to argue and defend points of view

**Delivery:**

There are six case studies to choose from – you can choose to use all of the case studies or just two or three, but it is important to ensure that the case studies you choose highlight a range of different forms of government. Divide the class into small groups. Ensure that you have one group who is in favour of the form of government and one group who is against for each case study to ensure that a balanced debate can happen.

Explain to the young people that they are going to take part in a debate around the following motion:

*“This government is effective in providing for and supporting its people”*

Assign a case study and a position to each group and allow the group time to research more about their assigned government and devise arguments to defend their position. This could be set as a homework task or as a classroom-based task. The worksheet ‘Preparing for Debate’ might help students to organise their case into an opening statement, three key arguments and some closing remarks.

Remind the young people that it doesn’t matter if they really are for or against their position; their challenge is to argue their case effectively and persuade the members of the audience that their position is the right one. There can be just one or two speakers in each group, or each group member can take turns to speak.

**Organising the debate:**

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 then move back and forth until all arguments have been heard – arguments can be amended by each group as the debate progresses. Once all of the arguments have been made, the debate can be opened up to the audience to ask questions and add comments.

Once both sides have had the opportunity to give their closing remarks, ask the audience to vote to support or oppose the motion (this can be carried out in a number of ways: hands up, ballot box etc.) Count the votes and announce the winner.

Ensure all groups have the opportunity to take part in a debate – debates could be run on separate sessions over a number of weeks or a series of smaller debates could take place in one lesson.

### **Case Studies**

There are lots of different forms of government, and lots of countries have very unique governments which combine a number of different ways of governing. Below are just a few examples of the forms of government that exist:

**Democracy:**

Democracy is a system of government in which the people of a state are involved in making decisions about its affairs, typically by voting to elect representatives to a parliament.

**Anarchy:**

In anarchy, there is no effective government in place and each individual has absolute liberty.

**Monarchy:**

A monarchy is a country which is ruled by a king or queen.

**Dictatorship:**

A dictatorship is a system of government where one person or a small group rules, without having been chosen by the people.



**Case Study:****Turkey (democratic republic)**

Turkey is a secular democracy. This means that the government is not officially connected with a religion; the Turkish Constitution (set of guiding principles) allows for freedom of religion in Turkey. Elections are held every four years and a proportional representation system of voting is used. Every Turkish citizen over the age of 18 has the right to vote. Education is compulsory in Turkey and lasts for twelve years – four years in primary school, four in middle school and four in high school. The level of education in Turkey is thought to be poorer than than in other European countries. The majority of people in Turkey are Muslim. For many decades, the wearing of the headscarf (hijab) was banned in schools and government buildings. This ban was lifted from government buildings in 2013 and from schools in 2014. As of February 2015, Turkey hosts the largest number of refugees in the world. Currently, there are 1.7 million Syrian refugees there (UNHCR). The press in Turkey is described as not free. The European Union has requested that Turkey improves its freedom of expression and its press freedom.



## Case Study:

### The UK (Constitutional Monarchy)



The United Kingdom has a monarchy, run by Queen Elizabeth II, whose powers are limited by a democratically elected government. This system of government is known as a constitutional monarchy. At the end of the 1990s there were major changes to how the UK is governed, with separate governing bodies established for Scotland, Wales and Northern Ireland. Education and healthcare in the United Kingdom is the responsibility of each separate country in the United Kingdom. Education and healthcare is provided free of charge and is paid for by taxing UK citizens. The global financial crisis in 2008 severely affected the UK economy. The government introduced lots of public spending cuts to tackle some of the country's debt. This led to protests over the effects that these cuts have had on services such as education and healthcare. Despite being one of the wealthiest countries in the world, it was estimated that in 2011 14 million people were at risk of poverty. The UK prime minister is democratically elected every five years using a first past the post system. The country is divided into areas called constituencies and, during an election, the candidate with the most votes in the constituency wins. All other votes count for nothing. First past the post has been criticised because the number of votes cast for a party in general elections is not accurately reflected in the number of seats won. For example, in the 2015 election, the Green Party received over 1 million votes, but won only one seat, whereas the Scottish National Party received 1.45 million votes and won 56 seats. Many have campaigned for a proportional representation system to be used in the UK instead.

## Case Study:

### Brazil (Federal Government)

Brazil or the Federative Republic of Brazil defines itself as a democratic republic and is made of up of 26 federal districts, each of which have responsibility over local services in their district. Elections using the proportional representation system are held every four years. Voting is compulsory for people who are literate between 18 and 70 years old, but optional for those who are illiterate and those between 16 and 17 or older than 70. The current president is Dilma Rousseff, the country's first female president. Brazil has had a long history of political instability, and still experiences some problems today. In 2013, hundreds of thousands of people took to the streets in several cities to protest against the government's increase in public transport prices. According to many at the protests, the police used excessive force in trying to control the protests. Brazil's economy is one of the largest in the world and is still growing. Healthcare is available to all citizens of the country free of charge. Each federal district has responsibility for its own education system in the country, meaning that levels of literacy vary between different districts. In 2011, the literacy rate of the population was 90.4%, meaning that 13 million people (9.6%) are still illiterate in the country. Illiteracy is highest in the Northeast of the country.



## Case Study:

### The People's Republic of China (Communism)



The People's Republic of China is governed by the Chinese Communist Party, which has more than 80 million members and is the second largest political party in the world. Communism is a political and economic system in which the main sources of production in a society—such as mines, factories, and farms—are owned by the people or the state, and wealth is divided among the people equally or according to the needs of each individual. The Chinese Communist Party is mainly made up of government officials, army officers, farmers and company employees, and joining the party brings significant privileges, including access to better information, access to jobs which are not open to non-members, and opportunities to network with important people who could influence their careers and living standards. The party oversees and influences lots of different aspects of people's lives, for example, what children can learn at school, what people can watch on TV and the number of children people can have. Since 1979, China's 'one child policy' has limited the number of children per family, however in 2015 this policy was scrapped - couples are now allowed to have two children. The Communist Party does not allow opposition parties or a free press (all media is controlled by the party). The party blocks people's access to lots of websites. Chinese people who criticise the government can often end up in prison. The party is often criticised for its human rights record, with many countries suggesting that the government has used torture, forced confessions, forced abortions and excessively used the death penalty as a way of controlling its people. China has become one of the world's fastest growing economies and is the world's largest exporter and second largest importer of goods. As of 2010, 94% of people aged over 15 were literate, compared to just 20% in 1950. China is seen as a very powerful country and as a major regional power within Asia.

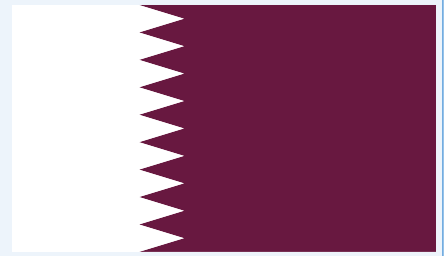
**Case Study:****The Democratic People's Republic of Korea or North Korea (Dictatorship)**

The Democratic People's Republic of Korea, or North Korea, describes itself as a self-reliant socialist state, however, many other countries consider North Korea as a dictatorship. Elections are held, but power has been held by members of the Kim family for many years. Kim Jong-un is supreme leader of North Korea, following his father's death in 2013. The Kim family is worshipped by many North Koreans. North Korea has the largest military in the world, and the government controls many aspects of Korean life. There is strict control over who is allowed into the country, over travel, employment, clothing, food and family life. Phone and internet use is monitored by the government and mass surveillance of people is carried out by using 100,000 CCTV cameras. North Korea is thought to have one of the worst human rights records in the world, mainly because of the restrictions placed on North Koreans' freedom. There have been accusations of torture and poor treatment of people, resulting in deaths and executions. However, the government has said that these accusations are 'wild rumours'. The main sources of production, such as factories and farms, are owned by the government and the wealth from this is then divided among the people. Education and healthcare in North Korea are free and paying taxes was abolished in 1974.

## Case Study:

### Qatar (Monarchy)

Qatar has been ruled by the Al Thani family since the middle of the 1800s. Qatar is an absolute monarchy, meaning that the Emir (king), Sheikh Tamim bin Hamad Al Thani, has absolute power over the people. Qatar is a very traditional society and most Qataris live by a strict interpretation of Islam. Sharia law, the Islamic legal system, is in place in Qatar. Qatar has the world's third largest natural gas reserves and oil reserves, a discovery which transformed the economy in 1940. The country now has a high standard of living and has one of the lowest tax rates in the world. The unemployment rate was 0.1% in June 2013. Political parties are forbidden in Qatar and elections do not take place. There are no organisations campaigning for human rights. Qatar does not have a free press (the media belongs to the government). Criticisms of the government, Emir and monarchy in the media are illegal. Qatar has been accused of very poor treatment of migrants, including beatings, withholding wages, and restricting their freedom of movement. Qatar has announced improvements to its education system and plans to introduce a health care system for Qataris.



## Case Study:

### Mozambique (Republic)

Mozambique has undergone lots of changes to its political system in the last 40 years. When Mozambique became independent from Portuguese rule in 1975, the Mozambique Liberation Front (FRELIMO) formed a state where only their political party was allowed and they allied themselves with communist countries. This was followed by a long period of civil war in Mozambique. Many Mozambique Portuguese people left the country, the economy was managed poorly, and the government lost control of many rural areas in the country. It is estimated that 1 million Mozambicans died during the civil war and 1.7 million moved to neighbouring countries for safety. In 1983, the President of the FRELIMO party admitted the failure of their government and called for major political and economic changes. After the President's sudden death, the new President, Joaquim Chissano, continued the reforms and a new constitution (set of principles) was put in place which allowed for lots of political parties to exist in Mozambique and allowed for elections. The civil war ended in 1992 and in 1994 the country held its first democratic elections. Mozambique now holds elections regularly using proportional representation. The country is divided into ten provinces.



## Preparing your Debate

### Opening Statement

This is where you'll provide a short summary of your position

Argument one:

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Argument two:

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Argument three:

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### Closing Remarks



**Discussion point:**

The UK uses a 'first past the post' voting system. In some democracies different voting systems are used, such as proportional representation.

***What are the advantages and disadvantages of the 'first past the post' system? Do you think that the UK voting system should stay the same or should be changed? Why?***

**Activity: Design Your Own Government!**

This activity can be run as a follow-up from the 'Understanding Governments' or as a stand-alone activity.

**Key Stage:** KS3, 4 & 5

**Time Required:** 90 minutes

**Resources:** 'My Government' worksheet

**Aims:**

- To provide young people with an understanding of government's roles and responsibilities and a consideration of the types of decisions governments must make.
- To provide young people with the opportunity to create their own government.

**Delivery:**

Explain to the young people that they are going to be given the opportunity to create their own government.

Split the class into small groups to brainstorm what things in a country they feel that a government influences and then bring them back together to share these with the class. As each area is raised, ask the young people for the kind of considerations that need to be born in mind. Would any services be free? If so, how would these be paid for? Write the ideas on a board to build up a picture of some of the different things that need to be considered when developing a government.

The below diagram provides some of the key areas:



Break the young people back off into their groups and ask them to work together to think about what their government would look like and what four main policies they would introduce, before asking them to complete the accompanying worksheet. It is important that the young people have reasons behind their decisions.

Once the young people have completed their worksheet, they can work to consider how they would best like to present their manifesto to the class. They may choose to develop posters, PowerPoints and other material to accompany their presentation.

Provide each group with the opportunity to present their manifesto and invite questions from the class.

## My Government

Type of government:

Name of political party:

The three values which the party stands for are:

The four main policies are:

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

When working with KS5 students, it might be helpful to adapt the activity in the following ways:

- Omitting the first task of discussing the roles and responsibilities of the government.
- Extending the worksheet to include more than three values and four policies.
- Extending discussions to explore the political spectrum (left, centre and right wing positions) and asking students to decide where on the spectrum their party would lie.

**Discussion point:**

In the 2015 general election, 66.1% of the UK population voted. This means that 33.9% of the population didn't vote.

***What implication does this have for UK democracy? Why do people choose not to vote? What should you do if you don't believe in the manifesto of the candidates? Is abstaining from voting a better way of showing no confidence in candidates than spoiling your vote?***

**Activity: Democracy: Have your say!**

Adapted from *What is democracy? We ARE the Government* at [www.learningtogive.org](http://www.learningtogive.org).

**Key Stage:** Upper KS2 and KS3

**Time Required:** 1-1.5 hours

**Resources:** Envelope containing participators and spectators examples, 'Have your Say!' worksheet

**Aims:**

- To provide young people with an understanding of how citizens can influence decision-making through the democratic process and positively campaign for change
- To highlight the importance of participating in democracy and becoming an active citizen

**Delivery:**

A fundamental principle of democracy is the involvement of citizens in political debate and the election of government representatives. However, some citizens choose to be spectators, rather than participators, in democracy. Ask young people what a spectator in democracy might look like, for example, this could be someone who has no interest in politics or someone who yells at the TV about an issue. Ask young people what a participator might look like, for example, someone who is part of an organisation campaigning about an issue or someone who votes in an election.

Explain to the young people that you are going to give them an envelope containing examples of people participating in democracy and examples of people spectating in democracy. In groups of five or six, ask them to sort the examples into participators and spectators, giving reasons for their decisions.

Examples could include:

- Peaceful protest in front of the Houses of Parliament
- Voting in an election
- Watching the news

- Talking about issues with friends
- Blogging about politics
- Reading the papers
- Writing a letter to your local politician about an issue of concern to you
- Wearing a protest T-shirt or badge
- Walking away from someone who you disagree with on an issue
- Shouting at the TV
- Calling a radio station to complain about the government

Ask the young people to bring forward some of their decisions and reasons and discuss these as a whole class. Explain to the young people that listening and reading about issues and talking about ideas are all really important in becoming active citizens, but that these alone will not lead to change – if individuals only talk about issues without acting on their ideas and working for change, the value of discussion might be lost.

Ask the young people to consider the power that they have to affect change and to work for ideas that are important to them. Ask them to think about what would happen if they did not act on the issues that are important to them. Use examples of previous campaigners, such as Martin Luther King, the Dalai Lama and Malala Yousafzai, to illustrate what would happen if they had not been active in creating change.

Ask young people to think of lots of things they can do to influence and change anything they are unhappy about – these could be things within the school, the local community or in UK society in general.

Examples could include:

- Writing an article in their school newspaper on an issue that concerns them
- Volunteering to speak or perform something at a school assembly to raise awareness of an issue
- Writing a letter to the editor of a story in a newspaper to express their opinion
- Becoming part of the school council
- Writing an email to a politician to express their point of view
- Speaking up when someone is being prejudicial
- Joining an organisation that supports a particular cause

The young people can record their examples using the 'Have your Say!' worksheet. This will highlight to young people that there are many different and positive ways, some large and some small, to campaign for change and speak out about things they are unhappy about.

As an extension activity, ask the young people to choose one of their examples on their worksheet and ask them to carry out this task.

## Democracy: Have your say!

Think of all the different things you can do to change something you are unhappy about at school or in your community. Write them in the thought bubbles:



**Discussion point:**

In the UK, the following people are not allowed to vote in an election:

- anyone who is not on the electoral register on election day
- people from abroad, other than EU citizens, citizens of the Republic of Ireland and qualifying Commonwealth citizens who are resident in the UK
- people aged under 18
- most sentenced prisoners
- people who are detained in a psychiatric hospital as a consequence of criminal activity
- certain people convicted of corrupt or illegal electoral practices
- peers of the realm who remain members of the House of Lords
- people who have a severe mental illness and are unable to understand the voting procedure

***What implication does this have for UK democracy? Is it fair that these groups are unable to vote? At what age do you think people should be allowed to vote?***

**Discussion point:**

In the UK, the prime minister is able to appoint and sack members of the cabinet without consulting the electorate.

***What implication does this have for UK democracy? Is this fair? In what ways, if any, would you change this system if you could? What implication does this have for UK democracy? Is it fair that these groups are unable to vote? At what age do you think people should be allowed to vote?***





## Rule of Law

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The aims of the activities and lesson plans in this section are to:

- Equip young people with an understanding of the rule of law and the reasons why laws are needed
- Provide young people with an understanding of the difference between laws and rules and why rules are in place in school
- Enable young people to consider how living under the rule of law can protect individuals and enhance their wellbeing and safety
- Enable young people to explore the different ways in which rights have been fought for and how laws have been changed in the past

### Activity: Rules are rules!

**Key Stage:** KS2

**Time Required:** 45 minutes

**Resources:** Laminated card of rules and laws

#### **Aims:**

To equip young people with an understanding of what a rule is and the reasons why rules are in place

To provide young people with an understanding of the difference between rules and laws

#### **Delivery:**

Ask young people to come up with a definition of a rule.

Rule: a standard that people in certain situations are expected to meet.

Working in pairs, ask the young people to think of three rules that they have to follow. These can be rules in the classroom, in the school, at home, or at their grandparents' house, for example. For each rule, ask young people to talk about and write down their answers to the following questions:

- Why do we need the rule?
- Who made the rule?
- What happens when the rule is broken?
- Is the rule fair?

Ask for young people to feedback their answers to the rest of the class and conduct a discussion about the importance of having rules and what would happen if there were no rules in place. Explain to the young people that rules are in place for lots of different, important reasons. For example, they could be in place to protect us from harm, to help us live together in our communities, to help us distinguish between right and wrong, or to ensure fairness.

As an extension activity, ask the young people to try and explain the difference between a rule and law. They can brainstorm this in pairs before giving answers.

**A rule:** a standard that people in certain situations are expected to follow

**A law:** a standard that all members of society are expected to follow

Provide young people with laminated cards, each listing a different law or rule, and ask them to sort them into two piles, rules and laws:

- No talking in assembly
- 30mph speed limit on residential roads
- A person must be 16 years old before they can apply for driving licence
- No playing in the street when it's dark
- No running in the corridor
- A person must be over 18 years old to vote in an election

Explain to the young people that there are lots of different reasons why laws are put in place, for example, to protect people, to enforce rights and to solve conflicts. Laws can prevent people from behaving in a way that negatively affects the quality of life of other people.

### **Activity: Thinking about laws...**

**Key Stage:** KS2 & 3 (year 7)

**Time Required:** 50 minutes

**Resources:** 'Why do we need laws?' worksheet

#### **Aims:**

To equip young people with an understanding of what a law is and the reasons why laws are put in place

To enable young people to consider how living under the rule of law can protect individual citizens and enhance their wellbeing and safety

#### **Delivery:**

Ask young people to complete the following sentence, and give reasons for their response:

*'A world without laws would be...'*

Once young people have fed back their answers, ask them what they think are the problems of having no laws. Are there any benefits of having no laws? What are they?

Explain to the young people what a law is:

*A law is a rule made by the government that tells people what they can and cannot do in the country.*

Using the 'why do we need laws?' worksheet, ask young people to think of what would happen if these laws were not in place and the reasons why they are so important. Conduct a class

discussion about the answers, highlighting how important it is to have laws which govern the behaviour of citizens and ensure their wellbeing and safety.

## Why do we need laws?

### Law

What would happen if this law was not in place? How would society be different?

#### Theft Act 1968

This Act makes it an offence to take other people's belongings.



For example: No-one's property would be protected from someone taking it

#### Education Act 1944

The Education Act 1944 made all schooling free for all pupils. The age which someone leaves school was raised to 15.



#### Offences Against the Person Act 1861

This Act makes it an offence to physically hurt other people.



#### Human Rights Act 1998

The Human Rights Act means that you can defend your rights in the UK courts and that public organisations (including the government, the police and local councils) must treat everyone equally, with fairness, dignity and respect.



## Activity: Lawmakers!

**Key Stage:** KS2 & 3

**Time Required:** 45 minutes

**Resources:** None!

### **Aims:**

To equip young people with an understanding of how acts are passed in parliament

To provide young people with the opportunity to consider what they would like to change about the UK

### **Delivery:**

Explain the process of making a law in the UK to the young people:

Before an act is passed into law, it is called a bill. The bill must be discussed and agreed on by the two houses of Parliament – the House of Commons and the House of Lords. Once this has happened the bill is given to the Queen to accept or reject. If it is accepted, the bill is passed into law and becomes an official Act of Parliament.

Explain to the young people that they are going to think of a new bill that they would like to propose to the rest of the class, who are going to act as parliament to pass or reject the bill.

The bill should be something that would have a positive effect on people and would make the UK a better place to live. Young people should think of reasons why this bill is needed, so as to persuade their class to pass it.

Once completed, ask for volunteers to read out their bill to the rest of the class, along with their reasons why it is needed. Once the class has heard a number of volunteers, ask the class to take a vote on which bill they would like to be accepted.

### **Points for discussion:**

- Was it easy or hard to devise a new bill? Why?
- Was it easy or hard to persuade your class that your bill should be the one passed?
- Do you think that it is an easy process for laws to be made in the UK?

### **Discussion point:**

What is the difference between the executive and the judiciary? Who holds the following bodies to account: the police; the army; the courts? Why are these bodies held to account differently? What are the advantages and disadvantages of this?

## Activity: Fight for your Rights!

**Key Stage:** Upper KS3, 4 & 5

**Time Required:** minimum 90 minutes

**Resources:** Resources for Research (books, IT equipment etc)

### Aims:

- To enable young people to explore the different ways in which rights have been fought for and how laws have been changed in the past

### Delivery:

Throughout history, there have been many occasions in this country where people have been disadvantaged by the laws that are in place, or by a lack of laws, which has denied them their rights. This activity allows young people to explore how some laws are unfair for some groups of people and how these have been fought against, as well as how people have fought for laws to protect their rights where they have been previously unprotected.

Divide the class into small groups and ask each group to choose one of the following topics to research:

- The Stonewall Riots
- The murder of Stephen Lawrence and the Race Relations Amendment Act 2000
- Ford Strikes of 1968 and the Equal Pay Act 1975

KS5 students can be given the opportunity to choose their own topics to research.

The accompanying 'Fight for your Rights' worksheet will help narrow the research remit for young people and can be used to jot down any useful notes. These can then be used in the final write up of their research. The research can be presented however the young people choose – this could be a video presentation, a PowerPoint presentation, a series of diary entries, for example.

Once completed, ask young people to present their research to the rest of the class and conduct a discussion using the following prompts:

- Do young people think one way of fighting for rights is more effective than others? Why? Why not?
- How important have these fights been in shaping UK society today?
- Have the laws put in place solved all of the issues facing each group of people, or are there still issues today?
- Do laws guarantee rights will be granted?
- What more could be done to ensure all people benefit from the laws in place?

## Fight for your Rights!

Case Study:

What happened? *Outline the main events involved in your case study*

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Whose rights were being denied? Why?

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What rights did people fight for?

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How did they fight? *For example, peaceful protest, using violence, campaigning*

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What has the outcome of the fight for rights been? Has a change in the law occurred because of it?

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What impact has this had on people since then?

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This activity can be extended for KS5 pupils by exploring the following questions:

What is the difference between the law of the land and religious law? Do the two ever intersect in society? Should there be a complete separation of the law of the land and religious law? Should they intersect in UK society?

Students might find it useful to research the following topics to aid their response to the questions:

- The secularisation of France
- Law and religion in the United Kingdom, including Sharia law courts and Tal Mudic courts
- Sharia law in Saudi Arabia
- The separation of religious law and the law of the land in Turkey



## Individual Liberty

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The aims of the activities and lesson plans in this section are to:

provide young people with an understanding of what individual liberty is and how the liberties many people enjoy today have been fought for in the past

provide young people with the opportunity to explore different understandings of individual liberty

enable young people to explore what is meant by freedom of expression

enable young people to explore when individual liberty should be exercised and how rights need to be balanced with responsibilities

equip young people with the skills and knowledge to participate in open and respectful dialogue and debate

### Activity: Thinking about liberty...

**Key Stage:** KS2 & 3

**Time Required:** 45 minutes

**Resources:** Resources for research (computers, dictionaries, books etc)

#### Aims:

- To provide an understanding of what individual liberty is
- To explore when individual liberty should be exercised and how rights need to be balanced with responsibilities

#### Delivery:

Ask young people to think about what is meant by the word 'liberty'. Ask them to carry out some research about its meaning; this could take place using lots of different sources, for example, on the internet, in dictionaries, asking other people.

Hold a class discussion about the meaning of liberty and draw out the following points:

Having liberty means that we can decide lots of things about our lives – people are free in what they do, where they go, what they eat or what they speak. Having liberty also means that people have the freedom to make choices about their clothes, food, and their way of life.

People have varying degrees of liberty and this often depends on, amongst other things, the country that they live in and the systems they have in place. Sometimes, governments impose many restrictions on the way people should conduct themselves.

Ask the young people whether they think that having liberty means that we can do whatever we feel like. Why? Why not? What would stop us from doing whatever we feel like?

Explain that individual liberty means that we are free to do things as long as they do not take away someone else's freedoms or break the rules or laws.

Using the following examples, discuss with young people which are acceptable expressions of liberty and which are unacceptable in that they take away other people's freedoms or break the rules. If it is unacceptable, ask the young people to explain why?

- A man shouts about how immigrants should not be allowed in the country as he walks through the town centre high street
- A child writes to a local newspaper about an issue of concern to her
- A boy decides that he wants to play with the bike at nursery, so he takes it away from the girl who is already playing with it
- A girl thinks school is really boring so decides not to go anymore
- A Somali family decide to wear traditional dress to go to church
- A group of friends decide to go to the park after school
- A father is late taking his children to school so decides to drive at 35 mph in a 30mph zone to get there quicker

Ensure young people understand that people are able to exercise their freedom of speech as long as they are not taking away anyone else's rights or breaking any rules or laws in doing so. This can sometimes be difficult to negotiate, but is very important to consider when exercising their freedom of speech.

### **Activity: The Fight for Liberty**

**Key Stage:** KS2 & 3

**Time Required:** minimum 90 minutes

**Resources:** Resources for research and presentation of research

#### **Aims:**

- To highlight to young people that lots of the liberties enjoyed today have had to be fought for in the past
- To explore the changes some individuals have made and how some of our liberties have come about

#### **Delivery:**

This activity is designed to highlight to the young people that many of the liberties they enjoy, or are enjoyed by others, today have not been given freely to individuals in the past, but instead have been hard fought for by people.

Explain to the young people that they are going to carry out a research project about one of the following famous people:

- Mahatma Gandhi
- Harvey Milk
- Olaudah Equiano
- Sir Ludwig Guttman

- Malala Yousafzai
- Emmeline Pankhurst
- Martin Luther King

All of these people have fought for the liberty of a group of individuals, and it is their task to find out what they have achieved, how they have achieved this and what this has meant for the liberty of people since.

Their research can be presented in whichever way they choose, including a PowerPoint presentation, poster, a diary entry, information leaflet etc.

The following questions might help young people in narrowing their research remit:

- What did this person achieve? Who did they liberate?
- When did they achieve it?
- How did they fight for liberty?
- What led them to fight for liberty? What unfairness did they fight against?
- What obstacles did they face in fighting for liberty? How did their fight impact on their own lives?
- What has their achievement meant for the liberty of people since? What could have happened if this person hadn't have fought for liberty?

*The activities 'What does democracy mean to me?' and 'Democracy: Have your Say!' in the democracy section of this resource provide more opportunities for young people to explore active citizenship and the importance of speaking out about issues of concern.*

Currently, there are lots of people in many different countries being denied an aspect of their liberty.

**What struggles for liberty are currently taking place?** Think about people in the UK as well as people in other countries.

## Activity: Who has liberty?

**Key Stage:** KS3 & 4

**Time Required:** 60 minutes

**Resources:** Picture cards

### Aims:

- To provide young people with the opportunity to explore different understandings of individual liberty
- To enable young people to consider to what extent people have individual liberty and how perceptions of individual liberty can change according to your world view

**Delivery:**

Divide the young people into groups of about 4 or 5, and hand out either one or a number of the picture cards. Ask the young people to think about whether the person on the card has liberty or not. Ask the young people to stick their picture card to a piece of A3 or flipchart paper and write their observations down around it. Use the following questions to prompt discussion between the young people:

- What constraints does this person have on their liberty? What freedoms do they have?
- Have the constraints on their liberty been forced on them, or are they of their doing?

Bring the class back together and ask for feedback on the activity. During the whole class discussion, ensure that the following points are drawn out:

- Ideas around who has, and who doesn't have, individual liberty, are fluid and can change according to a person's perspective, or world view.
- Whilst many people might see the women in the bikinis as exercising their liberty to show their bodies and enjoy their free time on the beach, others might consider them constrained by societal expectations of how a woman should dress on a beach, how their bodies should look, and how they should be attractive to the opposite sex. In some cases, these women may be seen as a symbol of the objectification of women that remains widespread in many Western societies.
- Sometimes a person wearing a headscarf is perceived to be without liberty as it is believed that they wear the scarf because they are obliged to by society or religion, but others perceive it as a symbol of choice, of freedom to express one's religion and culture and to dress in a manner of one's own choosing.
- The soldier is often said to be a symbol of liberty and of fighting for people's freedom from oppression. However, just how much liberty does a soldier have over choices in the army? He exercised his liberty in signing up, but he is not free to choose where he serves, how many times he must fight on the frontline, or whether he kills someone or not. Does he have real liberty?
- The homeless man might be seen to have lots of liberty – he is certainly not constrained by the same bureaucratic processes that people who have a home are. However, without somewhere to live, and very little money in his possession, his choices in life are extremely constrained; much more so than the vast majority of people in society.
- How much liberty does David Cameron, UK Prime Minister, exercise? He is in charge of making some of the most important decisions for people in the UK. However, he must pass these decisions through both the House of Commons (which includes opposition party MPs) and the House of Lords, before finally asking the Queen for approval. If he cannot get this agreement on his decisions, they cannot become law. Even David Cameron, one of the most powerful people in the country, cannot exercise full liberty at times. Can the young people think of any occasions where this has happened? For further examples, young people may wish to look to Barack Obama and his struggle to pass tighter gun control laws during his time in office.
- Do Black people in Ferguson, Missouri USA, have liberty? Ask young people to carry out research into the Ferguson Riots. What led to the riots? How has the situation been dealt with? Has this response helped or hindered the situation? Why might Black people in Ferguson be considered not to have liberty? What could be done to rectify this situation?

Once discussions have finished, ask each young person to pick one of the pictures and write up their answers to the question:

**‘To what extent does this person have individual liberty?’**



**Discussion point:**

What examples of liberty can you see in your own life? Are these shared by everyone around you?

**Activity: Exploring Freedom of Expression**

**Key Stage:** KS3, 4 & 5

**Time Required:** 60 minutes

**Resources:** Case studies, UDHR handout, ‘Exploring freedom of expression’ worksheet

**Aims:**

- To explore what is meant by freedom of expression
- To explore when freedom of expression can be exercised and how rights need to be balanced with responsibilities

**Delivery:**

During this activity, young people will look at the right to freedom of expression, or freedom of speech using a human rights framework. Often, we hear people say 'freedom of speech is my human right!' when they are challenged about something that they have said. And they are right; freedom of speech is set out as a right in Article 19 of the Universal Declaration of Human Rights:

*Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers*

However, the following questions are worth considering when thinking about freedom of expression:

- Should we be free to say what we want, no matter what?
- Are all opinions equally valid?
- Can words ever be harmful?
- Does our right to freedom of expression have a limit?

Article 29 of the UDHR states that: "Everyone has a duty to other people. In exercising our rights we must respect and protect the rights and freedoms of other people. And respect and keep public order and the general welfare of society."

- In groups of five or six, ask young people to investigate one of the following case studies using the fact cards and photographs provided:
- 10,000 students march against tuition fees
- Richard Littlejohn's newspaper column 'He's not only in the wrong body...he's in the wrong job'
- Tommy Robinson speaking at Oxford Union
- Muslims against Crusades
- Donald Trump's suggestion of banning Muslims from travelling to America during a speech to become the Republican Presidential Candidate for the American Elections in 2016

Provide everyone with a copy of the hand-out 'UDHR.' The articles which are particularly relevant to this activity have been coloured green, but some of the other articles might also be relevant.

Hand out the 'Exploring freedom of expression' worksheet to each group and ask them to complete this. Once completed, ask each group to feedback their findings in a whole group discussion.

**Key Points:**

- Freedom of expression is a human right. We have a right to have our own opinions and to share them with others.
- However, words can be very powerful - people also have a human right to be free from discrimination, to have freedom of religion and to live in peace.
- There are laws in this country, which outlaw harassment and discrimination, incitement to racial hatred, and incitement to religious hatred.

- When expressing our opinions takes away someone else's human rights it stops being acceptable. Freedom of expression must therefore be balanced with other human rights.
- If you are carrying out this activity with KS5 students, it might be helpful to make the following changes: Asking students to find their own examples of when freedom of expression has been exercised, but this has clashed with other human rights Asking students to explore the consequences of when freedom of expression is not balanced with other rights



**Article 1:** All human beings are born free and equal.

**Article 2:** Everyone is entitled to all the rights and freedoms in this Declaration, no matter what their skin colour, sex, language, religion, political opinion, or nationality.

**Article 3:** Everyone has the right to life, freedom and safety.

**Article 4:** No one should be made to be a slave.

**Article 5:** No one should be tortured or receive cruel, inhuman or degrading treatment

**Article 6:** Everyone has the right to be recognised as a person by the law

**Article 7:** Everyone is entitled to be protected by the law without discrimination. Everyone is entitled not to be discriminated against in their human rights. Everyone should also be protected from people encouraging other people to discriminate.

**Article 8:** Everyone has the right to protection by the police from people who attack them.

**Article 9:** No one should be unfairly arrested, or put in prison or deported from the country.

**Article 10:** Everyone is entitled to a fair and public trial if they are accused of a crime.

**Article 11:** Everyone has the right to be presumed innocent until found guilty at a fair and public trial. You cannot be found guilty of something that was not against the law when you did it, even if the law changes later.

**Article 12:** No-one has the right to come into someone's home, or read their private letters or e-mails or bother them or their family without a good reason.

**Article 13:** Everyone has the right to go where they want to in their own country and to travel abroad as they wish.

**Article 14:** If someone is persecuted or being badly treated in their own country, they have the right to escape to another country to be safe.

**Article 15:** Everyone has the right to a nationality.

**Article 16:** Every adult has the right to get married and have a family if they wish. Men and women have equal rights when married and when separated and divorced.

**Article 17:** Everyone has the right to own things and to share them with others. No-one has the right to take someone's things away without a good reason.



## Universal Declaration of Human Rights

**Article 18:** Everyone has the right to freedom of thought and religion; they have the freedom to change religion, and freedom to practice their religion, alone or with others.

**Article 19:** Everyone has the right to freedom of opinion and expression; this right includes freedom to share information and ideas with people all over the world through any media.

**Article 20:** Everyone has the right to peacefully gather with and associate with others. No-one should be forced to join a group if they don't want to.

**Article 21:** Everyone has the right to take part in the government of their country. Every adult should be allowed to vote in elections through a secret ballot.

**Article 22:** Everyone has the right to a home, to have enough money to live on and medical assistance. Everyone should all be allowed to enjoy culture (music, art, craft, sport) and to make use of their skills.

**Article 23:** Every adult has the right to a job, to get a fair wage for their work without discrimination, and to join a trade union.

**Article 24:** Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

**Article 25:** Everyone has the right to a good life, with enough food, clothing, housing, and healthcare. Mothers, children, unemployed, old and disabled people all have the right to additional help.

**Article 26:** Everyone has the right to an education. Primary school education should be compulsory and free. Education should promote understanding, tolerance and friendship amongst all countries, racial or religious groups, and the maintenance of peace.

**Article 27:** Everyone has the right to participate freely in culture, to enjoy the arts and to share in scientific advancement and its benefits.

**Article 28:** We have a right to peace and order so we can all enjoy rights and freedoms in our own country and all over the world.

**Article 29:** Everyone has a duty to other people. In exercising our rights we must respect and protect the rights and freedoms of other people. And respect and keep public order and the general welfare of society.

**Article 30:** No-one can take these rights away from us.

## Freedom of expression

What human rights are being expressed in this example?

Are anyone's rights being taken away in this example? If so, which ones?

Do you think that everybody in this example behaved in an acceptable way? Why? What does this example show us about freedom of expression?

**Discussion point:**

In the UK some asylum seekers are kept in detention centres without having committed a crime. What does this mean for individual liberty in the UK? Why is liberty not afforded to everyone in the same way? Is this fair?

## Mutual Respect and Tolerance of those with different faiths and beliefs

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The aims of the activities and lesson plans in this section are to:

- enable young people to acquire an appreciation of and respect for their own culture and the cultures of other people
- enable young people to explore their own identity and how this fits into the school and wider community
- equip young people with an understanding of the similarities and differences between some of the largest religions in the world, and how values are often shared between different religions
- provide young people with an understanding of some of the history of immigration to the UK and the diversity that has existed within the UK for many years
- provide young people with an understanding of the importance of identifying and combatting discrimination

### Activity: This is me!

**Key Stage:** Lower KS2

**Time Required:** 40 minutes

**Resources:** 'This is me!' Worksheet, skin tone crayons, 'The Colours of Us' by Karen Katz

#### Aims:

- To allow young people to explore different parts of their identity
- To enable young people to look at, and talk about, similarities and differences between themselves and others
- To provide young people with the opportunity to explore the importance of being different and what they can do if to make sure everyone in their class is treated fairly

#### Delivery:

Explain to the young people that they are going to be discussing lots of different things about themselves during this activity, and that you want them to be really open about different parts of their identity.

Ask the young people to write their name in the banner attached to the plane on the worksheet.

Explain to the young people that you are going to begin the conversation by discussing nationality. Ask for a definition of nationality. With the other pupils on their table, ask the young people to discuss where they come from or where their parents or grandparents come from, before feeding back their answers to the rest of the class. Write the responses down on the whiteboard, so that the young people have help with spelling when writing down their answers on their worksheet.

Once their answers to this section are written down, move on to talk about religion. Ask the young people for a definition of religion, the names of any of the major religions in the world, and the

name given to people who have no religion, again writing down their answers on the whiteboard. Ask the young people to discuss their religion with the other people on their table, before writing this down on the worksheet.

Explain to the young people that they are now going to discuss skin colours – there are lots of different skin colours and discussing and describing someone’s skin colour is absolutely fine. (Sometimes young people believe that even mentioning someone’s skin colour is racist, so this is a good opportunity to dispel this myth). Use the book ‘The Colours of Us’ by Karen Katz to show some of the different ways in which skin colours can be described, before asking the young people to think of a way to describe their skin colour and write this on their worksheet.

Once this is completed, conduct a discussion about the merits of everyone being different and what they can do make sure everyone in the class is treated fairly. Some example answers include:

- Play with someone if they have no one to play with
- Speak out about bullying if you witness it happening
- Share games equipment between people fairly during break and lunchtimes
- Talk to someone if you are feeling unhappy about something

To finish the activity, young people can draw a picture of themselves in the photograph frame on the worksheet. Use skin tone crayons to allow young people to realistically depict their skin colour in their portrait.

# This is me...



My name is...



I come from...

---

My religion is...

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My skin is the colour of...

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**No-one should be bullied or treated badly because they are different.**

**We are all different and we are all equal.**

**This is what I am going to do to make sure everyone is treated fairly...**

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## Activity: Ahmed's Story

**Key Stage:** KS2

**Time Required:** 30 minutes

**Resources:** Laminated story cards (set of 6 per group), final story card

### Aims:

- To provide young people with an understanding of the importance of identifying and combatting discrimination, and how to do this practically in their school
- To provide young people with an understanding of how conflict can escalate if not dealt with effectively as soon as possible
- To equip young people with an understanding of racist terminology and the reasons why some terms should be avoided

### Delivery:

Ask the young people to work in groups on their table. Hand out copies of the story cards. Ask the young people to read through the story cards and put them in order.

Go through the order of their stories with them, stopping after some of the cards to facilitate a discussion about what they think will happen next or what Ahmed could do about his treatment:

1. **Ahmed is 9 years old and lives in London. His mum and dad are from Pakistan. They moved to London many years ago, where they had Ahmed and his brother Hussain.**
2. **Ahmed goes to primary school and is in year 5. He likes learning about new things but sometimes doesn't want to go to school.**
3. **Sometimes, his classmates pick on Ahmed because he has brown skin and his parents are from Pakistan. He gets called a 'paki'.**

Stop after this card and facilitate a discussion about the word 'paki':

- Why have Ahmed's classmates used this word against him? What does the word mean?
  - Is this word acceptable or unacceptable?
  - Why is it unacceptable?
  - What word(s) could be used instead if the pupils needed to describe Ahmed's nationality?
4. **The name-calling has been going on for a while, but Ahmed is too scared to tell his parents or his teacher about it because he thinks it might get worse.**

Stop after this card and facilitate a discussion:

- How could you help Ahmed if you were his classmate?
- What would you say to the people who were bullying Ahmed?
- What could Ahmed do about the name calling if he is too scared to tell his parents or teacher?

5. **One day, Ahmed gets so fed up and upset about the name calling that he loses his temper and starts a fight with another boy in his class, called Lucas.**
6. **Lucas and Ahmed both get hurt in the fight. They get into trouble with the headteacher, and their parents are told about the fight. Ahmed is not allowed to play on his playstation at home for the next two weeks.**

Stop after this card and facilitate a discussion:

- Is Ahmed's treatment fair?
- How could Ahmed's punishment have been avoided?
- What do you think or would you like to happen next?

Using whiteboards and pens, ask the young people to brainstorm what will happen next and come up with their own final story card. Ask the young people to read their story cards out, before revealing the real end to Ahmed's story:

7. **Ahmed feels upset about what happened. Eventually he tells his mum why he started the fight with Lucas. His mum talks to the head teacher about the racism Ahmed has been receiving and the head teacher promises Ahmed that everyone in the school will learn about racism and why it is wrong. Ahmed's classmates apologise to him and they make friends. Ahmed feels relieved and happy to go to school again.**

Round up the activity by asking the young people what they would do if they or their friend were being bullied or receiving racism. Make a list of all of the ideas on the board.

### Discussing Terminology

**The information below may help in conducting discussions about the term 'Paki' with the young people during this activity. For more information, please visit: [www.equaliteach.co.uk/terminology](http://www.equaliteach.co.uk/terminology).**

The term 'Paki' has been used as a term of abuse for many years. It is extremely offensive no matter how, when and why people say it, and should not be used. For a lot of people the term stands for racism, hatred and conflict. A common argument is that the term is just an abbreviation of Pakistani and is therefore acceptable; however, because of the way the word has been and is still used, it is a damaging and hurtful term. The term also tends to be used generally for Asian people, irrespective of their national origins, such as Indian or Bangladeshi people.

### Activity: Thinking about Immigration

**Key Stage:** Upper KS3, 4 & 5

**Time Required:** 60 minutes

**Resources:** flipchart paper, pens, immigration pictures (you will need to make your own timeline), 'The History of Immigration' information sheet

#### **Aims:**

- To enable young people to define the word 'immigrant'
- To provide young people with the opportunity to explore the different types of immigration and the reasons why people move to the UK



- To provide young people with an understanding of the history of immigration to the UK and the diversity that has existed within the UK for many years

**Delivery:**

Set up a safe space as outlined on page xx of the main Universal Values educational resource.

Write the word ‘immigrant’ in the middle of a piece of flipchart paper. Ask the young people to say different things that they think, or have heard, about immigrants and write these up around the statement.

Put up a slide with pictures showing different immigrants, for example Rita Ora, Robin Van Persie, Mo Farah, Graham Norton

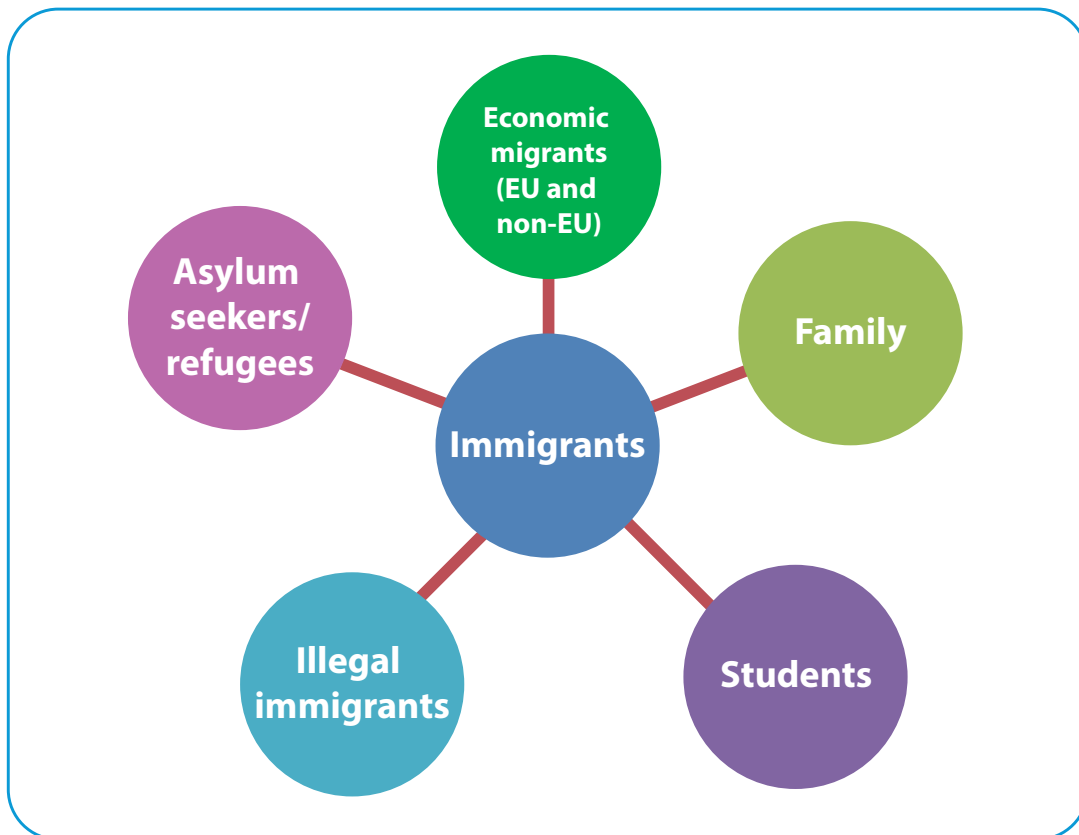
Ask the young people if they know who any of these people are. Then ask them if they know what these people have in common – they have all migrated to the UK for different reasons.

Ask the young people for a definition of the word immigrant.

*An immigrant is someone who moves from one country to another to live.*

Use the examples of immigrants to dispel the myth that all immigrants come to the UK illegally. In fact, the vast majority of immigrants who come to the UK come here legally.

Use the following diagram to explain to the young people the different types of migration:



Ask young people to consider whether immigration into this country is a new phenomenon or whether they think it has been going on for a while.

Divide the people into groups and provide each group with a timeline and the picture cards of different groups of people. Ask them to place the pictures onto the timeline when they think that large groups of the people shown first arrived in the UK.

**55 BC – Julius Caesar and the Romans**

**440 – Angles and Saxons (Anglo-Saxons) from Germany**

**789 – Vikings**

**1066 – William the Conqueror and the Normans**

**1500 – Romani Gypsies**

**1600 – People from India**

**1700 – People from Africa**

**1881 – Russian Jews**



**Julius Caesar and the Romans**



**Vikings**



**Romani Gypsies**



**William the Conqueror and the Normans**



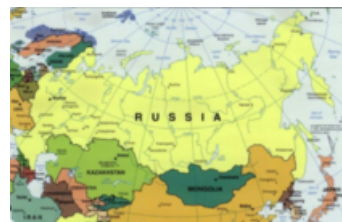
**People from India**



**Angles and Saxons (Anglo-Saxons from Germany)**



**People from Africa**



**Jewish people from Russia**

Explain some of the stories as to why these movements of people happened – the information sheet ‘The History of Immigration’ might aid you with this. This can also be given to the young people as a handout, if required.

- Use the following questions during discussion:
- Has anything about this activity surprised you? What surprised you?
- Did you think that immigration had been happening for this length of time?
- Did you realise that so many different groups of people had come to Britain?
- What drove many of these groups to come to Britain? Were all of the groups given a choice to come to Britain, or were some forced?
- Is it easy to define Britishness? Is it correct to say that there is only one definition of ‘Britishness’?

Group of People	Reasons for Immigration
<p><b>Julius Caesar</b> 55BC</p>	<p>The first Roman invasion of Great Britain was led by Julius Caesar in 55 BC.</p> <p>The Celtic tribal leaders in Great Britain supported the Romans and agreed to pay tribute to Rome if Rome would protect them.</p> <p>Over the 400 years of Roman occupation of Britain, the majority of settlers were soldiers stationed on the mainland. Britain was in constant contact with Rome and other parts of Europe that had been occupied by Romans through trade and industry. Many Britons themselves adopted Roman culture and customs.</p>
<p><b>Angles and Saxons (Anglo-Saxons) from Germany</b> 400</p>	<p>German immigrants arrived in Britain at the invitation of the ruling classes. After the withdrawal of the last Roman soldiers from Britain in the early 400s, the number of immigrants increased, which caused tension and conflict with other members of society at the time.</p>
<p><b>Vikings</b> 789</p>	<p>The first Viking raid of Britain was in 789. These raids continued well into the 800s. Vikings were gradually followed by armies and settlers who brought a new culture to Britain which was very different to the previous Anglo-Saxon culture.</p>
<p><b>William the Conqueror and the Normans</b> 1066</p>	<p>The Norman invasion of Britain is considered to be the last successful attempt in history by a foreign army to take control of the kingdom of England. The Normans believed that William the Conqueror was the rightful heir to the realm and therefore they needed to invade to remove Harold Godwinson from power. The influx of Norman military and religious figures changed the nature of the ruling class in England and led to the development of an Anglo-Norman population.</p>
<p><b>Romani Gypsies</b> 1500</p>	<p>Romani Gypsies began arriving Western European countries, including Britain, in the early 1500s. The Romani Gypsies spoke a dialect of the Romani language and worked mainly as hawkers (street sellers), basket weavers, jockeys and stablemen.</p>
<p><b>People from India</b> 1600</p>	<p>The East India Company recruited Indian sailors to join their crews on their voyages in India. Once the ships had arrived in London, many of the Indian sailors were refused passage back and were forced to stay and settle in London.</p> <p>During the early 1600s, the East India Company brought over thousands of Indian sailors, as well as scholars and other workers, to England. Because of the number of Indian sailors brought over, the earliest Asian communities were found in port towns. Naval cooks also came over – London’s first Indian restaurant was founded in 1810 by Sake Dean Mahomed, who is also thought to have introduced Britain to shampoo and massages.</p> <p>During this time, there were also some domestic servants and nannies of wealthy British families, who joined their employed in Britain when their stay in India had finished.</p>

*cont'd*

<p><b>People from Africa</b> 1700</p>	<p>A large number of people from Africa were brought to Britain largely on transatlantic slave ships, as the captain's share of the slaves the ship had carried.</p> <p>Slave ships stopped carrying people from Africa to Britain after slave trading was banned in 1807.</p>
<p><b>Russian Jews</b> 1881</p>	<p>After 1881 Russian Jews suffered persecution in their home country, and British Jews led fundraising strategies to enable the Russian Jews to emigrate to the United States. Approximately 2 million Jews had left Russia by 1914, and around 120,000 had settled permanently in Britain.</p>

If this activity is being carried out with KS5 students, it might be helpful to adapt it in the following ways:

Omit the beginning activity looking at famous people who are immigrants and refugees.

Explore common myths about immigration and the welfare system, NHS, housing and job market.

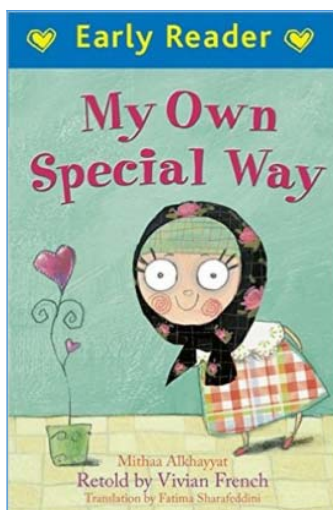
Hand out a half completed 'The History of Immigration' worksheet and ask the students to add in the rest of the information, during the sorting activity.

**Discussion point:**

Ask young people to carry out research into the groups of people who have emigrated out of Britain throughout history.

Why have people emigrated from Britain? What experiences have they had in their host countries? On average, do more people immigrate to Britain than emigrate from Britain, or vice versa?

There are many excellent picture books, which can be used to help young children to understand the concept of respect and bolster their tolerance of those with different faiths and beliefs. For example:



**My Own Special Way**

**Mithaa alKhayyat and Vivian French**

Little Hamda wants wear the veil, like her big sisters, but it's up to her to find her own special way and prove she's grown up, just like her sisters.

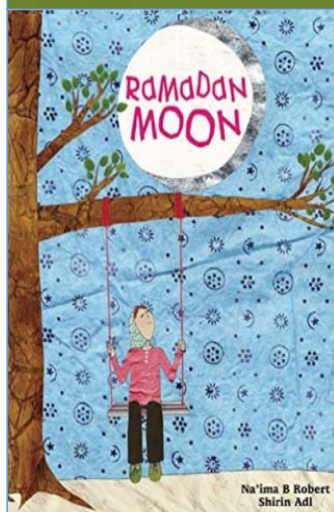




## The Romanian Builder

**Peter Prendergast**

Joe had so many questions for the new builder: Which tool was the most important? What if you were afraid of heights? How do you put scaffolding together? He is really disappointed when he finds out that Radu doesn't speak any English. Now he will never find out about building – or will he?



## Ramadan Moon

**Na'ima B. Robert**

Muslims all over the world celebrate Ramadan and the joyful days of Eid-ul-Fitr at the end of the month of fasting as the most special time of year. This lyrical and inspiring picture book captures the wonder and joy of this great annual event, from the perspective of a child.

These stories can be used in circle time, or as the impetus for philosophical enquiry. For more information about Philosophy for Children visit: [www.sapere.org.uk](http://www.sapere.org.uk)

### Activity: Whose Religion?

**Key Stage:** KS2 & 3

**Time Required:** 1 hour

**Resources:** Statements and Venn diagram

#### Aims:

- To provide young people with an understanding that there are lots of similarities between Christianity, Judaism and Islam
- To help young people to recognise that individual people practice their religion in many different ways

#### Delivery:

Divide the young people into groups of four to six. Provide each group with a set of statements and a Venn diagram. Ask the young people to label one circle Islam, one circle Christianity, and the final circle Judaism.

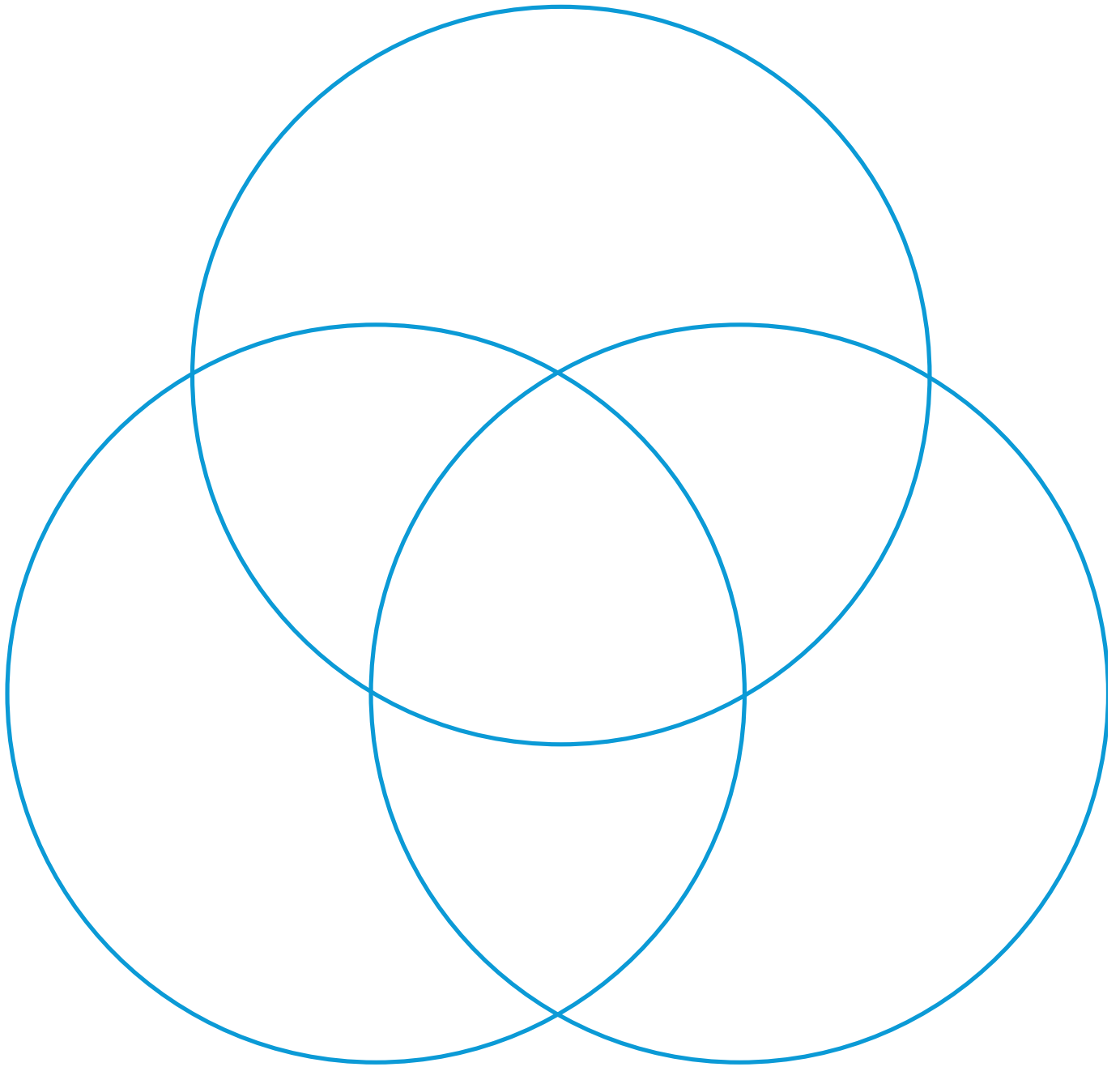
Ask the young people what these three labels represent and what the people who follow each religion are called, then explain that you are going to hand out an envelope of statements and you want the young people to work in their groups to decide which religion the statement is applicable to, it may be applicable to one, two or all three religions. Once they have come to a group decision they should place the statement in the relevant part of the Venn diagram.

**Statements:**

Religious book mentions the use of slaves	States that Jesus was a prophet	Has over 1 billion followers
Believe there is only one God	Has rules about how animals should be slaughtered	Holy book states that people can have salvation through belief in God and good deeds
Jerusalem is a holy place	Pray during worship	Holy book includes the ten commandments
Religion is divided into sects	Holds services in a holy building	Some branches wear head coverings
Has a sacred language	Holy book contains story of Noah's ark	Holy day is a Sunday
Has five pillars of faith	Holy book is the Torah	



**Venn Diagram:**



**Answers:**

	<b>Christianity</b>	<b>Judaism</b>	<b>Islam</b>
Religious book mentions the use of slaves	x	x	x
Worship only one God	x	x	x
Jerusalem is a holy place	x	x	x
Religion is divided into sects	x	x	x
Has a sacred language		x	x
States that Jesus was a prophet	x		x
Has rules about how animals should be slaughtered		x	x
Pray during worship	x	x	x
Holds services in a holy building	x	x	x
Holy book contains story of Noah's ark	x	x	x
Has over 1 billion followers	x		x
Holy book states that people can have salvation through belief in God and good deeds	x	x	x
Holy book includes the ten commandments	x	x	x
Some branches wear head coverings	x	x	x
Holy day is a Sunday	x		
Has five pillars of faith			x
Holy book is the Torah		x	

Once the young people have completed the activity, facilitate a discussion about their answers asking for what evidence they can think of to support their decisions. Provide them with answers and evidence where they are struggling.

**Discussion point:**

Were there more differences or more similarities than you expected?

What surprised you?

Provide the young people with some resources on each religion and ask each group to try to come up with four additional statements that they could add to this activity. Once the young people have done this ask them to look at the four statements that they have come up with again and think about whether these apply to the whole religion, or just some of the followers.

Ask each group to feed their statements back to the rest of the class and say whether each statement applies to the whole religion or just some followers. Ask the rest of the class if they agree with the group decision and their reasons for this. Support the young people to understand that statements such as “Pray five times a day” or “Believe in Adam and Eve” “Go to the Synagogue every week” would not apply to every follower of each religion and that within each religion people have a wide variety of beliefs and ways of worshipping. Write the statements up on the board divided into each column.

- In what ways can believing that everyone who follows a particular religion is the same be harmful?
- How can learning more about different religions be helpful?

**Starting points for discussions about Multicultural Britain...**

Photographs can provide useful starting points for discussions around multicultural Britain, and the benefits that living in a multicultural society can bring. Some sample photographs are included below.

**Discussion points:**

- What do you see in the pictures? Can you see anything from another country which has contributed to the way of life in Britain?
- How have these things contributed to Britain? Have they influenced the way people do things in this country?
- What would Britain be like without these contributions? What are the advantages of having influences from other countries?
- Can you think of any other contributions to Britain from other cultures? How important are these contributions?

As a homework activity pupils could create a collage of photographs that they feel represent Britain for them and present these collages to the class.

**Discussion points:**

- What images are the most common?
- In what ways do you think these images represent Britain?
- Do some images of Britain exclude some sections of the population?
- Should the Government promote a particular image of Britishness? If so, what should this be?



**Discussion points:**

Respect can mean different things to different people. What does respect mean to you? Is respect something that you should have for everyone, or is it something that is earned?

**Discussion points:**

Do you think that harmony exists between different cultures and religions in the UK today? If not, why not? Do you think that communities are living together more or less harmoniously today than previously? Why? What could be done to improve how well communities live together in the UK? How can we challenge discrimination in society?

