



Citizenship Foundation



Education for Citizenship, Diversity and Race Equality

A practical guide

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Introduction and acknowledgements

This guidance was commissioned from the Citizenship Foundation and *me too*, the anti-discrimination charity, to support citizenship teachers addressing diversity and race equality issues in the new curriculum. It is also aimed at youth workers and others working more informally with young people in a variety of settings. The report was made possible by financial support from the DfES and the Lloyds TSB Foundation.

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In addition, we would wish to acknowledge the considerable help of a number of practitioners and experts in this area. First, our gratitude goes to all those who agreed to be interviewed who are not named in the report. Then we are indebted to members of the project advisory group which included Trevor Finch, Professor David Gillborn, Jimmy Hurrell, Rebecca Iyambo, Micheline Lafleche, Rob Macfarlane, Nicola Rollock, Ava Sturridge Packer, Carrie Supple and Ashok Viswanathan. Thanks also to Hilary Claire and Ian Massey for their most helpful comments on the work in progress.

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We would like to believe that this guide will prove of practical benefit to colleagues working in this important area. It is a controversial area and the views expressed here are those of the author. At the same time, we welcome responses from readers as to its accuracy and usefulness. Any reader with experiences which either support or contradict what is contained in this guide is warmly invited to contact me. We would also like to hear of any resources which have proved useful but are not listed here. It is intended that this document will be updated in due course to include further resources.

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Part 1 • Teaching and Learning

Citizenship, Justice and Equality

The statutory orders for citizenship at key stages 3 and 4 state that pupils should be taught about the

‘diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding’ (DfES/QCA 1999).

Although the wording between the key stages differs slightly, the import is much the same: issues concerning racial justice are now an essential element of the citizenship curriculum.

At the outset it is helpful to be clear about terms. Strictly speaking, there is no such thing as ‘racial diversity’ – there is only one human race and this is why the orders speak of national, regional, religious and ethnic diversity. Even so, terms such as ‘race relations’, ‘race equality’, ‘racism’ and ‘anti-racism’ are common currency and well understood as umbrella terms encompassing nationality, colour, ethnicity, and even sometimes culture and religion. It is in this broad, overarching sense that we use the term ‘race’ in this guidance.

Two of the core concepts of the citizenship curriculum are **justice** and **equality** (see the Crick Report, p 45) because these are matters which constantly recur in public debate and across a wide range of issues. For example:

- *what would it mean to have a more fair or just society?*
- *does this mean treating people the same or differently?*
- *what is true equality and how could it be achieved fairly?*

The whole question of equality was a dominant theme of national and world politics for much of the past century. The equality agenda has progressively encompassed gender and race issues, with legislation on these issues eventually being passed in the 1970s. Much more recently, equality issues for gay, lesbian and for disabled people have come to the fore: not that gender and race equality have ever gone away. Even for those who accept the fundamental human rights of all people, these issues continue to raise complex political problems e.g. can we avoid communities becoming divided along ethnic lines in ways which are compatible with other basic rights and freedoms? Education fails its young people if it makes no attempt to help them understand these issues. Society needs voters who can think intelligently and thoughtfully about such matters and students have a right to be introduced to the central aspects and core concerns of their society if they are to take an informed view and vote responsibly. Students are also entitled to know their legal rights and how to defend them. They should also be aware of their responsibilities to others and of the consequences which follow should they neglect them.

Having said this, we know that race and racism have had a very chequered history in our classrooms. Since the Race Equality Acts and the Human Rights Act, questions of equal rights for all British citizens have largely become politically uncontroversial (although the issue of who should be allowed to become a British citizen will always be contested). The

new citizenship curriculum gives teachers the firmest of platforms on which to base their teaching and defend it against potential critics, such as some politicians, some parts of the media and a minority of parents who may regard such teaching as entering the realms of the politically partisan and thus crossing the line between information and indoctrination.

Having said that, racial issues are amongst the most sensitive that teachers have to deal with, and researchers have often found that the issue has been avoided, especially in areas where there appears to be no overt racism (see Carolyn Hamilton's report, below).

Teachers in the past have often said they do not deal with race issues because, in the famous phrase, 'there is no problem here'. The new citizenship curriculum provides the opportunity as well as the obligation and the context to put that right. However, it is still useful to try to understand the reasons why teachers approach these issues with some caution.

Challenges and Opportunities

Amongst the challenges of teaching in this area are the following. There may well be others and they are listed here in no particular order.

- Teachers can feel uncertain of their own knowledge of different cultures and religions and may feel it is better to say nothing than unwittingly to cause offence.
- Teachers may feel, perhaps because they do not live in the local area, that pupils themselves have more direct personal knowledge and experience of prejudice and racism than they do. As a result they may feel at a disadvantage and uncertain about how to draw on students' experience to advantage.

'Most teachers haven't been through the learning process that they now want their pupils to go through... we need to give them opportunities that they've never had to give them a chance to catch up with their pupils.' *LEA Adviser*
- 'Doing racism' has often been construed as little more than attacking the personal attitudes of (white) students – which is challenging and uncomfortable for a teacher – raising complex issues of role conflict and the potential alienation of students. It also raises the professional problem of how far, and in what way, schools might intrude into the private values and beliefs of pupils and their families. It is not easy to know when a legitimate political view actually becomes an illegal racist one.
- Teachers in largely white schools may feel that dealing explicitly with race has the effect of singling out the few (possibly well-integrated) ethnic minority students in the class as 'different', as potential victims, creating divisiveness which was not there before. Many minority students have expressed their unease at being singled out in this way.

'When they talk about racism, I feel they are staring at me.... and I really, really don't want to go to that lesson' *Pupil quoted by Chris Gaine in 'Still no problem here'.*
- This is an area which deals with attitudes and

values as well as knowledge and understanding. This makes it demanding from a teaching point of view, especially where attitudes are felt to be entrenched.

- Teachers often mention their lack of training in this area, and are not confident they know the most effective strategies for dealing with race-related issues (indeed, research into the effectiveness of different strategies is still relatively scarce).
- There has not always been an acknowledgement of the complexity of racism itself – it can appear in many forms and originates from different sources. It also reaches across the spectrum from minor and unintended errors of judgement to deliberate and bigoted acts of hatred. However, resources have historically tended to deal with racism as if it were a simple 'black/white' issue (and one-sided at that) and as if all racist remarks or incidents were equally grave.
- As citizens, teachers have their own politics reflecting the range of views found in society at large. They may feel uncertain about how this should affect the stance they take publicly with students on issues of race.
- Many teachers fear that the normal ground rules for discussion of controversial issues, in which students are encouraged to express their personal opinions, cannot apply when race-related issues are debated. They fear that open discussion could encourage or even legitimise pupils' racist views, causing offence to others in the class and possibly even spreading unacceptable ideas in the school.
- Teachers may fear that some parents would object to certain forms of anti-racist education which could be labelled as 'left-wing' or 'propagandist'. (Perhaps, less often, the opposite might occur with progressive parents objecting to certain school policies and practices which might appear to them to be racist.)

The multi-cultural approach

For these reasons, many teachers, in the past, felt more comfortable adopting what became known as the 'multi-cultural approach'. This seeks to promote positive images of the range of cultures commonly encountered in contemporary Britain through, for example, looking at aspects of the cultures in any given area such as food and clothing, making visits to places of worship or arranging talks from members of the local community. This approach has been parodied as a tokenistic 'saris and samosas' approach to an issue which is much more complex and challenging. But it is, of course, important that students are encouraged to understand significant elements of the cultures and lifestyles now present in the UK, because these impact on people's private lives and on public policy. Understanding and utilising the breadth and variety of cultures in the UK is part of the warp and weft of many curriculum subjects, including RE, history, English, Art, social sciences and music, in addition to the work done specifically within the citizenship framework.

Common elements of the multi-cultural approach include:

- introducing pupils at an appropriate level to elements of local cultures and the major ones represented in the UK – and as part of this encouraging the view that expressions of cultural identity are natural, desirable and enriching and that they should be regarded with respect,
- helping students to appreciate that cultures are not fixed, that they interact and influence each other and, further, that individuals should not be stereotyped or regarded as confined by one particular culture. Each of us is free to choose forms of identity and culture through which to express ourselves as individuals and as members of different - and, increasingly, multiple - communities,
- ensuring that the curriculum as a whole and subjects in particular, avoid a white, anglo- or Euro-centric view on issues where other national, ethnic or religious perspectives should properly be acknowledged as relevant and legitimate,
- utilising a wide range of case studies, illustrations, and so on to avoid giving the impression that Britain is a homogenous, culturally unified country,
- encouraging good relations with all ethnic groups represented in the community,
- ensuring that equal opportunities policies across the whole school are in line with a 'respect for all' curriculum policy, encouraging young people to feel that they can achieve their full potential in society irrespective of their racial or cultural background.

The multi-cultural approach was the first major educational response to the changing face of diversity in Britain. It had the positive advantage of allowing teachers to deal with race-related issues in a way which avoided overt criticism at a time when racist discourses were far more prominent and openly promoted. In many ways, the early multi-cultural approach was embraced as a way forward by many teachers wishing to promote racial justice through education whilst political debates around race, the nature of Britishness and British society were actively raging. However, as time went on, social attitudes began to change and during the 1980s a more radical form of race-related pedagogy emerged. Anti-racist educators began to criticise the 'softly softly' approach of multi-culturalism as too conservative and, indeed, fundamentally flawed. They argued that it glossed over the oppressive and unjust nature of racial politics in this country and suggested that to ignore the racial discrimination encountered on a daily basis by million of Britons, was effectively to condone and perpetuate it.

The 'anti-racist' or race equality approach

By contrast the anti-racist approach (this term from the 1980s should perhaps nowadays be described as the 'race equality' model) argues that education must be a tool for social change. Common elements of this model include:

- the need for whole school policies to ensure the rights of all students to equality of opportunity and treatment irrespective of race, colour, nationality, ethnicity, culture or religion,

- the need for school policies and practices not to be 'colour-blind' because this could disadvantage minority students who may need different educational provision from the majority of students,
- the need for teachers, schools and educational practices to be sensitive to the dangers of institutional racism which can, however unwittingly, discriminate against minority students through, e.g., a failure to recognise how their different cultural norms impact on their lifestyles, attitudes and learning,
- the need to be aware of the dangers of stereotyping students along racial lines. This can create self-fulfilling prophecies as far as educational attainment is concerned,
- the need for the whole curriculum to reflect the reality of our multi-cultural society and to recognise the hidden messages about power and influence sent out by an anglo- or Euro-centric curriculum, particularly where spiritual, social, moral, and cultural issues are concerned,
- the need to address issues of inequality and the imbalances of power and opportunity which have been a mark of our own and other societies. Allied to this, *all* students need to feel empowered by the curriculum (especially, perhaps, the citizenship curriculum) to challenge racist attitudes and practices in their own experience and in wider society, through legitimate and democratic methods.

What have we learned from past experience?

Today, it is generally agreed that both of the above approaches need to be present within the overall educational framework if it is to promote knowledge and understanding between people of different cultures and, at the same time, address what is widely acknowledged to have been the systematic subjugation of people on racial grounds. Both approaches have stressed the importance of the curriculum and whole school policies being consistent and mutually reinforcing. In other words, what is learned in class should not be undermined or negated by adverse experiences of poorly developed school policies. This is a considerable task for any school and David Gillborn (see bibliography), in a recent study, found it difficult to identify many schools which are genuinely addressing these issues at both classroom and whole school levels.

It is fair to say that the following have become widely accepted within the profession.

- The school curriculum should not be seen as a way of imposing a single view of what it means to be English or British. Diversity needs to be recognised and acknowledged. For example, school history has been accused of being 'white-washed' by ignoring the contribution to Britain's heritage of many non-white Britons (for more on this see Paul Gardner's book, below).
- There is a need to promote, not stifle, mature debate about race-related issues to which there are a variety of possible explanations and solutions. Within a human rights framework of freedom of conscience and expression, a range of legitimate views are encountered in society which students should be able to evaluate critically. Examples would include whether there should be more or fewer faith-based schools or whether racially segregated communities are a good or a bad thing. One of the purposes of citizenship education is to help students understand the origins and implications of different views and how they would impact on public policy. It should assist them in distinguishing reasonable arguments from those which are based on no more than racial intolerance or spurious notions of racial superiority.
- Racial prejudice has been shown to develop in even very young children. It is, therefore, important that schools across all age phases take racism seriously. Even where, in the primary school, many children seem unaffected by the racist attitudes of, say, their older siblings, it would be wrong to conclude that no influence is present.
- The subtleties of institutional racism are increasingly being recognised, including the fact that teachers' own views can influence the extent to which they take seriously incidents such as racial harassment. If they, to some extent, sympathise with the racial bullies or 'understand where they are coming from', they may deny there is a real problem or treat it as less than serious. This is the value of the insistence in the Macpherson Report (Macpherson *et al*, 1999) on beginning with the *victim's* perception of a racial incident.
- Awareness is rapidly growing that pupils themselves can contribute a great deal towards the improvement of their own schools, *including the appropriateness of the curriculum*, through the use of questionnaires and school councils. Many councils now

have curriculum sub-committees which routinely review aspects of teaching and learning. Teachers can use such mechanisms to review the appropriateness of courses such as citizenship, drugs education, sex education, careers education, R.E., and the humanities. In other words, pupils can provide a 'reality check' as to whether courses resonate with students of different ethnic backgrounds, whether they address issues which are relevant and in ways which are realistic and fair. Maud Blair and colleagues (see below) found this preparedness to take time to understand the perspectives of students and parents was an important factor associated with successful multi-ethnic schools.

Changing thinking about racism

It may well be that some of the problems teachers have encountered when teaching about racism related to a particular model of racism which is now widely regarded as simplistic and dated. This was the view that *racism was something done to black people by whites*.

There are considerable dangers in this particular definition and it is quite possible that its dominance has been detrimental to the cause of anti-racist education over the years. This stark and undifferentiated view of racism casts one group (whites) as actual or potential perpetrators and the other (blacks) purely as victims. Many now acknowledge that an over zealous use of this model by well-meaning anti-racist trainers during the 80s alienated many teachers who felt branded as racist because they were not openly campaigning against racism. The approach also over-emphasised one element of racism (i.e. colour) to the detriment of a more comprehensive understanding of racism's true and complex nature.

In fact, the whole debate about race and ethnicity over the years has been clouded by differing definitions of what constitutes race, ethnicity, nationality and identity and confusions between these terms and related ones such as culture and religion.

It is now widely agreed that:

- there are no fixed or reliable ways of dividing the human race into different racial sub-categories, as was erroneously done in the past. *Race* is more a social construct than a biological one,
- the term *race* is often confused with *ethnicity* even though the former term more usually refers to physical characteristics such as skin colour and ethnicity relates more often to cultural differences such as language and religion,

In a similar way, the term *racism* itself is used in different ways. It means different things to different people. This has not always been to the benefit of public debate or dialogue within the teaching profession. Various confusions are observable, including the following:

- a blurring of the boundaries between overtly prejudiced racism and the often unwitting racism which can arise from lack of knowledge or awareness where failure to

appreciate the realities of other people's lives can lead to under-estimation of the seriousness of the problem. In the eyes of some early anti-racist campaigners all these were equally serious;

- a conflation of active and passive racism. A distinction needs to be made between deliberate acts of racial prejudice and other forms such as 'institutional racism'. Many organisations in the past denied they were institutionally racist, including the police, the justice system, the prison service, and the education service. Of course, prejudice has played a part in institutionally racist practices but not always. Since the Macpherson Report into the death of Stephen Lawrence, there is a new acceptance of the reality of institutional racism across British public life and the need to monitor the differential effects organisations have on people of different nationalities, colour and culture;
- confusions between social (e.g. the group dynamic of creating outsiders) and psychological (attitudinal) forms of racism, which are expressed in different forms, have different causes and need to be addressed in different ways;
- the view that racism is a single monolithic entity rather than something which exists in many different guises. It is now widely accepted that it is more useful to think of 'racisms' since the forms and origins of racial prejudice are many and varied. For teachers, this implies *the need for different forms of classroom intervention, according to the local situation.*

Because racism changes and develops ... we can never fully expect to capture it theoretically. Nor can we expect that it will ever be fully overcome. That does not mean, however, that we are free to desist from trying. *Winant quoted in Bulmer and Solomos (1998)*

When studying racism as a phenomenon, attention should be paid to the wide variety of racisms which exist in Britain, including attitudes towards the Welsh, Scots, English, Irish, French, Germans, Belgians, Americans, Roma, Jews, Japanese and Africans, as well as Pakistanis, Bangladeshis, Indians, British-Caribbean, Chinese, and so on. Some forms of prejudice arise from imbalances of power, privilege and status; others are territorial and influenced by which groups are in the majority in any given area. Other causes are historical or territorial disputes, such as over Northern Ireland and Kashmir. Bhavnani (2001) points to recent research showing that racisms can also be gender-, age- and class-related. Working class white young men express their racism more violently than their female counterparts. Even within working class groups, a study of young men on training schemes found that those more likely to succeed in the job market were less racist than their peers. Upwardly mobile white young men were more likely to reject their parents' racist ideas including that mass unemployment is caused by immigration. But their racism expressed itself in other forms. For the middle classes, racism may be rather less confrontational but it expresses itself strongly through choice. 'White flight' is the well-known phenomenon of deserting areas with rising ethnic minority populations.

If one way to counter prejudice is to bring it under the light of rational scrutiny, it makes sense to consider in some detail the different guises of racism which students encounter personally or through the media, now and as they grow up. *This approach*

regards racism as something of which everyone is capable in some form and of which everyone is potentially a victim. It underlines the need to make it an essential feature of the curriculum of all schools regardless of ethnic composition, and irrespective of whether teachers believe there to be local 'race-related problems'.

The effectiveness of different teaching strategies

In this section we discuss a number of important approaches towards teaching and learning about diversity, tolerance and race equality. These have been derived from critically reflecting on practice, analysing curriculum materials and talking with teachers.

Teaching is a complex activity and practically everything done in the classroom implies a theory of learning and an educational aim. When teaching about race equality in citizenship a number of approaches commend themselves. Each method can be seen to be coming at the problem in a distinctive way, and for a reason. This is because *certain forms of learning or knowledge are mediated more successfully through some methods than others. Therefore, it follows that the clearer teachers are about which method they are using and why, the more effective they are likely to be.*

Below we discuss six approaches which can be commonly observed in practice. It is not claimed that these are the only possible approaches or that what follows below is the only way to describe them. (For an alternative way, see the *Toolkit for Tackling Racism in Schools* by Stella Dadzie.) These approaches feature strongly in the resources listed in section B.

Broadly speaking, teaching for race equality aims to bring about changes in:

- a) knowledge and understanding,
- b) attitudes and values,
- c) behaviour.

This is one reason why teaching in this area needs to adopt a range of strategies. Some of the major teaching approaches available are set out below. They should not be seen as totally discrete models, but as inter-connecting according to topic and circumstance. For example, it is highly likely that teachers will want to return again and again to moral aspects of race-related issues. Moral reasoning, as opposed to, say, sociological reasoning, has characteristics of its own and teachers will be more effective in using it if they are clear about what these are and which teaching methods encourage it most effectively (see below).

Knowledge and understanding approach

Aims: to improve inter-cultural understanding and to challenge racially motivated rumour, prejudice or stereotype

Methods: Factual input from the teacher, talks from visitors, interviewing, pupil research, etc.

Advantages: This approach encourages pupils to value rationality over prejudice, to question unjustified statements, to challenge bigotry and unjustified views. It allows the sociological examination of racism and its detrimental effects on people's lives.

Examples:

- Teaching that many commonwealth immigrants were invited to Britain to do jobs white people were reluctant to do. (This counters the notion of all immigrants as 'schemers' or 'scroungers'.)
- Looking at successive episodes of incoming peoples from Roman times to the present day to counter the notion of Britishness as ethnically pure or that immigration is a recent phenomenon. This also conveys a sense of the long and honourable tradition of extending asylum towards persecuted peoples.
- Teaching about customs and practices which may not be familiar to all pupils, such as those associated with Ramadan.

Materials: For example: the website of the Council for Racial Equality with its materials on ethnic diversity and the Institute of Race Relations' Homebeat video (see resources section below).

'Some teachers still focus on the slave trade as a bad thing that happened, in the same way that the Holocaust just happened, without actually looking at it as an integral part of British history - without looking at the pseudo-scientific racism that had to underpin it.' LEA Adviser

A note on the distancing technique

This is not really a distinct approach but rather a technique which is often used by teachers to raise sensitive issues at one step removed. Its attraction is that it can avoid some of the difficult situations which arise when an emotive topic is discussed in class. One of the most common examples is using the slave trade to discuss racism. Other common examples would include studying the lives of Martin Luther King and Nelson Mandela in their struggles for racial justice.

However, there is a real danger in thinking that the use of such examples is enough in itself to cause students to reflect on their own attitudes or the specific situations facing contemporary Britain.

Legal and human rights approach

- Aims:** To teach pupils about the rights of *all* citizens to be free from racial persecution or harassment. This should be a fully integrated part of the wider citizenship curriculum such that teaching respect for the law and human rights generally should also have a positive impact on pupils' attitudes towards people of different ethnicities.
- Methods:** Didactic instruction, use of (legal) case studies, analytical discussion of the justice issues involved (with the teacher asking 'is that fair?'); hypothesising about legal changes; pupils discussing legal rights in the light of human rights concepts. Teacher encourages critical evaluation of the law from a moral standpoint ('Does the law go far enough, or too far?', if so, why? 'What should happen to perpetrators of race crimes?')
- Advantages:** Rests on a straightforward 'equal treatment for all' argument rather than apparently addressing only the concerns of minority groups. It can therefore appeal to the pragmatic 'eye for an eye' morality many young people have – i.e. 'you wouldn't like to be a victim of racism, so don't be racist yourself' as well as encouraging higher level responses based on concern for others. This model raises questions of law and order, fairness and equality, whilst avoiding a moralising approach, which students can be adept at ignoring.
- Evidence suggests that when pupils are encouraged to become more thoughtful and analytical in an open ended way, learning to be aware of increasing numbers of situational factors, they become more morally mature in the decisions they make. (Mature moral thinking here means thinking which is less egocentric and more aware of the needs others and of society.). All citizenship work, which encourages this type of thinking is likely to impact on how students think about race-related issues.
- Examples:** Materials such as those from the Citizenship Foundation which deal with all forms of unlawful discrimination.

Moral reasoning approach

- Aims:** To ask moral questions about issues, situations, behaviour, social structures and institutions. This approach encourages students to use increasingly complex frameworks in terms of which to judge moral issues, including what is good for individuals, and what is in the interests of society.
- This is not to be confused with a *moralising or moralistic* approach which merely asserts that racism is wrong without helping students understand why or recognising the moral complexity of this area.
- Methods:** Moral development is promoted through empathy development (see below) but also through raising awareness amongst students of moral

issues and developing skills associated with thinking morally. An issue becomes a moral one when certain key questions are addressed. These questions have to do with right and wrong, good and bad and whether things are important or unimportant (matters of value). Morality concerns itself with human flourishing, with the nature of people's obligations to one another and with moral rules or principles (wherever these may come from). There is often agreement about whether something is right or wrong, but the question '*why* do you think that's wrong' will elicit a whole range of answers which can be usefully explored. For example, is racism wrong because you can be punished for it, or because it violates someone's basic human rights? The latter reason is a more morally satisfactory one because it has the concerns of others at heart.

Moral concerns always relate to different contexts which can come into conflict. For example, an action which may be in the interests of an individual may not be good for society as a whole (e.g. a teacher may wish to be lenient to a student who has committed an offence but feel that the interests of the community would be better served by making an example of the offender.) Morality also concerns itself with motives (why do you think they did that?) and consequences (what would happen if...?) and asks students to think in both pragmatic terms (e.g., what is the lesser of evils in this situation, would it be right to lie to protect a potential victim of an attack?) as well as in principled ways (e.g., truth telling irrespective of the outcome?)

Advantages: All social and political problems involve moral elements and none more so than questions relating to race and racism. Teachers cannot simply proclaim that tolerance is right and intolerance is wrong without equipping students with the ability to ask '*tolerance of what?*' i.e. '*what should I tolerate and what would it be wrong to tolerate?*'. Students are faced every day with situations to which they make a moral response (e.g., '*how should I react? Should I intervene or do something else?*'). Later, in adulthood, they will enforce rules and contribute to the making of laws. All these are moral actions.

Materials: Many materials raise moral aspects of race and racism for students to consider. However, these are often insufficiently explored or left implicit in the text, leaving much for the teacher to do.

Public discourse (controversial issues) approach

Aims: To encourage an analytical approach to current debates in society, to the things people say and the way they say them. Teachers find it difficult to allow their students to express racist opinions in class because they can be offensive and possibly illegal. Yet racial rhetoric will be familiar to most pupils and there is a need to help students understand the way language is used to convey emotion, half-truths, truths and so on. This approach also aims to introduce pupils at an appropriate level to the complexities of contemporary debates, including issues such as immigration, positive discrimination and so on. This is an important approach which helps students understand that political issues are complex and that there is a wide spectrum of opinion to be encountered in public debate.

Methods: Direct examination of the opinions of racists and non-racists, using documentary materials, TV and video, role play, newspapers, political party websites. Students examine the discourses of political argumentation in this area by studying media portrayal of the issues. They also learn to write reflectively about their own views as well as learning the techniques of persuasive writing.

Advantages: This approach enables different forms of public discourse to be analysed without leaving it to students to raise these as personal opinions. There are two reasons why the latter is not good. Firstly, many students will keep their personal (racist) opinions to themselves. Secondly, in some areas, possibly where racial tensions are higher, students may express racist opinions as their own, which puts the teacher in the position of having to censor particular individuals, making it more difficult to analyse rationally the *type* of opinion being put forward. Discussing such racist views in the third person ('there are those who argue.... etc') provides the teacher with a far greater degree of control and it also enables pupils to react to such positions without personalising the debates.

This approach is more likely to command the attention and respect of students who need to recognise that the school curriculum is addressing issues at real, complex levels rather than feeling patronised by class lessons which reduce them to simplistic moral messages. (There are obvious parallels with sex and drugs education here.)

Examples: The Homebeats CD Rom and the video 'My England' both contain racist comments from young people for discussion and analysis. *ID Citizenship* the BBC video, also contains dramatic material of racist incidents for analysis.

Empathy approach

- Aims:** To encourage students to identify or empathise with victims, through being able to put themselves in the shoes of others and to understand more clearly someone else's feelings, values and attitudes. (This approach can also be used to try to understand the emotions which feed racist views. This is necessary before one can think how to engage such people in dialogue. This is not at all the same as excusing racism.)
- Methods:** Examination of first-hand accounts, literature, drama, creative writing or role play to give expression to the feelings of people in diverse social situations. Empathy can be both *cognitive* (being able to imagine another's thoughts) or *affective* (being able to vicariously experience someone else's pain or pleasure). The teacher employs the use of questions such as 'What do you think they were thinking/feeling' or 'Imagine you were in that situation...!' or 'How would you persuade someone like that to - ?' This model appeals more to pupils' sense of common humanity than to rational ideas of fairness, justice, equality, rights or duties. It should be used in close conjunction with the justice reasoning approach.
- Advantages:** Without the ability to empathise, moral thinking is seriously impoverished. The development of an empathic understanding provides pupils with the motivation to engage with social issues and to take appropriate action.
- Example:** *'We Left because we had to'*, a resource from the Refugee Council, uses refugees' own stories to bring their plight alive. Another example is when students were asked to complete an asylum application form in Turkish! Then they realised what some refugees felt like when asked to complete forms in English.

Modelling good anti-racist practice

- Aims:** To show by example what it means to behave in a respectful, tolerant manner towards people of all ethnic groups. This model also aims to reflect these values in the practices and policies of the school and in the sanctions attached to racist behaviour.
- Advantages:** The importance of self awareness in this area and of always trying to model good anti-racist behaviour cannot be overstated because students dislike hypocrisy above most things. There is evidence in the literature (see e.g. Audrey Osler, and Chris Wilkins'

"There's always a need for teachers to be confronted with their own prejudices. They may think they know better but then again maybe they don't...even here you can still get staff who've been here twenty years not able to spot, for example, where a kid is coming from by their name - which never ceases to amaze me. You still have teachers applying the colour-blind approach 'all kids are the same and I treat them the same'. LEA adviser

interviews with student teachers) that teachers, as much as anyone else, can display racist attitudes, especially when the wider definition of racism discussed above is adopted.

This approach is not the same as 'we treat everyone the same here' in which the 'colour blind approach' has meant that teachers have not always developed appropriate sensitivities to issues where the according of equal respect would actually require different treatment (e.g. in respect of clothing worn in school, respect for religious observance on school premises, or awareness of cultural or religious issues relating to P.E.).

Examples: The Commission for Racial Equality has published a good practice guide which includes a floppy disk with audit forms which offer clear and practical steps for schools to develop and review policies in seven core areas:

- policy, leadership and management,
- curriculum, teaching and assessment,
- admission, attendance, discipline and exclusion,
- pupils - personal development, attainment and progress,
- attitudes and environment,
- parents, governors and community partnership,
- staffing – recruitment, training and professional development.

The guide is entitled *Learning for All. Standards for Racial Equality in Schools*.

Experiential approach

Aims: To give students practical experience of meeting and working with people of different cultures or working directly to address race-related issues in the school or the community.

Methods: Collapsed timetable events which deeply engage students in issues, visits or encounters. This could involve students deciding to pursue an issue which has cropped up in lesson time, such as writing to politicians or conducting a campaign.

Experiential learning can be facilitated through exchanges, internet conferencing or visits from or into the local community. Experiential learning also goes on when students are consulted on race-related issues, e.g. when the student body, through the school council, is asked to review the issue of racial bullying in school or review the content of the citizenship curriculum.

The experiential approach is also appropriate to out-of-school-hours learning which might go on in school clubs or societies (e.g. debating society, dance club, or the drama club working on a Theatre in Education

production to take to local lower schools). This approach will also be strongly represented in informal youth work.

Although these methods can be clearly distinguished from each other, it is not the case that teaching materials generally draw on one method only. Often more than one is used in the same lesson, particularly where the work arises from real case studies which are rich and full of different elements.

Race equality strategies in youth work

The following section focuses on race equality work in the informal youth sector. There are good reasons for dealing with this sector separately, not least because there is a specific, albeit small, body of literature on anti-racist youth work. Nevertheless, it is worth stating that the overlaps between the formal and the informal sectors are numerous and youth work colleagues may well find it worthwhile to read the previous section. Similarly, teachers will find here material of relevance to their own practice.

Concerns about discrimination, racism and issues of social justice have been as high amongst many youth workers as amongst teachers. One of the central aims of the youth work curriculum has been the promotion of equal opportunities within a broader context of supporting young people's personal development in the transition to responsible adulthood. Youth workers often work directly with young people from disadvantaged social groups. They have daily contact both with the victims of personal and institutional racism whilst at the same time working with those who openly display racist attitudes.

Youth workers are perhaps more likely than teachers to witness racist incidents or overhear racist views in the more casual atmosphere of youth work settings. They need to be clear about how to deal with this in attempting to promote a positive atmosphere in which no one feels threatened or demeaned. One option is to exclude from youth work premises anyone displaying racist attitudes. There is a logic to this position. Racism is a fundamental breach of youth work core values but, as *Open Talk, Open Minds* (Commission for Racial Equality, 1999) points out, 'by rejecting young people the youth service closes the possibility of meaningful dialogue and can even harden attitudes or push young people towards racist groups'.

It is not necessarily easy to engage with racism educationally in settings which are informal and which young people can avoid if they wish. If they feel they are being 'got at' by youth club leaders they can very easily stay away. This may be one of the reasons why discrimination as a topic is often avoided by youth workers. There is considerable evidence, according to an action research project based at the University of Huddersfield (CRE, 1999), that anti-racist work in youth settings is fairly rare, particularly where all or most of the young people are white. The project found that youth workers tended to lack confidence in handling such issues and often felt unsupported by their local youth service, because of the lack of a structured programme or usable materials and too little training. Levels of confidence have been further eroded in recent years by re-trenchment in the youth service which has seen experienced full-time workers withdrawn from front-line work and replaced by less experienced part-time or volunteer staff.

The Huddersfield project identified other reasons why youth workers avoided race equality issues with groups of predominantly white young people:

1. insecurity
 - they were unsure of their ground, afraid of being exposed as having some form of racist belief themselves and reluctant to jeopardize their existing relationships with the young people they worked with.
2. lack of knowledge and skills
 - youth workers do not feel confident to engage in this kind of work, feeling that they lack specialist knowledge, relevant experience and the necessary group work skills. Furthermore, some white workers feel that they are not as suited as black or minority workers to this work,
3. stress or exhaustion
 - it is easier not to take on this difficult area, especially when time and resources are limited. Furthermore, youth workers are under immense strain and often do not have the mental energy for new work of such a challenging nature,
4. avoidance
 - youth workers often express the feeling that the lack of overt racial tension locally or the absence of ethnic minority communities means that there is 'no problem here' and that this justifies doing nothing.

There are therefore organizational and structural support issues which youth work managers need to address if anti-racist work is to feature more prominently in youth work provision. For workers themselves, seeking to identify effective methods of working, the challenge seems to be one of finding the right 'voice' with which to engage the young people. It cannot be moralising or hectoring - young people are skilled at neutralizing approaches when they feel their personal attitudes or values to be under attack. It is particularly hard to question young people's attitudes where to do so is to challenge their developing sense of identity.

Oppositional or collaborative strategies?

In essence, where youth workers or teachers wish to engage in anti-racist work, they have a choice between *oppositional (or confrontational)* strategies and *collaborative* strategies.

Oppositional strategies oblige group leaders to take a position of opposition to the views of the group. This automatically reduces scope for real dialogue and can cause discussions to polarize or degenerate into accusation and counter-accusation. In such circumstances the conditions in which young people are likely to modify any of their views become limited. There is even a risk that opinions might become even more entrenched through being strongly defended.

Collaborative strategies, on the other hand, seek to gain the active cooperation of young people so as to engage them in genuine dialogue. For this to happen, they need to feel their own experiences are respected and their views listened to. Dialogue of any kind rests on an implicit understanding between both sides to communicate in good faith and group leaders must therefore show themselves willing to understand the young people's position if they wish them in their turn to be prepared to consider alternative viewpoints.

Collaborative approaches strive to achieve change in young people's own views and opinions through the creation of what psychologists call 'cognitive dissonance'. Cognitive dissonance occurs when someone's views are challenged by new knowledge or ideas which cannot be incorporated within their existing position. This brings about pressure to modify the original view. However, such mental re-constructions will not occur unless the thinker is *willing* to embrace the new information – denial is always an option. Openness on the part of the learner is therefore a pre-requisite of cognitive dissonance and the conditions which make this possible have to be *created* by the youth worker or teacher. In anti-racist work this will only be achieved when the adults concerned are seen by young people to be honestly engaging with the reality of their concerns, fears and uncertainties. Not infrequently, racist young people are themselves victims of discrimination, prejudice and social injustice. These experiences need to be acknowledged. Indeed, they can often be used as points of departure for dialogue.

At the same time, in dialogue, youth leaders should model a commitment to exploring issues from all sides, and show a respect for justice and human rights for all. The dialogue must show a willingness to acknowledge all forms of racism including white on black, black on white, black on black and white on white. Recognition also needs to be given to the complex and changing face of racism (or racisms) as experienced by young people wherever they may live. Further, group leaders need to acknowledge the possibility that they themselves may be capable of some forms of prejudice (defined broadly) to avoid the charge of adopting the moral high ground. For example, it cannot be entirely blameworthy to have strong feelings about people or groups who have committed acts of aggression against your family or nation.

Developing a climate of open discussion in which critical and reflective thinking becomes possible is dependent on the group leader gaining a level of trust and credibility with the young people to create an atmosphere in which it is recognized that talk is valued as a tool for engagement with issues of all kinds. If the only serious conversations in youth clubs are those held within formal sessions where youth workers have a 'message to get across', they will lack credibility. Above all, youth workers must establish personal reputations for fairness, reliability and open-mindedness. They must demonstrate a genuine desire to help the perpetrators of racism as well as showing a proper concern for their victims.

Some workers may feel that such collaborative approaches are difficult in practice or even wrong in principle. They seem to demand compromise on some fundamental principles in order to work with the grain of racism and prejudice, but there is evidence of their effectiveness in the literature. For example, the Bede Anti-Racist Youth Work Project (Dadzie, 1997) set out to address the problem of rapidly rising incidents of racist violence in Bermondsey, south London. The project worked over a period of years with white gangs, adopting what we have called collaborative approaches to racism. Care was taken

not to raise issues of racism artificially (where the 'message' would be telegraphed) but to discuss them at strategically important moments as they arose. The project also deliberately placed a black worker in a highly visible position of leadership on the project, where they would earn the respect of the young people, modeling the project's values in practice. After a while, young people involved in the project became much less overtly racist, opting out of racist discourse when amongst their peers. Many testified to the fact that the project had changed them and, over time, racist incidents within the project area reduced by nearly half in contrast to Bermondsey as a whole, where they increased.

Similarly, Gillborn (1995) describes the success of a school-based course which used collaborative strategies (similar to those which could be used in youth work settings) to engage realistically with the students' values, beliefs and experience. Gillborn comments that 'despite the very real difficulties of opening these issues up to public discussion, almost all the older students I spoke with were positive about the programme and the way it helped them rethink their assumptions about 'race', racism and racists'(p.147).

There is a range of collaborative, anti-racist strategies available to youth workers which can be employed as part of a planned programme or used to respond to issues as they arise. They include the following:

- developing trust and an ethos where honesty and openness are valued,
- encouraging appropriate forms of thinking such as critical and moral thinking. Moral thinking we define as asking the group to reflect on experiences and events in moral terms such as 'good', 'bad', 'right', 'wrong', 'worthwhile', 'important' or 'fair',
- addressing common misconceptions or urban myths in the light of evidence; exploring ways in which truths are distorted and myths or stereotypes are promoted e.g. in certain branches of the media,
- reflecting in open-ended ways on the validity of ideas, prejudices and values and where they may come from,
- examining reasons why people tend to identify with, or seek the protection of gangs or peer groups and the consequences of this for the quality of life in the community,
- reflecting on the extent to which perceived feelings of unfairness, powerlessness or low status are justified and developing positive strategies to address related issues of disadvantage e.g., through encouraging action for change,
- addressing issues of isolation or lack of contact with people of different ethnicities and cultures, through for example, inter-group events, including residentials,
- supporting the needs of individuals and groups from minority communities through empowerment work and consciousness-raising activities.

Many of these approaches bear comparison with models already discussed in relation to school based approaches. *Open talk, Open minds* provides a sample of practical activities for youth workers, based on many of the above strategies. These tend to address the underlying psychological causes of racism, such as low self-esteem or fear of being different. If there is an omission from the above list, it would be the relative neglect of raising understanding of the social causes of racism, such as poverty and the sense of 'desolation and betrayal' felt by many 'poor whites' (Lloyd, 2002). It may be that critically examining such issues, including the rhetoric of political parties which play on them, will help reduce levels of frustration and anger amongst those young people most vulnerable to their influence.

A possible planning framework for a race equality intervention

What is proposed below is an enquiry-based framework which incorporates the collaborative strategies argued for above. It is argued that, essentially, there are a small number of key questions through which most of the issues relating to diversity and racism can be addressed.

Why work in this way?

The structure, based on a series of open-ended key questions, makes a number of assumptions which are worth spelling out.

a) Changing attitudes takes time

Firstly a 'one-off' session on racism will hardly scratch the surface of the issue and will not provide the sustained quality of experience needed to achieve attitudinal change. Time should be taken to establish the group's dynamics and its ground rules prior to engaging in the more controversial or difficult elements of the module. There is no harm in being open with groups about the difficulties they might face in discussing these issues. In fact, this may be a good way to encourage responsibility and accept ownership of the enquiry.

b) Some questions are better addressed before others

The structure of a course of this kind is important, including the order in which questions are addressed. Some questions are better discussed before others and some are more likely to generate cognitive dissonance than others, so the form and focus of the question needs to be carefully considered. Some questions are better used at the outset to open up the issues relatively safely or to establish the boundaries of the enquiry. The more emotive issues should only be tackled once certain levels of openness and trust within the group have been established.

c) The guided construction of understanding is better than a free-for-all

In subjects such as this, care needs to be taken by the leader, with the support of the group, to retain control of the issues under consideration otherwise there could be rapid degeneration of the enquiry into negativity and rancour. Despite the need to follow young people's concerns, care and control needs to be exercised over how issues are accessed. Time out may need to be taken on occasions. And from time to time the group leader may need to decide that whole group discussion of some issues will not be helpful – at least until certain points of agreement are reached between individuals and the group leader.

A proposed framework

It is suggested that a framework of this kind can be used in either formal or informal settings although the different locations may mean that different strategies need to be adopted in order to address them. In every case, the issues or questions need to be made concrete by reference to examples or case studies which young people will recognise as relevant to them.

Key question 1

What counts as 'racism' and is everybody racist in some way?

The strategy attempts to define racism across a wide spectrum of real examples from relatively harmless jokes about people of other nations at one end to racial violence at the other. Classes can be encouraged to generate 'weak' and 'strong' examples of racism and place them on a spectrum of seriousness. The distinction can be made between keeping a prejudice private and acting on it in a way which harms other people.

This question acknowledges that almost everyone harbours some form of racial prejudice. Some forms might be discussed in relation to nationalism and patriotism e.g., when is nationalism healthy and when unhealthy? The advantage of this as an opening strategy is that it opens up a wide range of possibilities for students to consider in the light of their own attitudes. It avoids identifying particular individuals in the class as the target of the lesson because it includes everyone in its scope. It also raises moral questions for discussion and individual reflection regarding the comparative seriousness of racist acts and usefully acknowledges that there are shades of moral grey in this debate.

Key question 2

'Why do racist ideas or beliefs develop?'

This question does not seek to excuse racism but allows exploration of personal, family and social influences, helping students to become more aware of what may have influenced them. It seems quite probable that influences can be better resisted once they are recognised and subject to critical scrutiny. For example, some people suggest that attitudes to black British have been historically influenced by the slave trade. To what extent would students agree with this or can they identify stronger influences, such as the family? Some claims, often amplified by the media, will be open to critical examination, such as 'they take our jobs' or 'they jump the benefits queue'. In such cases, the group can be encouraged to investigate for themselves the truth of these claims. This avoids the teacher or youth worker having to reject them on the spot in an oppositional way and makes the students much more likely to consider critically the evidence before them. This question also offers teachers a strategy for distancing themselves from a student's racist remarks whilst attempting to maintain good relations with that student.

Key question 3

Can racism ever be excused?

This question follows logically from the previous one. Put controversially in this form, the question may be taken to imply that some forms of racism are excusable. The straightforward 'correct' answer is of course that racism is always wrong. However, many people have had race-related experiences which have made it very difficult for them to 'forgive and forget'. Could we reasonably expect refugees from war-torn regions to be full of goodwill towards an enemy which had committed atrocities against them or their families? Or would it be racist and wrong if someone who, say, was tortured by Japanese soldiers in World War II, now finds it impossible to like any Japanese people? It would be clearly stereotyping a whole group of people, few of whom were directly involved in the incidents concerned. This key question allows the possibility of asking whether someone may have a racial prejudice but be, to some extent, forgiven for it because we find it

understandable. Compared with such extreme examples, we could ask if it is felt to be racist to regret the Americanisation of British culture or for the Welsh to want to use their own language? Is it prejudice to want to hang on to one's own culture? This enquiry opens up the possibility of considering what forms of racism are *both* wrong and morally inexcusable, such as unprovoked racial attacks.

Key question 4

What makes racial prejudice wrong?

One of the key strategies in moral education is to ask students to consider the reasons underlying the moral judgements they make. It is common for people to agree that an action is 'wrong' or 'bad' but this judgement might be based on a whole range of reasons, some of them possibly better than others. For example, most people will agree that stealing is wrong, but younger children will often argue that it is wrong to steal because you will get into trouble for it – an essentially egocentric reason. An older and more mature person might argue that stealing is wrong because it causes harm to others or it violates people's fundamental rights. These different answers draw on different domains of reasoning, and are focused on self, others, society or on the maintenance of wider moral principles. Offering students the chance to say what they think makes racism wrong, provides an interesting starting point for discussion, in which those reasoning at more egocentric levels can be exposed to more caring, more person-centred perspectives. It also provides an opportunity for teachers to offer some victims' stories in the attempt to increase levels of empathic reasoning. Empirically, research (Blatt and Kohlberg, 1975) suggests that such strategies can be effective in raising young people's ability to reason morally.

Key question 5

What are the best ways to challenge racism in society?

Some groups will be more ready to tackle this question than others. Would most students agree that the law is right to make racist violence illegal because we are all potential victims and the law should treat citizens equally? Why is discrimination of any kind unfair? Historically, how have things changed over recent years? How effective are anti-discrimination laws? Are there better ways to eliminate prejudice than through legislation, e.g. education? If people agree that inequality on racial grounds is wrong, what about professions like the police or politicians where ethnic minorities are poorly represented? Why is that potentially unfair? Who is responsible for this situation (the majority or the minority)? Would it be fair to use positive discrimination to try to redress such imbalances?

Recent laws have made it more serious to commit certain crimes with a racial motive. Is this law fair or reasonable? And why are black people still far more likely to fall foul of the criminal justice system than their white counterparts?

Key question 6

What is the future?

The world is becoming increasingly interdependent. For both economic and political reasons, the movement of peoples is increasing. Many of the world's major cities are ethnic and cultural melting pots. Why is this? On balance, is it to be welcomed or regretted? Why do people need to move between countries and what would happen if this did not happen? What is the economic and human cost when attempts are made to

ensure the ethnic or cultural purity of communities? What evils have been perpetrated in the rivalries between nations? When are such rivalries healthy and when unhealthy?

Will we ever be able to get rid of racism and live in a world where the colour of your skin or where you were born does not matter? If the answer is no, is it nevertheless worth trying to eliminate racial prejudice? If the answer is yes, what would bring such a society about?

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(See also 'Further reading', page 62)

Part 2 • A Guide to Resources

The resources listed here represent those we were able to discover as currently available. Nothing published before 1990 is included. The resources have been divided into the following categories:

- 1) Textbooks or classroom resources**
 - Racism/anti-racism materials
 - Multicultural education and inter-cultural understanding
 - Migration of peoples
 - Religion and culture

- 2) Media-based resources**
 - Video
 - Audio
 - Mixed media
 - CD Rom
 - Websites

- 3) Teaching guides**

- 4) Further reading**

- 5) Resources and exhibitions**
 - Magazines and journals
 - Resources collections
 - Exhibitions

1) Textbooks and classroom resources

Racism/anti-racism

Title	<i>Faces of Racism</i>
Nutshell	A survey of manifestations of racism throughout world history presented in an A-Z format.
Date	2001
Author(s)	Josef Szwarc
Publisher	Amnesty International UK
Format	Book 127 pages
Target	"General public, sixth form students and undergraduates"
Price	£9.99
Available from	Amnesty International UK, PO Box 4, Rugby, Warwickshire, CV21 1RU. Tel: 01788 545553 Email: mailto:information@amnesty.org.uk Web: http://www.amnesty.org.uk
Summary	<p>The examples of racism surveyed in this book seek to describe "both the ideas of advocates and the deeds of perpetrators" and are "intended to illustrate that racism is universal and that in various forms it has appeared throughout history". The topics also reflect that "racism is pervasive affecting how people behave in their personal relationships and in their public roles as employers, jurors, police officers and politicians".</p> <p>Each entry begins with a quotation pertinent to the theme; the entire publication draws heavily on quotations from individuals and documents expressing a range of views. Many stories about well-known and ordinary people are also featured, as are photographs and illustrations. There is also material drawing on contemporary manifestations of racism.</p> <p>This book is the first in an Amnesty International introductory series on key human rights issues. Forthcoming titles address homophobia, sexual identity and human rights, women's rights, children's rights, and freedom of expression.</p>

Title	<i>Life Files: Racism</i>
Nutshell	An overview of racism in the contemporary world and the history of racism across the globe, aimed at students.
Date	1999
Author(s)	Jagdish Gundara and Roger Hewitt
Publisher	Evans Brothers
Format	Book 62 pages
Key Stage	KS _
Price	£7.99
Available from	Evans Brothers Limited, 2A Portman Mansions, Chiltern Street, London, W1M 1LE. Tel: 0207 935 7160. Email: sales@evansbrothers.co.uk . Web: www.evansbooks.co.uk
Summary	<p>This book begins by illustrating how the DNA revolution confirms the notion of "race" to be a fallacy; "only about six genes control all the differences in skin colour to be seen in Europe and Africa, out of the 100,000 or so genes that make up each human being" while acknowledging that "race" is nevertheless a social fact and how racialised stereotypes were used to justify slavery and colonialism. The relationship between prejudice, discrimination and racism is also addressed: "A person can be racist in what they <i>think</i> (being prejudiced, for example) and in what they <i>do</i> (discriminating against people). The holocaust and apartheid are two examples used to show how racism can be seen in how governments, as well as people, behave. The questions and research ideas for students scattered throughout the book are thought-provoking; "How much did the British colonialists who went to Africa, India, Australia or America, change their ways to fit in with the native peoples?"</p> <p>The rest of the book offers a diverse range of brief contemporary, historical and global examples of racism including Columbus's "discovery" of the Americas, the treatment of gypsies in Europe, and the experiences of children of mixed parentage. Many quotations and colour photographs are featured throughout. The text reflects different perspectives, in relation to, for example, the concept of nationality. It can be a means of deciding who belongs and who is "foreign" as evidenced by ethnic cleansing in former Yugoslavia, alternatively, nationality can be an umbrella idea under which differences can come together. Ideas of liberty, equality and fraternity from the French revolution, subsequently incorporated into the US constitution and the role of human rights legislation are touched upon in this context.</p> <p>One chapter focuses on racism in education and can be used to enable students to address their own experiences. It touches on racist graffiti, racist name-calling, and racist violence in the playground, segregation, how subjects are taught and how teachers behave towards students. The last chapter also considers how people can challenge racism in their everyday lives.</p>

Title	<i>Racism: Changing Attitudes 1900 – 2000</i>
Nutshell	A student text charting racism and personal and political struggles against it during the twentieth century.
Date	1999
Author(s)	Reg Grant
Publisher	Hodder and Stoughton Children's
Format	Hardback 64 pages
Target	"Key stages 3 and 4"
Price	£10.99
Available from	Hodder Headline 338 Euston Road, London, NW1 3BH. Tel: 020 7873 6000 Email: orders@bookpoint.co.uk Web: www.madaboutbooks.com
Summary	<p>This book presents a wide-ranging review of European and North American attitudes towards racism as manifest in different areas of the world during the last century. It also charts resistance and challenges to racism. The margins feature information under "key moments" and "opinions" as points of focus to support the main narrative. In the chapter noted above, this includes notes on the Notting Hill riots and Enoch Powell's "rivers of blood" speech. A range of photographs and drawings are also featured.</p> <p>Quotations are used to illustrate both racist views and challenges to such ideas. Arthur Balfour, a former British prime minister once told the House of Commons that "to suppose that the races of Africa are in any sense equals of people of European descent...is really, I think, an absurdity". "Asked what he thought of Western civilisation, Gandhi is said to have replied 'Western civilisation? I think it would be a good idea.'"</p> <p>Stories about and quotations from ordinary individuals can be used to explore how citizens have sought to make a difference. "Fanny Lou Hamer was an African American who ...became involved in the drive for black voter registration in the 1960s, persisting despite being brutally beaten by white racists. 'The only thing they could do to me was kill me,' she said, 'and it seemed like they'd been trying to do that a little bit ever since I could remember.'</p> <p>This book also illustrates diverse views within white and black communities. Ideas about human rights were characteristic of how "liberal ideas had helped lead to the abolition of slavery during the nineteenth century". By contrast, when Marian Andersen, distinguished black opera singer was barred from performing at a concert in 1939, Eleanor Roosevelt "organized for the singer to give an alternative concert on the steps of the Lincoln Memorial". Black separatist Malcolm X completely rejected</p>

	<p>Martin Luther King's goal of an integrated America... 'It's just like when you've got some coffee that's too black,' he said 'which means it's too strong. You integrate it with cream, you make it weak.'"</p>
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Title	<i>The Racism Issue</i>
Nutshell	A reference collection of contemporary articles as part of a series addressing a variety of contemporary social issues.
Date	2001
Author(s)	Series editor: Craig Donnellan. Study guide: Sophie Smiley.
Publisher	Independence
Format	Book 44 pages. Study guide 4 pages.
Pupil age range/ Key Stage	Study guide "for course in GCSE, GNVQ, A-level, further and higher education".
Price	Book £6.95. Study guide £1.50.
Available from	Independence, Educational Publishers, PO Box 295, Cambridge, CB1 3XP, England. Tel: 01223 566130 Email: issues@independence.co.uk Web: www.independence.co.uk
Summary of Contents	<p><i>Chapter 1: Racism in the Community</i> Discrimination and prejudice; racism today; the rise of Little Englanders; A black and white issue; Nazi piece of work; Race crime; Race and the criminal justice system; Police "show no race bias in searches"; Asylum Seekers; Ethnic minorities grow to 1 in 10; Race and the workplace; Harassment at work; Exposing racism at work; Racist firms keep black unemployment high; Racial discrimination; Racism and xenophobia in English football; the misguided campaign for Asians to play football.</p> <p><i>Chapter 2: Tackling Racism</i> Let's beat racism; Action being taken to tackle racial harassment; Racist bullying; Teaching tolerance in the classroom; Black culture "holding back" boys; Britain: a racist society?; Embracing the need to build an inclusive society; Public sector forced to tackle racism; Scots under fire; Britain: not the most racist country in Europe; New safeguards for human rights; Protecting children from racism and racial abuse; UK white will minority by 2100; Additional resources; Index; Web site information; Acknowledgements.</p>

Title	<i>Refugees and Asylum Seekers</i>
Nutshell	A reference collection of contemporary articles as part of a series addressing a variety of contemporary social issues.
Date	1999
Author(s)	Series editor – Craig Donnellan. Study guide – Sophie Smiley.
Publisher	Independence
Format	Book 44 pages. Study guide 4 pages.
Target	Study guide “for course in GCSE, GNVQ, A-level, further and higher education”
Price	Book £6.95. Study guide £1.50.
Available from	Independence, PO Box 295, Cambridge, CB1 3XP, England. Tel: 01223 566130 Email: issues@independence.co.uk Web: www.independence.co.uk
Summary of Contents	<p><i>Chapter 1: Refugees</i> The invisible generation; 10 facts you should know about refugees; Governments callous about fate of refugees; You’ve got 10 minutes to get out; Refugee children and adolescents; Keeping children with families in emergencies; Surviving conflict and disaster; International humanitarian law; The endless diaspora; Integrating refugees into UK society; Playing the numbers game; Stateless and unregistered children; The “gun” that finds a refugee heartbeat</p> <p><i>Chapter 2: Asylum Seekers</i> Asylum in the UK; Telling the truth; Cruel myths; Improving the odds for child refugees; Ministers try to turn the human tide; Give me shelter; Children of the storm; Young refugees in the late 1990s; Straw backs fingerprint bank to fight asylum fraud; Fortress Europe’s four circles of purgatory; Brussels is dumping refugees in London; Ministers may tag refugees in London; Detention more likely for refugees; One in three asylum seekers told to stay; Overhaul of “shambolic” asylum laws; Somalis swell the queue for asylum; More cash for asylum seekers; Additional resources; Index; Web site information; Acknowledgements.</p>

Multi-cultural education/ Inter-cultural understanding

Title	<i>Asian Workers’ Struggle for Justice in the Diaspora</i>
Nutshell	An education pack on how past and present Asian workers in the UK and elsewhere have challenged racism.
Date	1992

Author(s)	Sarbjit Johal
Publisher	London Development Education Centre LONDEC
Format	Book 67 pages
Target	"Key stage 3 and A-levels"
Price	£5.00
Available from	Development Education Dispatch Unit (DEDU), 153 Cardigan Road, Leeds, LS6 1LJ Tel: 0113 278 4030 Web: www.dedu.gn.apc.org Email: dedu@leedsdec.demon.co.uk
Summary	<p>This pack highlights the struggles of Asian workers who have migrated from South Asia and other former British colonies to Britain. It focuses on three major phases of migration: colonialism, the period after the Second World War and the 1990s. Attempts by workers in India to challenge oppressive work conditions in the twentieth century global economy are also covered.</p> <p>The narrative includes details of specific strikes and is supported by first-hand accounts, drawings, photographs, poster images, quotations, maps, poetry, extracts from newspapers extracts. There are exercises to stimulate discussion, essays, research, and creative writing.</p> <p>This resource can be used to address the dimensions of citizenship to do with the interrelationship between the economy and working life. Questions such as "How was colonialism operating through Asians in East Africa different from colonialism in India?" and "How were both Asian and Africans viewed by British colonial authorities?" enable students to explore the common and diverse of experiences of people living under colonial rule, and later on, as workers in Britain. The role of Asian women in campaigning for racial justice is also a point of focus in this publication.</p>

Title	<i>Afghanistan: A Land in Shadow – An Oxfam Country Profile</i>
Nutshell	Descriptions of the social, economic, and environmental context of Oxfam's work in a particular country.
Date	1998
Author(s)	Chris Johnson
Publisher	Oxfam
Format	Book 74 pages
Target	Not specified
Price	£6.95
Available	Oxfam GB, 274 Banbury Road, Oxford, OX2 7DZ.

from	Tel: 01865 311311 Email: publish@oxfam.org.uk Web: www.oxfam.org.uk/publications
Summary	<p>The other countries featured in this series are: Albania, Bangladesh, Bolivia, Brazil, Cambodia, El Salvador, Ethiopia, Ghana, India, Kenya, Mali, Mozambique, Nepal, Pakistan, The Philippines, Senegal, Sudan, Uganda.</p> <p>Black and white photographs, statistics, maps and other data seek to provide a social and political context in which to look at development issues and also to “challenge conventional thinking about ‘the Third World’”. These are supplemented by first-hand accounts of how local men and women are seeking to use their own initiative to improve the quality of their lives.</p> <p>This series enables students and adults to investigate in detail countries from where people now living in Britain originate, to consider what citizenship issues other inhabitants of other countries have to deal with, and how the UK influences and is influenced by what happens in those countries.</p>

Title	<i>Building New Citizenship – Learning From Change in Derry/Londonderry</i>
Nutshell	A photopack case study to support a holistic approach to investigating citizenship.
Date	2001
Author(s)	A range of schools in Birmingham and Derry through Teachers in Development Education DEC (TIDEC)
Publisher	Development Education Centre (Birmingham)
Format	Handbook 55 pages. 36 photo/flag/coat of arms cards. 5 postcards. 3 maps.
Target	“Key Stage 3”
Price	£20
Available from	Development Education Centre (Birmingham), 998 Bristol Road, Selly Oak, Birmingham, B29 6LE. Tel: 0121 472 3255 Email: info@tidec.org Web: www.tidec.org
Summary	Identity issues are explored mainly through students brainstorming and discussing stimulus material on clues to personal identities, flags and logos, mural photographs and local newspapers. Students are also asked to investigate visions of a future identity for Derry, to explore national identity, how it is expressed, and to identify issues necessary for building a positive

	<p>and inclusive sense of identity for the future.</p> <p>Students examine key citizenship issues in relation to the environment through reflecting on a range of perspectives on the Apprentice Boys Parade, with the help of the photos, quotations from residents of Derry and extracts from the local press. A focus on the wider regional context is provided via exercises on the Lough Foyle Car Ferry Project, which entails developing debating and decision-making skills. The last section leads to an exercise about planning a consultation for change in students' own school or local community.</p> <p>The participation element of the pack begins with an exercise on electing mayors in Derry as a way of focusing on dilemmas to do with fair representation of public opinion through democratic political structures. Other activities look at issues of inclusion and representation in public institutions and ideas about power and human rights. There is a task on applying for the job of Chief Constable, using solo and small group activities to explore the process, beginning with the job application through selection via a panel, and the eventual appointment.</p>
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Title	<i>The Commonwealth its origins, development and role in the modern world</i>
Nutshell	A teaching pack about the past, present and future of the Commonwealth.
Date	1997
Author(s)	Jim McNaughton and others
Publisher	Commonwealth Institute
Format	4 booklets each between 9 and 46 pages
Target	"key stages 3 and 4"
Price	£9.00
Available from	Commonwealth Institute Kensington High Street, London, W8 6NQ. Tel: 0207 603 4535 Email: information@commonwealth.org.uk Web: www.commonwealth.org.uk
Summary	Two brief overview accounts from contrasting perspectives, presented side by side, introduce the history of the Commonwealth which is told in three main sections: the dominions and the empire, the Second World War, and independence and the decolonisation of Africa. Students explore, for example, why Britain colonised India by reflecting on statements representing different views, national consciousness in Africa using what makes people feel British as a starting point, and differences between the borders of countries in Europe and Africa by comparing political maps of each continent. The

	<p>worksheets, role-play activities and discussion ideas are supported by quotations, timelines, maps and photos.</p> <p>There is a lot of information on issues around the contemporary Commonwealth, including the members of the Commonwealth, its principals and declarations, the economic and political influence of the Commonwealth and the role of Britain. The final section considers the future of the Commonwealth. There are suggestions for discussion and student research plus an exercise on how to run a Student Commonwealth Heads of Government Meeting.</p> <p>The largest booklet in this pack is the containing case studies on human rights, conflict resolution, South Africa and the Commonwealth, the problem of small states, environmental issues and sustainable development, the Commonwealth non-governmental organisations, and sport in the Commonwealth. There is a matrix highlighting how the topics in this pack are either directly relevant to or support the teaching of curriculum subjects in the introductory booklet, which also notes that “about two-thirds of British school children have relatives in at least one other Commonwealth country”.</p>
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Title	<i>Millennium People – the Soul of Success</i>
Nutshell	A gallery of over 70 portraits and profiles of men and women of African and Caribbean origins in British society.
Date	1999
Author(s)	Derek Burnett
Publisher	Hibiscus Books
Format	Book 144 pages
Target	Not specified.
Price	£16.95
Available from	Hibiscus Books, 122-126 High Road, London, NW6 4HY. Tel: 0207 692 0643 Email: HibiscusBooks@hotmail.com Web: www.hibiscusbooks.com
Summary	Black and white photographic portraits and profiles based on interviews with Black men and women in contemporary Britain talking about their passion for their chosen fields, how they have translated their dreams into reality, and their aspirations for the new millennium.

Title	<i>Remember Me – Achievements of Mixed Race People Past and Present</i>
Nutshell	A collection of thirty biographies of mixed-race individuals past and present.
Date	1999
Author(s)	Asher and Martin Hoyles
Publisher	Hansib Publications Limited and Ethos Publishing
Format	Book 127 pages
Target	Not specified.
Price	£8.99
Available from	Development Education Centre (Birmingham), 998 Bristol Road, Selly Oak, Birmingham, B29 6LE. Tel: 0121 472 3255 Email: info@tidec.org Web: www.tidec.org
Summary	Two thirds of the bibliographies are historical and include names such as Bob Marley, musician, John Richard Arthur, photographer and Mayor of Battersea, and Dido Lindsay, eighteenth-century secretary to Lord Mansfield. The contemporary profiles include Oona King, Member of Parliament, and Bob Purkiss, member of the executive of the Trade Unions Congress. Photographs and sketches accompany the text.

Title	<i>Women of Substance – Profiles of Asian Women in the UK</i>
Nutshell	A collection of short profiles of over 200 Asian women in the UK
Date	1997
Author(s)	Pushpinder Chowdhry
Publisher	Hansib Publications and Asian Women in Publishing
Format	Book 167 pages
Target	Not specified.
Price	£10.95
Available from	Development Education Centre (Birmingham), 998 Bristol Road, Selly Oak, Birmingham, B29 6LE. Tel: 0121 472 3255 Email: info@tidec.org Web: www.tidec.org
Summary	A collection of the life stories of British Asian women from a range of backgrounds which illustrate their diversity of origins, aspirations and achievements and are a valuable source of information with which to challenge stereotypes. The fact that these are the life stories of real people,

	many of whom are well-known figures, enhances their accessibility for many young people. These stories can also be used as a source of inspiration, as they explain from a personal perspective how individuals have, despite racism and other barriers, made a difference in a range of fields, including politics.
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Title	<i>Together – the contribution made in the Second World War by African, Asian, and Caribbean men and women.</i>
Nutshell	A multi-media resource pack on the contributions of members of the former empire to the Second World War.
Date of Publication	1995
Author(s)	Education department, Imperial War Museum
Publisher	Imperial War Museum
Format	See "Contents" below
Target	"Key stages 2,3 and older pupils"
Price	£30.00
Available from	Imperial War Museum, Mail Order, Imperial War Museum, Duxford Airfield, Cambridge, CB2 4QR Tel: 01223 499 345 Email: lr-edu@iwm.org.uk Web: www.iwm.org.uk

Also...

<i>Black Profiles: Positive role models for success</i> - Tamarind Books
Tamarind's Black Profiles series tells seven inspiring stories of success of contemporary Black British people. The story of Stephen Lawrence is also available.
Tamarind Limited, PO Box 52, Northwood, Middlesex, HA6 1UN. Tel: 020 8866 8808 Email: info@tamarindbooks.co.uk Web: www.tamarindbooks.co.uk

Migration of Peoples

Title	<i>Forging New Identities: young refugees and minority students tell their stories – views from London and Amsterdam</i>
Nutshell	A collection of autobiographical writings by young refugee and minority students now living in London and Amsterdam
Date	1998
Author(s)	Teachers and students from George Orwell School, London and Montessori College Oost, Amsterdam
Publisher	Minority Rights Group International
Format	Booklet 36 pages
Target	"Key stages 3 and 4"
Price	£4.95
Available from	Minority Rights Group International, 379 Brixton Road, London, SW9 7DE. Tel: 0207 978 9498 Email: minority.rights@mrg.sprint.com Web: www.minorityrights.org
Summary	<p>This collection, based on a year long exchange between two schools, features young people with origins in Afghanistan, Bosnia-Herzegovina, Columbia, Democratic Republic of Congo, Eritrea, Ghana, Guinea-Bissau, Kosovo, Kurdistan, Mauritania, Morocco, Pakistan, Sierra Leone, Somalia, Thailand, and Turkey. Now based in London or Amsterdam, the young people give first hand accounts of their backgrounds and their memories of the countries they have been forced to leave behind. They also talk about their experiences of being at their new schools and their hopes for the future.</p> <p>This booklet includes notes and worksheets for teachers on brainstorming, interviewing, time line and research activities, and suggests questions in relation to family, friends, language, religion, food, clothes and music, identity, school and the future. This resource is also likely to be of use to teachers of refugee and minority students learning English as an Additional Language (EAL), and bilingual learners.</p> <p>This resource enables pupils to listen to the authentic voices of a diverse group of young refugees and to see them as human beings in a way that refugees are not often portrayed. The readable, personal accounts may be usefully supplemented with information on the political and economic reasons as to why young people become refugees.</p>

Title	<i>The History of Emigration from China and South-East Asia (Origins; to be renamed Immigrants in late 2002)</i>
Nutshell	A student text on the history of large-scale movements of people across the world.
Date	1997
Author(s)	Katherine Prior
Publisher	Franklin Watts
Format	Book 32 pages
Target	Not specified.
Price	£6.99
Available from	Franklin Watts, 96 Leonard Street, London, EC2A 4XD. Tel: 0207 739 2929 Email: gm@wattspub.co.uk Web: www.wattspub.co.uk
Summary	<p>This book is part of a series providing wide-ranging historical narratives on the movements of peoples across the world and addresses why people have left their families to go somewhere else much further away, what they found on arrival at their destinations, and how their origins have shaped their lives and the lives of their children. Colour photographs and archive material are generously used by way of illustration. The other titles in the series cover Ireland, Africa, China, Greece, the Indian subcontinent and Scotland. Note, this series is to be renamed "Immigrants" in late 2002.</p> <p>This account of the history of the emigration of communities from China, Korea, the Philippines and Vietnam addresses the hostility that they encountered when they moved to other parts of the world. This is evidenced by, for example, changing immigration law and practice and the emergence of the phrase "yellow peril" as an expression of contempt towards these immigrants. The book also addresses how such factors contributed to the creation of Chinatowns in cities like San Francisco, Vancouver and Melbourne, and also highlights the variety of experiences across social class and generation within Chinese communities.</p> <p>By showing how people from China and South-East Asia have moved to new homes all over the world and throughout time, this book contributes to an understanding of how migration is a common global, human phenomenon. It is noted that some of those who originally opened restaurants in Britain mainly during the 1950s and 1960s from rural Hong Kong, "have emigrated for a second time to open restaurants in Scandinavia, Belgium, the Netherlands and Germany".</p>

Title	<i>Origins – Personal Stories of Crossing the Seas to Settle in Britain</i>
Nutshell	A video pack on a range of diverse personal experiences of migrating to England, mainly to the West of England. Contains 45 stories, a video and a resource book.
Date	Stories book 1998. Resources book 2000. Video 2000. Teacher's handbook 2000.
Author(s)	Stories book: various contributors. Resources book and Teacher's handbook: Nigel Youngman. Video: Black Pyramid Films.
Publisher	Stories book, Resources book and Teacher's handbook: The Origins Project. Video: Available Light for 4 Learning.
Format	Stories book 143 pages. Resources book 102 pages. Video 30 minutes. Teacher's handbook 102 pages.
Target	"Key stage 3 +". Video "11-14 year olds".
Price	Stories book £5.99. Resources book £14.99. Video £9.99. Teacher's handbook £14.99.
Available from	Channel Four Learning, PO Box 100, Warwick CV34 6TZ. Tel: 01926 436 444 Email: 4Learning.sales@channel4.co.uk Web: www.channel4.com/learning
Summary	<p>This resource, which includes material in languages other than English, is based on a two-year community publishing project in Bristol, is "about biography but not in the usual boring way of writing about yourself. Students look at how and why a story becomes "good", how it survives and how it comes to define an individual, a family, a community and a people." The seventeen teaching units in the teacher's handbook, feature narratives, quotations and anecdotes presented in a format for use in lessons, plus a range of maps, charts, and worksheets designed to "help to equip students with the tools necessary for writing their story".</p> <p>The book of stories contains a range of stories on moving to a new city and what it is like to live in an unfamiliar and often hostile environment. The stories are about searching for lost identities, how people have survived, adapted and integrated as well as about missing favourite food. The short films tell personal stories of coming from abroad to settle in the West of England through narrative, animation, interviews and archive news footage. Some of the films include young people speaking and performing in dramas. Some of the countries featured, in addition to those featured in the video, are: Iran, India, Germany, Uganda, Somalia, Chile and Russia.</p> <p>The activities in this education pack were developed with students of a range abilities, including EFL students. Brief outlines of means of differentiating many of the tasks and extension activities are also included.</p>

Title	<i>Refugees – We Left Because We Had To</i>
Nutshell	A comprehensive and wide-ranging resource about how refugees and how students in the UK can make a difference.
Date	1996
Author(s)	Jill Rutter
Publisher	The Refugee Council
Format	Book 248 pages
Target	“For 14-18 year olds...can also be used in youth groups”
Price	£6.00
Available from	The Refugee Council Head Office, 3 Bondway, London, SW8 1SJ. Tel: 020 7820 3000 Email: info@refugeecouncil.org.uk Web: www.refugeecouncil.org.uk
Summary	<p>This education pack provides an overview of topics on teaching and learning about “refugees as ordinary people who have experienced extraordinary events”. It gives young people the chance to explore concepts such as human rights, justice, leaving home and being a newcomer. This book includes many varied testimonies based on real people, from all around the world, collected by the Refugee Council. The content in this book is labelled as “information”, “refugee testimony” or “activity” on the contents page and the statistics and historical information are complemented by photographs, maps, cartoon strips, quizzes and board game. The activities, some of which may be adapted for individual work, cover a range of abilities and state aims and estimated durations. Notes for teachers highlight how this resource can support the development of skills and knowledge in a range of curriculum subjects</p> <p>The historical element of this resource starts with refugees in ancient history through to researching multi-ethnic Britain. Some of the topics covered in the contemporary element include family tracing, genocide, oral history, child soldiers, war and the media, repatriation, refugee camps, preventing refugee movements, comparing your life, collecting evidence of human rights abuses, landmines, the arms trade, personal responsibility to refugees, conflict resolution, torture, and understanding the causes of conflict. There is also a range of country profiles. Applying for asylum, defining persecution, finding a home and a job, and unaccompanied refugee children are some of the topics in the section on arriving in Britain.</p> <p><i>The section on how we receive refugees covers issues such as who influences opinion, the media, immigration law, and fortress Europe. Activities featured here include conducting an opinion poll about refugees, writing a newspaper editorial</i></p>

	<i>and writing a manifesto. The last part of the book helps students learn about fundraising activity, designing leaflets, raising awareness about refugees in school, finding out how different organisations campaign, organising a campaign for refugee rights, the work of Amnesty International, supporting refugees in the local community and Lunchtime Link.</i>
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Religion and culture

Title	<i>Live Responsibly KS3 – an RE curriculum for global citizenship</i>
Nutshell	A teaching pack, including a video, about responsible global citizenship drawing on RE.
Date	2001
Author(s)	Christian Aid based on a model developed by the London and Southeast group of the Association of RE Inspectors, Advisors and Consultants (AREIAC).
Publisher	Christian Aid
Format	Booklet 26 pages. Video 12 clips between 2 and 5 minutes.
Target	"Key stage 3 11-14 years"
Price	£14.99
Available from	Christian Aid, PO Box 100, London SE1 7RT. Tel: 020 7620 4444 Email: info@christian-aid.org Web: www.christian-aid.org.uk
Summary	<p>This pack addresses inequalities in the context of fair trade, poverty, different religious teachings on justice, the role of secular and religious voluntary agencies, debt campaigning, and attitudes to peacemaking. The booklet begins with an illustration of how students enquire, reflect, identify and act as part of the cycle of learning model on which this pack is based, and how this is relevant to the content of both RE and citizenship. Each of the four main sections opens with an overview of the learning objectives for each activity, descriptions of the activities themselves, and the resources to support them, namely, the relevant video clip and the worksheets that make up the bulk of the booklet.</p> <p>Quotations from each of Buddhism, Hinduism, Islam, Sikhism, Christianity and Judaism support each of the four main sections and illustrate how the world's major faiths share common teachings on the themes addressed in this pack. These quotations are also featured as sequences in the video. The activities include suggestion for discussion, writing exercises, comprehension activities and exercises based on the video clips. There is also a quiz and an exercise designed to lead to a student report or presentation on formulating a school policy for a more peaceful school.</p>

	This pack builds on “Live Caringly KS1” and “Live Thoughtfully KS2”. A free guidance document outlining objectives and activities that support education for responsible global citizenship through RE is also available. It supports all key stages including sixth form and special schools.
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Title	Values in Action
Nutshell	A teaching pack exploring the faith values that motivate a Rastafarian, a Hindu and a Christian in community work.
Date	2000
Author(s)	Ann Lovelace
Publisher	Christian Aid
Format	6 sheets for students and teachers. 3 posters. 1 folder.
Target	“Key stages 3 and 4...ages 12-16”
Price	£7.99
Available from	Christian Aid, PO Box 100, London SE1 7RT. Tel: 020 7620 4444 Email: info@christian-aid.org Web: www.christian-aid.org.uk
Summary	<p>One side of the sheets for teachers provides information on the faith and backgrounds of the individuals focused on and the organisations they work with. “Rastafarianism is a religion that started in Jamaica in the 1930s...and took its name from Ras (meaning ‘prince’) Tafari who became Emperor Haile Selassie I of Ethiopia and who is regarded as the fulfilment of this prophecy.”, “Like many Indians, [Rukmini] grew up in a composite culture...She studied the New Testament and learned about the Qur’an from Muslim friends. However, she was brought up in a Hindu family and its teachings continue to influence her in her work.”, and Pastor John “soon realised that material poverty was hindering the spiritual well-being of his village community and that women and children were the most vulnerable members of society. He set about encouraging women’s groups to improve their own income-generating activities.”</p> <p>The other side supplements the student worksheets with further exercises. For example the Hindu concepts of “dharma” (duty) and “seva” (service) supports a written exercise about the duties that pupils have to do, and the pros and cons of meeting them. The student worksheets feature comprehension exercises, research activities and suggestions for creative work.</p> <p>While the case studies are based on lives and stories outside of the UK, the exercises are directly about pupils’ local environments in the UK and can be</p>

	used to explore belonging, identity and how this shapes being a citizen. The background on the neighbourhood in which Angela works leads to an exercise in which young people are asked, in pairs, to “name a film, TV programme or book about gangs” and to “suggest why young people may want to join a gang”.
Summary	Some of the documents included in this pack are: an article from The Times in January 1940 examining the response of the British empire to the Second World War; a transcript of a broadcast by Rt. Hon. Harold Macmillan MP entitled “The Colonial Effort”; a letter of congratulations sent by Air Marshal Sir Keith Park to Flight Lieutenant Mahindra Singh Pujji on his being awarded the Distinguished Flying Cross (DFC); and Lilian Bader’s wartime memoirs of WAAF, 1939-1944.

Title	<i>The Empire Needs Men – the contribution made in the First World War by Africans, Asians and West Indians.</i>
Nutshell	A multi-media resource pack on the contributions of people from Africa, Asia and the West Indies to the Great War.
Date of Publication	1998
Author(s)	Education department, Imperial War Museum
Publisher	Imperial War Museum
Format	See “Contents” below
Target	“Key stage 3 and A-level students”
Price	£30.00
Available from	Imperial War Museum, Mail Order, Imperial War Museum, Duxford Airfield, Cambridge, CB2 4QR. Tel: 01223 499 345 Email: lr-edu@iwm.org.uk Web: www.iwm.org.uk
Summary	Using primary source material, this and the above pack aims to redress the imbalance of material available on the Second World War to enable teachers to demonstrate the nature and extent of the contribution of the former empire to Britain’s war effort to the Second World War. They aim to show students how their history is a shared history, and that “children whose parents or grandparents come from Africa, India and Pakistan or the West Indies have just as great a family involvement in the war as children whose families were in Britain”.

2) Media-based resources

Video

Title	<i>Being White – an anti-racism awareness training pack</i>
Nutshell	A video pack “aimed at a white audience” on assumptions about being white and how they impact racial inequalities.
Date	1987. Revised 2000.
Author(s)	Rooney Martin
Publisher	Federation of Community Work Training Groups
Format	Booklet 34 pages. Video 30 minutes.
Target	Not specified.
Price	£15
Available from	Federation of Community Work Training Groups, 4th Floor Furnival House, 48 Furnival Gate, Sheffield S1 4QP. Tel: 0114 273 9391 Email: info@fcwtg.demon.co.uk Web: www.communitydevelopmentlearning.org.uk
Summary	<p>This pack focuses on being white by way of open interviews and discussions with a number of white people. Participants in the video talk from the perspectives of being Jewish, Irish and working class, and express a range of views. They comment on their experiences with friends and family and on their observations about the impact of racial inequalities on working life, travelling locally and current affairs. They also look at what white and black people have in common, for example, parallels between experiences of immigration between Irish and Black people. The programme raises issues about individual and institutional racism, and its causes and effects. This pack addresses “being white”, something that much material on challenging racism does not often do. As well as featuring training exercises, the booklet addresses white identity, white exclusiveness, white culture, stereotyping, and racism as a white problem. There are worksheets too.</p> <p>The video and the training pack were both originally developed in 1987 and the 2000 version is a reprint and re-release rather than a revision.</p>

Title	<i>Hey Mum! It's Race on the Box: Challenging Racism, Valuing Difference</i>
Nutshell	Guidance and activities to support working constructively and directly on racism with young people. A video of comedy sketches to challenge myths and stereotypes.
Date	1995
Author(s)	Marietta Harrow
Publisher	The Tower Hamlets Learning Design Centre. Cities in Schools – Tower Hamlets
Format	Book 37 pages. Video 20 minutes.
Target	Primarily for young people aged between 15 and 20
Price	Facilitators' Guide £5. Video £5
Available from	The Tower Hamlets Learning Design Centre, Ground floor south, 3-11 Dod Street, London, E14 7EQ. Tel: 0207 093 4051 Email: info@learningdesign.biz Web: www.learningdesign.biz
Summary	Humorous video Sketches based on "Blind Date", a soap powder ad, an episode from Eastenders, a boxing match and news reports. The Facilitators' Guide includes a section on building the confidence of facilitators who have little or no experience of working directly on issues of racism with young people, and includes solo and group exercises on defining terms, and on reflecting on the context in which the work is to be done. As well as general guidance, there are a series of practical points for the facilitator to consider before embarking upon a specific activity. The objectives and estimated duration of each activity are outlined and accompanied by photographs and drawings. A primary edition is also available. *"Challenging Racism, Valuing Difference – The Activities Book" is being revised to enhance its relevance to areas other than Tower Hamlets.

Title	<i>The Changing Face of Slavery</i>
Nutshell	A video pack on rights, slavery and child labour linking historical and contemporary events on a global scale.
Date	2001
Author(s)	Terry Fiehn and Martine Miel
Publisher	Anti-Slavery International
Format	Book 61 pages. Video 30 minutes.
Target	"Key stage 3"

Price	£15
Available from	Anti-Slavery International, Thomas Clarkson House, The Stableyard, Broomgrove Road, London, SW9 9TL. Tel: 020 7501 8920 Email: antislavery@antislavery.org Web: www.antislavery.org
Summary	<p>Both video clips feature a diverse group of students commenting on what human rights mean to them. They use short dramas, international case studies, film excerpts as well as commentary to address issues of slavery and rights in an engaging and clear way. A selection of supporting questions to support brief oral responses, written work, and detailed discussion are provided.</p> <p>Over fifteen activities with clearly explained aims and instructions are offered in this pack. They include a worksheet-based source investigation exercise, extended written work, paired and group discussion ideas, drama activities, a board game, and imaginary scenario activities. The stimulus material draws substantially on historical sources and supports case studies on individuals such as Olaudah Equiano, Mary Prince and Thomas Clarkson. They include detailed background information, personal perspectives, illustrations and official documents. These are accompanied by case studies on children subject to child labour in the contemporary world.</p> <p>Links between slavery and racism today are explicitly acknowledged. One exercise suggests that teachers might sensitively initiate discussion on whether some of the views expressed in former times would be acceptable today.</p>

Title	<i>ID Citizenship – 11-16 years</i>
Nutshell	A video pack on various citizenship themes including material directly addressing diversity and racism.
Date	2001
Author(s)	Booklet: Lee Jerome. Video: BBC Education.
Publisher	BBC Education
Format	Booklet 48 pages. Video 60 minutes.
Target	"Key stages 3 and 4"
Price	Booklet £9.99. Video £7.50
Available	BBC Educational Publishing,

from	PO Box 234, Wetherby, West Yorkshire, LS23 7BU. Tel: 0870 830 8000 Email: bbc@twoten.press.net Web: www.bbcshop.com/education
Summary	Four drama documentaries each 15 minutes 1 <i>Blind Eye</i> – racism in a school leads to the victim being asked to leave 2 <i>Some things I don't know</i> – experiences of a refugee once she has arrived in the UK (Programmes 3 and 4 tackle aspects of citizenship not directly relevant to diversity and racism issues.)

Title	<i>In the Mix – Tackling Racial Harassment</i>
Nutshell	A video resource training and education pack on tackling racial harassment
Date	1999
Author(s)	Booklet: Anita Baker, Carol Barnaby McCullough, and Jan Polack. Video: Suzanne Stickney. Handbook: James Lyttle, Samera Charles and Eileen Daley.
Publisher	Birmingham Partnership Against Racial Harassment and Birmingham City Council
Format	Booklet 35 pages. Video 25 minutes. Handbook 71 pages.
Target	"Teachers, youth workers and the classroom"
Price	£50.00
Available from	Birmingham Advisory and Support Service (Bass) Bass Publications, The Martineau Centre, Balden Road, Harbourne, Birmingham, B32 2EH. Tel: 0121 303 8081 Web: www.bgfl.org/services/advisory/default.htm
Summary	Real-life victims and a perpetrator discuss racial harassment (10 mins); School-based drama on racism and bullying (10 mins); Advice on dealing with racial harassment (5 mins) The video contains clips composed of interviews, reconstructions, drama, and images, and features the real-life stories of residents in Birmingham. This video also addresses the perspective of the perpetrators of racial harassment. The booklet contains notes and resource sheets for teachers and youth workers and contains many exercises based on the video.

Title	<i>My England</i>
Nutshell	A football drama-based video pack where one black and one white character discuss their version of "my England".
Date	2001
Author(s)	Playscript: Clifford Oliver. Video: Clifford Oliver, Carole Pluckrose and Duncan Chave. Education resource materials: Joss Bennathan.
Publisher	ARC Theatre Ensemble and Carel Press
Format	Playscript 37 pages. Video 34 minutes. Education resource materials 36 pages.
Target	Upper KS3 and KS4
Price	£39.99
Available from	ARC Theatre Ensemble at www.arctheatre.com Orders to Carel Press, Carel Press, 4 Hewson Street, Carlisle, CA2 5AU. Tel: 01228 538928 Email: info@carelpress.com Web: www.carelpress.co.uk
Summary	<p>The drama is set at a football match at Wembley. Ant and Tony, two British fans both miss most of the match as they find themselves transferred to a cell, by policewoman Laura, when the temperature on the terrace rises. Ant and Tony begin by talking about football but then move on to express their, often strong and dark, feelings about how they experience life in contemporary England. The aim is to get viewers to reflect on issues of racism, history, belonging and identity.</p> <p>The education resource materials can be used individually, in pairs or small groups, or occasionally, as part of a whole group discussion. The booklet illustrates how the specific activities fit in with the content of the citizenship curriculum at key stage 4 and includes worksheets. An exercise on attitudes and reactions asks students to consider why someone might say, for example, "Englishness has become the race that dare not speak it's name", offering suggestions such as "loss of power", "fear of change" and "feeling inadequate and acting out". Using case studies about young people, the exercise on the Human Rights Act asks young people to consider what laws and courses of action might be relevant and also how students might react if they were personally connected with the situation. The play on which this resource is based has toured nationally and is the third in Clifford Oliver and ARC Theatre Ensemble's trilogy of football plays, the first two being "Kicking Out" and "Ooh Ah Showab Khan".</p>

Title	Show Racism the Red Card
Nutshell	A European video pack about racism in football featuring an array of footballing stars.
Date	2000
Author(s)	Project co-ordinator: Ged Grebby
Publisher	Show Racism the Red Card
Format	Video 20 minutes. CD-Rom 20 minutes plus. Anti-racist resource pack: folder with inserts including video resource pack 25 pages.
Target	"For primary and secondary schools"
Price	Video £20 CD-ROM £20 or both for £30. Education pack is free.
Available from	Show Racism the Red Card, PO Box 141, Whitley Bay, Tyne and Wear, NE26 3YH. Tel: 0191 291 0160 Email: info@TheRedCard.org Web: www.srtrc.org
Summary	<p>The video features many famous footballers and managers showing their support for this campaign. They also talk about their experiences of racism and encourage people to report racist bullying at school and people shouting racist abuse on the terraces. It also includes comments from ordinary young footballers on what it feels like to be the victim of racial abuse.</p> <p>The video resource pack contains mainly discussion-based exercises. It addresses racism in past and present football, racist bullying, stories about historical figures who have sought to challenge racism, what young people can do to challenge racism, immigration and fascism. More tasks and activities can be found on the CD-ROM.</p>

Title	New Europeans
Nutshell	A video study pack to promote discussion on anti-racism in the new Europe, using documentaries by young directors.
Date	1998
Author(s)	International Broadcasting Trust
Publisher	Videos – Sara Miranda, Andrew Pallett, Eglantine Charbonnier, Liv Weisburg. Notes – Robert Ferguson, Catherine Budgett-Meakin, and Lynette Aitken.
Format	2 videos x 1 hour. Ringbound notes for facilitator/ teacher 44 pages.
Target	Youth clubs, schools (most suitable for 15+), FE, HE, and adult education
Price	£6.00
Available from	Development Education Dispatch Unit (DEDU), 153 Cardigan Road, Leeds, LS6 1LJ

	<p>Tel: 0113 278 4030 Web: www.dedu.gn.apc.org Email: dedu@leedsdec.demon.co.uk</p>
Summary	<p>This pack aims to encourage students to study the form and content of the programmes as well as the social and historical context of the subjects: race and xenophobia. It seeks to "help young people understand the ways in which media messages are constructed". The directors are aged between 17 and 25 and are winners of a Europe-wide television documentary competition. The notes include a segment-by-segment breakdown of each film.</p> <p>Looking for Xose tells the story of how Xose, as a young boy, is captured as a mascot during the final war against colonialism by a group of Portuguese paratroopers.</p> <p>The Abdelhafidi Brothers Discover the Big City. Two first generation French Muslim brothers of Algerian extraction, now successful Parisian professionals, are the subject of this film.</p> <p>Antiracist. A skinhead, a teacher, an anarchist, a modern Viking and a philosopher plus a variety of Swedish social activists all feature in this film about why it is necessary to make a stand against racism.</p> <p>The Fear Within is about and by Andrew, a young white person from a middle-class family. He talks openly about his own formerly strong racist attitudes and how they have evolved, and interviews a range of people in the area where he grew up. These perspectives are balanced with input from local black and Asian people talking about what it is like to be on the receiving end of racism.</p>

Title	Talking About Race (Off Limits)
Nutshell	A video pack about a group of young people's discussions identity, belonging, mixing cultures and the future.
Date	1997
Author(s)	Video: Double Exposure for Channel 4 Schools. Teacher's Guide: Tony Sewell.
Publisher	4 Learning
Format	Video 75 minutes. Teacher's guide 16 pages.
Target	"14-19 year olds"
Price	Video £14.99 Teacher's guide £4.95
Available from	Channel Four Learning, PO Box 100, Warwick CV34 6TZ. Tel: 01926 436 444 Email: 4Learning.sales@channel4.co.uk Web: www.channel4.com/learning
Summary	This resource is built around a series of three programmes in which an

	<p>ethnically and socially diverse group of ten young people aged 15-17 from UK and mainland Europe get together for a residential weekend in Cambridge for wide-ranging and frank discussions..Topics include segregation in schools, racial violence, popular culture, mixed relationships and multicultural Europe. Each main area of discussion is prefaced by a short documentary-style film to introduce the issues.</p> <p>The teacher's guide contains brief synopses of the programmes and worksheets.</p>
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Also...

Videos examining the experiences of black and migrant communities in Britain and Europe

Migrant Media,
 90 De Beauvoir Road, London, N1 4EN.
 Tel: 0207 254 9701
 Email: migrantmedia@pop3.poptel.org.uk
 Web: webgate.poptel.org.uk/migrantmedia
 Migrant Media is an independent media training and production company run by people from migrant backgrounds.

Audio

Martin Luther King's speeches on tape

- The Peace Pledge union

Dr. King's speeches are available on audio tape from the PPU. Quotations from his speeches can be found online together with stories about others working for peace.

The Peace Pledge Union (PPU),
 41b Bracknock Road, London, N7 ONT.
 Tel: 020 7424 9444
 Email: enquiry@ppu.org.uk
 Web: www.ppu.org.uk

Mixed Media

Title	<i>Kick Start – Global Issues for Youth Leaders and Teachers</i>
Nutshell	A pack, including photo images and a video, on using football to explore identity, teamwork and rights.
Date	2000
Author(s)	Booklet, Carol Westlake and Linda Jones. Photo images and video, Tim Hetherington.

Publisher	CAFOD
Format	Booklet 16 pages. 6 photo images. Video 3 minutes and 30 seconds.
Target	"Designed principally for use in non-formal settings with young people aged 13-18...also suitable for use in schools."
Price	£5
Available from	CAFOD, Romero Close, Stockwell Road, London, SW9 9TY. Tel: 020 7733 7900 Email: youth@cafod.org.uk Web: www.cafod.org.uk
Summary	This resource is based on the 1999 tour of the UK by Liberian youth Millennium Stars football team. Additional material from a range of sources provides extra stimulus information. This includes the United Nations Convention on the Rights of the Child (presented as a series of quotation cards). CAFOD fact sheets on: aims, arms, debt, disasters, education, environment, famine, food, health, landmines, poverty, racism, refugees, trade, and women, can be downloaded from the CAFOD website to support this pack.

The Comic Relief Guide to Changing the World, the Universe and Everything

Free teaching pack based on young people from around the world who are trying to change it, and supported by online materials.

Comic Relief,
89 Albert Embankment, London, SE1 7TP.
Tel: 0207 820 5555
Email: education@comicrorelief.org.uk
Web: www.comicrorelief.com

CDRom

Title	<i>Homebeats: Struggles for Racial Justice</i>
Nutshell	A CD-ROM on racism and the history of the black presence in Britain fusing music, graphics, text, video and animation.
Date	1999.
Author(s)	Arun Kundnani et al.
Publisher	Institute of Race Relations
Format	CD-ROM and study pack, 16 pages.
Target	"Suitable for ages 13 and upwards, for use in schools, colleges, and youth centres, or at home."

Price	Single user license £25.00, or with study pack, £35.00. Network licences available too.
Available from	Institute of Race Relations, 2-6 Leeke Street, London, WC1X 9HS. Tel: 020 7833 2010 Email: info@irr.org.uk Web: www.irr.org.uk
Summary	<p>The CD-ROM is arranged into five main sections. "Images" explores how race has been represented in the media in five main areas: war propaganda, Victorian advertising, Victorian boys' magazines, black celebrities and marketing in the USA today, and black media in the UK. "Memories" is a timeline from 1500 to 2000 charting key historical moments covering events such as colonialism in Ireland, British settlement in China, and the First and Second World Wars. "People" contains biographies of over forty-five key figures who have struggled for racial justice. "Places" presents histories of Africa, Asia, the Caribbean, and the USA. The UK section charts the histories of black communities in Birmingham, Bradford, Brixton, the East End, Glasgow, Liverpool, Notting Hill and Southall and illustrates the distinct stories of different cities as well the shared experiences of the diverse individuals and communities whose stories are presented. "Visions" looks to the future with sections on Rock Against Racism, the UNESCO statement on race, 1950, Hip hop and politics, and the Panther ten point programme. There are interactive quizzes to test users knowledge in each section.</p> <p>The Homebeats study pack has exercises under the headings: role models, communities, interpretation, stereotypes and representation, manifesto, local history and creating a website.</p> <p>The fact that the user has to select his or her own navigation routes through the material on this CD-ROM, most of which would not be easy to access elsewhere, if at all, enables users to pursue their own interests while actively tracing connections between slavery, the colonial experience and modern day racism.</p>

Websites

BBC News – The Search for Peace

http://news.bbc.co.uk/hi/english/static/northern_ireland/understanding/default.stm

BBC News online's guide to conflict and peace in Northern Ireland.

BLINK

www.blink.org.uk

Black Information Link is the interactive site of the 1990 Trust.

Britkid

www.britkid.org

An interactive, self-contained resource about life through the eyes of the "Britkids".

Channel 4 Black History Map

www.channel4.com/history/microsites/B/blackhistorymap

A gateway to sites about black and Asian history across the British Isles.

Charlton Athletic Race Equality

www.footballculture.net/teams/feat_care.html

A joint community project between the football club and the local authority.

Citizenship 21

www.c21project.org.uk

A project to promote cooperation between communities experiencing discrimination.

Commission for Racial Equality (CRE)

www.cre.gov.uk/media/em_media.html

For ethnic minority media, see the CRE site.

Crosspoint Anti-Racism

www.magenta.nl/crosspoint

International sites on a range of equality issues including Roma, Sinti and Travellers.

European Commission Against Racism and Intolerance – educational resources

www.coe.int/T/E/human_rights/Ecri/3-Educational_resources

Online educational materials from the European 'All different all equal' campaign.

Exile Images

www.exileimages.co.uk

Images by photojournalists of refugees, asylum-seekers, and displaced people.

Forum Against Islamophobia and Racism UK (Fair UK)

www.fairuk.org

A site about raising awareness of and combating Islamophobia and racism in the UK.

Institute of Race Relations

www.irr.org.uk

For a Europe-wide perspective, see the IRR website.

National Statistics

www.statistics.gov.uk

The official UK statistics site. Economic and social data can be downloaded free.

One World

www.oneworld.org/fightracism

A community of over 1000 organisations working for social justice.

Operation Black Vote (OBV)

www.obv.org.uk/reports/whatsnews.html

For a weekly round-up of mainstream UK press, see the OBV website.

Race on the Agenda (ROTA)

www.rota.org.uk

Updates on race equality in education and other areas from London-based ROTA.

The RE Site

www.theresite.org.uk

Access to a wide range of links, directories and indexes on RE materials.

Searchlight Educational Trust

www.searchlighteducationaltrust.org

Features an online handbook with practical advice for community groups.

Supplementary Schools Support Service

www.supplementaryschools.org.uk

A DfES-supported project to promote education for minority ethnic children.

Teacher World

www.teacherworld.org.uk

For teachers and intending teachers, particularly those from black communities.

3) Teaching Guides

Title	<i>Anne Frank Declaration – Using the Anne Frank Declaration to teach about human rights, citizenship and democracy</i>
Nutshell	A teaching pack to support citizenship based on the life of Anne Frank.
Date	2000
Author(s)	Michael Hussey and Andy Chapman
Publisher	Anne Frank Educational Trust
Format	Folder with 26 A4 loose sheets and poster
Target	"Key stages 2, 3 and 4"
Price	£9.00
Available from	Anne Frank Educational Trust PO Box 11880, London, N6 4LN. Tel: 020 8340 9077 Email: afet@afet.org.uk Web: www.annefrank.org.uk
Summary	<p>This teaching pack is composed of a series of briefing sheets of information and guidelines for teachers using Anne Frank's life as a starting point but also drawing on other stories and sources.</p> <p>Some of the themes covered in the content and tasks in this pack are: identity and citizenship; personal responsibility; civic rights, responsibilities and social development; international issues; environmental issues; values and ideals; and the Universal Declaration of Human Rights; global issues; and relations with other countries. There are also sections on Mahatma Ghandi, Martin Luther King and Nelson Mandela.</p>

Title	<i>Holocaust Memorial Day</i>
Nutshell	A set of teaching materials from 2001 and 2002 to commemorate Holocaust Memorial Day on 27th January.
Date	2001 and 2002
Author(s)	Holocaust Memorial Day Education Working Group
Publisher	Department for Education and Skills
Format	2001: education pack 49 pages including A4 laminated flashcards of ten images and poster. 2002: 12 A3 laminated flashcards.
Target	Primary, secondary and youth and community work
Price	Free
Available from	Curriculum Division, Department for Education & Skills The Westminster Suite, Caxton House, Tothill Street, London, SW1H 9NA. Tel: 0207 273 5197

	Email: claire.davidson@dfes.gsi.gov.uk Web: www.holocaustmemorialday.gov.uk
Summary	Illustrates how the events of the Holocaust are an issue for all humanity; highlight the values of a tolerant and diverse society based upon notions of universal dignity, equal rights and the responsibility of all citizens. The pack contains four model assemblies with ideas for follow-up activities for smaller groups and individual classes. There are notes on the scale of the Holocaust, and the racism of the Nazi state with reference to Jews, Roma and Sinti (Gypsies), Black people, Slavs, people with disabilities, homosexuals, Jehovah's Witnesses and political opponents. It also addresses the lessons that can be drawn under the areas of crimes against humanity, democracy and diversity, racism and responsibility, and the roles of the individual and the state.

Title	<i>Open Talk Open Minds: Anti-racist education for young people</i>
Nutshell	Anti-racist exercises aimed at youth workers working with groups of predominantly white young people.
Date	1999
Author(s)	Howard Holmes
Publisher	Commission for Racial Equality
Format	Booklet 66 pages
Target	Not specified.
Price	£12.00
Available from	CRE Customer Services PO Box 29, Norwich, NR3 1GN. Tel: 0870 240 3697 Email: CRE@tso.co.uk Web: www.cre.gov.uk
Summary	This guide is based on a research project that looked at why youth workers and teachers find it hard to initiate anti-racist work with white young people and groups. Practical exercises are included supported with advice on planning, under: stereotyping and misinformation; insularity; lack of contact with "other" groups; parental influence; peer group pressure; cultural identity; low status and poor self-esteem; a fear of difference; inability to make connections; and a sense of unfairness.

Title	<i>Toolkit for Tackling Racism in Schools</i>
Nutshell	A practical resource for addressing racism and diversity in the curriculum and at a strategic school-wide level.
Date	2001

Author(s)	Stella Dadzie
Publisher	Trentham Books
Format	Book 102 pages
Target	Teachers and youth workers
Price	£12.99
Available from	Trentham Books Westview House, 734 London Road, Oakhill, Stoke on Trent, Staffordshire, England, ST4 5NP Tel: 01782 745567 Email: tb@trentham-books.co.uk Web: www.trentham-books.co.uk
Summary	<p>This book introduces the key issues with a brief overview of antiracism education in Britain and then moves on to a step-by-step approach to implementing strategies and school-wide responses to challenging racism and racist attitudes, using checklists. In this way, the book can support organisational, staff, and personal development as well as curriculum development in a practical, user-friendly way.</p> <p>The book contains five teaching units addressing the following topics: history, stereotypes, attitudes, violence, and responses. Each unit also contains six distinct activities and suggestions for resources and information. The books and resources section at the end of the book is arranged under: antiracism and multiculturalism in schools; meeting legal requirements; policy development; exclusions and achievement; racial discrimination; challenging racism; history; culture and identity; curriculum; multi-ethnic Britain; and videos. The book also suggests ways of tackling racism in a practical way that meets the requirements of the citizenship curriculum.</p>

Title	<i>Values in Action</i>
Nutshell	A teaching pack exploring the faith values that motivate a Rastafarian, a Hindu and a Christian in community work.
Date	2000
Author(s)	Ann Lovelace
Publisher	Christian Aid
Format	6 sheets for students and teachers. 3 posters. 1 folder.
Target	KS3 and 4
Price	£7.99
Available from	Christian Aid, PO Box 100, London SE1 7RT. Tel: 020 7620 4444 Email: info@christian-aid.org

	Web: www.christian-aid.org.uk
Summary	<p>The sheets for teachers provide information on the faith and backgrounds of the individuals focused on and the organisations they work with. The sheets also provide students with further exercises.</p> <p>While the case studies are based on lives and stories outside of the UK, the exercises are directly about pupils' local environments in the UK and can be used to explore belonging, identity and how this shapes being a citizen.</p>

Also...

NUT Anti-racist curriculum guidelines 2001

The National Union of Teachers has revised its anti-racist curriculum guidelines to help schools to promote race equality. Also available on the web.

National Union of Teachers,
Hamilton House, Mabledon Place, London, WC1H 9BD.
Tel: 020 7380 4716
Email: s.garg@nut.org.uk
Web: www.teachers.org.uk

Human Rights in the UK – A Resource Guide

An overview of human rights issues in the UK plus an extensive list of contact details for bodies working on human rights issues in the UK.

The British Council,
Bridgewater House, 58 Whitworth Street, Manchester, M1 6BB.
Tel: 0161 957 7755
Email: general.enquiries@britishcouncil.org
Web: humanrights.britishcouncil.org

A Multicultural Guide to Children's Books

A guide containing reviews of fiction, biography, poetry, and reference books plus articles by key authors and contacts for publishers, bookshops, and other bodies.

Books for Keeps,
6 Brightfield Road, Lee, London, SE12 8QF.
Tel: 020 8852 4953
Email: booksforkeeps@btinternet.com

Whose Citizenship? Identity, democracy and participation in a global context

A summary of work by the West Midlands Commission on Global Citizenship, including

teachers and other educationalists on links between the local and global, sharing ideas, and ways forward for citizenship in 21st century.

Development Education Centre (Birmingham),
998 Bristol Road, Selly Oak, Birmingham, B29 6LE.
Tel: 0121 472 3255
Email: info@tidec.org
Web: www.tidec.org

Summary of Convention on the Rights of the Child and comics on children's rights

A free online summary of the Convention in simple language and free comics supporting secondary-level citizenship on rights and related issues.

UNICEF,
United Kingdom Committee, Unit 1, Rignals Lane, Chelmsford, Essex, CM2 8TU.
Tel: 0870 606 3377
Email: edweb@unicef.org.uk
Web: www.unicef.org.uk

Mentoring – a handbook for businesses and schools working together

A handbook on planning, setting up and running school-business mentoring schemes based on research into best practice. Produced by Runnymede in association with the Bank of England

Runnymede,
Suite 106, The London Fruit & Wool Exchange, Brushfield Street,
London, E1 6EP.
Tel: 020 7377 9222
Email: info@trt.demon.co.uk
Web: www.runnymedetrust.org

Human rights in the curriculum – teachers' handbooks

A series of five books for students at key stages 3 and 4 with lesson ideas for French, Geography, History, Maths, RE, and Spanish.

Amnesty International,
Amnesty International UK, PO Box 4, Rugby, Warwickshire, CV21 1RU.
Tel: 01788 545553
Email: information@amnesty.org.uk
Web: www.amnesty.org.uk

Challenging Racism Through Literature

A boxed set of 17 multi-genre titles by highly regarded authors plus teachers' notes to raise awareness and stimulate discussion about identity and race, at key stage 3.

Badger Publishing,
26 Wedgwood Way, Pin Green Industrial Estate, Stevenage, Herts, SG1 4QF.
Tel: 01438 356 907
Email: info@badger-publishing.co.uk
Web: www.badger-publishing.co.uk

4) Further Reading for teachers, youth workers and others

Some additional suggestions for background reading, arranged in alphabetical order by title, are given below.

Asians in Britain: the Story of Indians in Britain

Rozina Visram (2001), Pluto Press

Spanning three centuries, this book tells the history of the Indian community in Britain, from the indentured servants of the 17th century to the princes, professionals, students, conscript soldiers and refugees of the 20th century. It draws on recently declassified government documents to examine the nature of Asian migration, attitudes towards the immigrant community, and the lives of the Asians themselves.

Black Masculinities and Schooling: How Black Boys Survive Modern Schooling

Tony Sewell (1997), Trentham Books

An ethnographic study of an inner city boys' comprehensive which investigates the values and attitudes underpinning interactions between African-Caribbean boys and their teachers, peers and white students. It identifies some of the strategies that the boys use to respond to racist and sexist perceptions of black masculinities with reference to life at school and the influence of music and fashion culture.

Blood, Sweat and Tears: A Report of the Bede Anti-Racist Detached Youth Work Project

Stella Dadzie (1997) Youth Work Press

An account of a three-year anti-racist project with a group of young white people charting how the project was set up, its growing pains, and the successes and setbacks experienced by everyone involved. It summarises the strategies adopted by the youth workers and features excerpts from their conversations. There are also discussion and training notes to help others wishing to draw on the Bede project's achievements.

Equality Stories: Recognition, Respect and Raising Achievement

Robin Richardson and Berenice Miles (2002) Trentham Books

Stressing the vital role of head teachers and mainstream staff in relation to the Ethnic Minority Achievement Grant (EMAG), this is a handbook for school-based discussions and for planning, staff training and professional development. It is based on a local education authority's projects funded under EMAG. Stories about the wider educational context and the development of Britain as an inclusive society too.

From Prejudice to Genocide: Learning about the Holocaust

Carrie Supple (1999) Trentham Books

A comprehensive, detailed reference and teaching resource about the Holocaust. It charts the event's impact on four individuals and explores themes of collaboration, indifference, obedience, dehumanisation, resistance, and rescue. The history of anti-semitism, the variety of Jewish communities in pre-war Europe, the experiences of Gypsies and others deemed by the Nazis to be unworthy of life are also covered.

The Light in Their Eyes: Creating Multicultural Learning Communities

Sonia Nieto (2000) Trentham Books

Student learning as the primary objective of multicultural education is the focus of this guide for teachers on transforming their own practice. Discussion on the social context of learning, the history and manifestations of educational equity, and the influence of culture on learning is complemented by research into learning styles, multiple intelligences, and cognitive theories about how students learn.

Inclusive Schools, Inclusive Society: Race and Identity on the Agenda

Robin Richardson and Angela Wood for Race on the Agenda with Association of London Government and Save the Children (1999) Trentham Books

This publication sets out practical steps schools can take to make themselves more inclusive. It discusses key ideas and principles relating to identity, "race" and racism, and outlines ways of improving curriculum content, teaching methodology, and ethos and relationships. It also offers practical suggestions for using the Ethnic Minority Achievement Grant to maximum effect and for evaluation.

Islamophobia: A Challenge For Us All

The Runnymede Trust Commission on British Muslims and Islamophobia (1997) The Runnymede Trust

This report begins by identifying closed and open views of Islam. It recalls the history of the Muslim presence in Britain, the nature of anti-Muslim prejudice and how it manifests in terms of, for example, media representations and physical violence and harassment experienced by many Muslims. There is also a chapter focusing on education. A progress report covering 1999-2001 is also available.

Routes of Racism: The Social Basis of Racist Action

Roger Hewitt (1997) Trentham Books

Based on research in the area where Stephen Lawrence was murdered, this book highlights the need to refocus "traditional" antiracism and work directly with adolescents at risk of perpetrating racial violence. It explores how beliefs are transmitted among white peer groups and identifies educational strategies for developing more constructive values.

5) Resources and Exhibitions

Magazines and Journals

Connections magazine

Connections is the CRE's free quarterly full-colour magazine (available free in hard copy too). Free fact sheets and other publications can also be accessed online.

Commission for Racial Equality (CRE),
Elliot House, 10-12 Allington Street, London, SW1E 5EH.
Tel: 0207 828 7022
Email: info@cre.gov.uk
Web: www.cre.gov.uk

Developments – the international development magazine

A free quarterly magazine produced by the Department for International Development (DfID) providing an overview of development issues. Also available online.

DfID,
PO Box 190, Sevenoaks, Kent, TN14 5SP.
Tel: 0845 300 4100
Email: dfidpubs@eclogistics.co.uk
Web: www.developments.org.uk

Shabaab

Shabaab contains news and views on issues affecting all those who work with black young people. Highlights good practice and includes information on resources.

National Youth Agency,
17-23 Albion Street, Leicester, LE1 6GD.
Tel: 0116 285 3700
Email: info@nya.org.uk
Web: www.nya.org.uk/shabaab-cont.htm

Arena

This termly newsletter from National Anti-Racist Movement in Education (NAME) also features news from the Anti-Racist Teacher Education Network (ARTEN). NAME briefing sheets available too.

National Anti-Racist Movement in Education
89 Livingstone Road, Kings Heath, Birmingham, B14 6DH.
Tel: 0121 444 2454

Multi-cultural Teaching

A journal about all aspects of teaching and learning in a multicultural society focusing on the practices of teachers and social community workers in their day-to-day work with young people of all ethnic groups. It also features reviews of books and resources, and information about courses, conferences and events of professional interest. MCT is published three times a year.

Trentham Books
Westview House, 734 London Road, Oakhill, Stoke on Trent, Staffordshire, England, ST4 5NP
Tel: 01782 745567
Email: tb@trentham-books.co.uk

Resource collections

Access to Information on Multicultural Resources (AIMER)

AIMER is an annually updated database of resources arranged by subject area. Materials are also available in languages other than English. Accessible online.

The AIMER project
The Reading and Language Information Centre, University of Reading, Bulmershe Court, Earley, Reading, RG6 1HY.
Tel: 0118 931 8820
Email: ehsabbas@reading.ac.uk
Web: www.rdg.ac.uk/AcaDepts/eh/ReadLang/aimer.htm

Black History Resources Working Group

Materials, including books and poster packs to challenge racism and promote cultural diversity which meet statutory curriculum requirements and support literacy and numeracy.

Black History Resources Working Group,
15 Rossett Avenue, Liverpool, L17 2AP.
Tel: 07947 811 652
Email: Lenford.White@blueyonder.co.uk

Exhibitions

Multicultural Resources Exhibition and Catalogue

London Borough of Barnet hosts a two-day annual event in June; the largest and most established of its kind in the UK. The exhibition catalogue is available all year round.

Multicultural Study Centre,
Barnet Professional Development Centre, 451 High Road, Finchley, London, N12 0AS.
Tel: 0208 359 3880
Email: Wendy.Earle@barnet.gov.uk

'Anne Frank: A History for Today' touring exhibition

Based on Anne Frank's diary, this exhibition informs visitors about the history of the Holocaust from the perspective of contemporary witnesses and encourages visitors to think about parallels and differences between then and now.

Anne Frank Educational Trust UK,
PO Box 11880, London, N6 4LN.
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Coming to Britain as seen through the eyes of young people in East London

19 Princelet Street, is a listed building, is home to an exhibition on the history of the different groups of immigrants that have shaped the locality and the country.

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