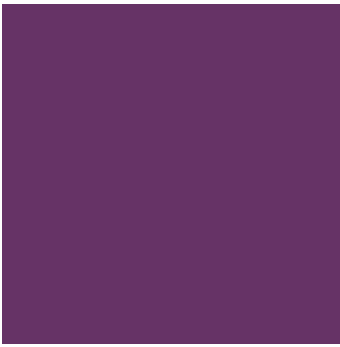


# A Multicultural Community



## Don't Judge a book by its cover!

This Upper Key Stage 2 unit of work allows schools to look introspectively at their own community and recognise their strengths and weaknesses in promoting equality in school. Pupils investigate multiculturalism in their own and the wider community and reasons why people may become terrorists or support violent extremism. They then audit their own school/setting through developing questionnaires, recording data, suggesting improvements and present findings. Finally, pupils evaluate the effectiveness of the audit and its future impact.



# Year 5/6 Audit

This unit may also be amended for Lower Key Stage Two Pupils

The end purpose of this unit is to stop people becoming terrorists or supporting violent extremism.

This unit centres around the attitudes and ethos of your own setting and how multiculturalism is viewed by all your stakeholders.

Staff may wish to begin by auditing the school themselves to recognise the school's strengths and weaknesses in promoting equality in school.

The race equality audit is a useful document for this.

Staff may also need to agree on a set of words which should be used when discussing ethnic diversity and racism in your setting.

The following web page has lots of information on terminology.  
<http://www.universities-scotland.ac.uk/raceequalitytoolkit/terminology.htm>

**Pupils begin by considering themselves and their place in the world.**

Who are we?

These games may provide a good starting point for your audit.

### The Name Game.

Pupils sit in a circle and the first child says their name, the second child repeats the name and says theirs. This continues around the circle so that the last child says everyone's name plus their own. Then repeat the game but all the pupils now face outwards so memory is vital.

At the end of the game ask pupils how they remembered the order. What did they remember when they thought of each child to remember their names?

### What's in a name?

This game, which can also be found in the SCARF resource (P 11) is very simple – just a few questions on a piece of paper, that a child answers with a partner. It could go on to form a 'name' display, or form a base for class discussion if pupils are happy with such information being shared.

Questions you could include:

Who gave you your name?

Do you think your name suits you?

What do you like/dislike about it?

Have you ever chosen to be called another name (shortened, nickname etc.)?

Do other people call you anything different from these names? Do you like this?

### Wordle

Pupils could use the information from What's in a Name, or using names of pupils in the class to create a name Wordle. This is a picture created using words which is made online by inputting your choice of words. See [www.wordle.net](http://www.wordle.net)

**Pupils begin by considering themselves and their place in the world.**

Who are we?

### Three Words activity

Describe yourself in 3 words. Share this with a partner who then introduces you to the class. The message from this game is that all pupils are special and different. You may wish to make a prompt sheet to assist pupils with vocabulary. Words could include *adventurous, courageous, sensitive or stylish* (this would link well to adjective work in Literacy)

### Writing activity – Who am I?

Include: How do I see myself? How to others see me? How do I see others? What makes me unique?

Pupils could use the following activities as stimulus for writing or discussion, or for role play and hot seating activities.

#### My Groups

What groups do I belong to?

E.G. football team, Brownies, church

How does it feel to be part of a group?

What challenges does my group face?

Can anyone join my group?

#### Groups in school?

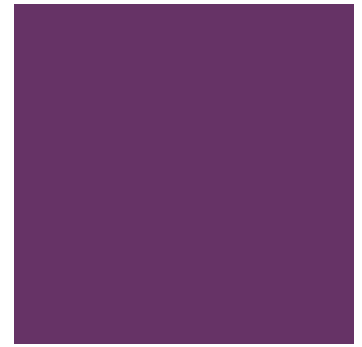
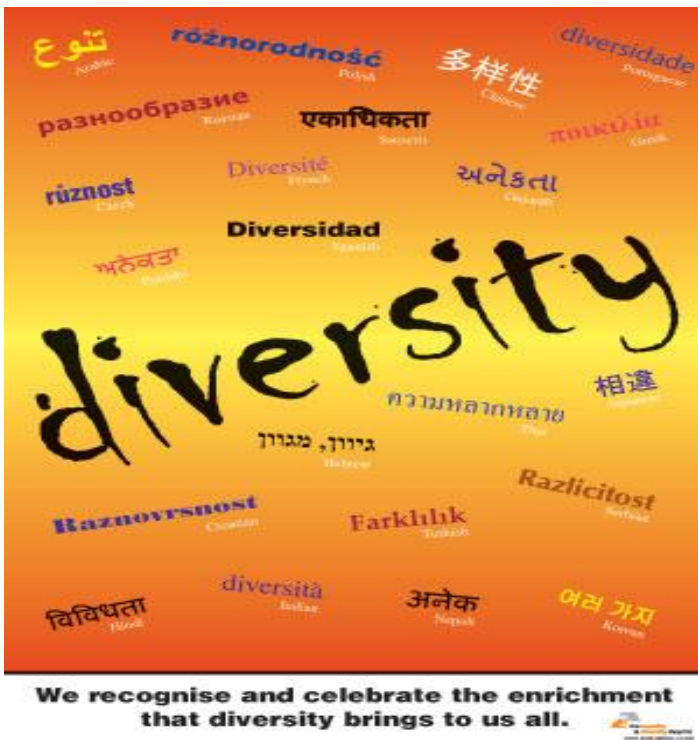
What groups do I belong to?

How do I feel about different groups in school?

Do I ever feel excluded from a group? Why is this and how does it make me feel?

Do we welcome people into groups?

How do we choose our groups?



## Moving into the Wider Society

### What is a Multicultural Society?

Pupils may begin this section by reflecting on their current understanding.

What do pupils understand a multicultural society to be? What does it need?  
What harms it?

What do pupils currently know about people from other races? – ask them to generate a mind-map recording their current knowledge, which can be used at the end of your work to determine any changes in the pupils' understanding.

#### Do we live in a multicultural society?

Think about school and community level as well as the national picture. What challenges does it face? Think about your favourite TV programmes and films – do they represent all members of the community? Make a diary of your weekly viewing with this in mind.

# Moving into the Wider Society

## Maps

This map shows the ethnic make up of Britain and is interactive. It can easily be seen where ethnic groups are distributed and clustered. Pupils could investigate their area of the country and consider why certain groups clustered where they did (E.G. around ports and mills). <http://www.guardian.co.uk/news/datablog/interactive/2011/may/19/ethnic-breakdown-england-wales>

## The Words We Use

Identify and define racism, terrorism, prejudice and extremism as required. Give examples. Agree a set of acceptable vocabulary for your setting and discuss the need for sensitivity. Pupils may wish to investigate racism and the law and processes for dealing with racist incidents in school.

## Local Media

Local newspaper investigation – Look through local press to find clues about local views and feelings about people from different communities. How are different groups represented? How much news is positive? Are all sectors of the community represented in the media?

## Local Services

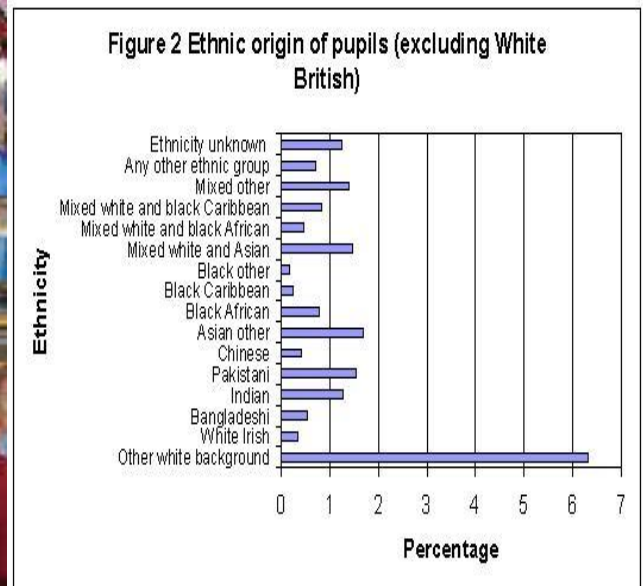
Local shops – do they represent our diversity? What do they sell? Do we have any local community links with other ethnic groups?

## History

People who have encountered issues surrounding race – BBC class clips resources [www.bbc.co.uk/learningzone/clips/](http://www.bbc.co.uk/learningzone/clips/) has good examples from children themselves. Then there are the figures from history who are synonymous with race issues: Jesse Owens, whose famous race can be found on YouTube, Martin Luther King, Nelson Mandela or religious figures such as Mother Teresa who helped all sections of the community in India. Pupils could write poems based on Martin Luther King's 'I Have A Dream' speech. The film 'Hairspray' raises questions about racial segregation in America in the 1960s. Pupils may wish to investigate this aspect of prejudice.

# + Our School

## Carry out an audit of multiculturalism



Graph sourced from  
<http://www.surreyi.gov.uk>

## How do we currently promote tolerance, understanding and diversity?

### Begin by discussing your setting.

Is our school a multicultural community?

How do we know?

What is our ethnic mix across the school?

What are our family heritages?

What religious groups do people belong to?

How can we celebrate our different heritages?

To help pupils to understand their heritage Have a family tree day where pupils bring in information to create a tree.

Invite guests from different groups to share the day. Have a picnic with food from different cultures.

Agree on the purpose of the class project to audit multiculturalism in school - what we will do and why? Draw up a set of success criteria to evaluate the project against at the end. Do you hope to change or improve anything? How will you use and present the information you gather?

**Carry out the audit of your setting– how is tolerance, understanding and diversity currently promoted in our setting?**

- **Questionnaire development – Pupils can develop their own questionnaire to find out what different school stakeholders feel about multiculturalism in their setting?**

**Questions could include:**

**Where do your family come from?**

**How do you think we promote different cultures in our school?**

**Do we have enough resources showing different heritage groups?**

**Do you know any stories from different cultures?**

**Data can then be recorded in tables, graphs and charts to allow pupils to present their findings and link to numeracy and ICT skills.**

- **What could be improved? Information from the questionnaire could be used to inform this, along with a learning walk through school where pupils spot evidence of multicultural resources, pictures and artefacts. Pupils could also look at school resources such as library or reading scheme books. What prior learning can be remembered where race, diversity and tolerance were discussed? What is the school mission statement and motto? Does this reflect your schools attitude to diversity?**
- **How can the improvements be achieved? What will it cost? How long will it take? Create an action plan.**
- **Pupils could present their findings and action plan to the SMT and agree a way forward.**
- **The class could develop an assembly to share their project with all.**
- **Groups of pupils can construct photostories/ powerpoint presentations about how the school promotes diversity.**
- **Evaluate the success of the project against the criteria set. Ask pupils what has been learned? Do we respect and reflect all heritages and religious groups in our school and community? Ask pupils to construct a mind-map showing their new knowledge and compare with beginning of theme. How will school move forward in light of the audit's findings?**
- **It may be useful to revisit your work at an agreed later date – are we still doing all we agreed, have we continued to improve our understanding of others?**





# Resources and Other Ideas

Here are some ideas for other activities to support your work, and a couple of useful internet links.

## **Other resources:**

**BBC Class Clips PSHE – Racism, Differences and similarities**

**SEAL resources (Year 5/6) Getting on and falling out (Primary National Strategy)**

**SCARF resource pack**

## **Other ideas:**

**Same but different – investigate other faiths and cultures. Visit other faith groups and cultures. Have a world food day to sample different foods linked with specific groups.**

**Don't judge a book by its cover – Why do people hold extreme views? Investigate examples from history. Hitler and Nazis, Communism, BNP, How do these views link to violence?**

**Can violence solve problems? – from smacking to fighting in school to terrorism. Pupils could present arguments for and against and produce persuasive writing to explain points of view.**

**Grievances and conflict resolution – how do we solve our problems?**

**Act your age – taking responsibilities for your actions throughout life. All actions have consequences – this can be demonstrated through the story of 'Charlie and the Chocolate factory'.**

**Debates – Them and Us, Good and Bad, right and wrong.**