



Think First: Celebrating Differences . . (no place for hate)

The aim of this resource is to enable children and young people:

- to be aware that we are all individual and have many differences and similarities
- to understand that being different isn't a bad thing
- to understand that stereotypes are often attributed to different groups and that these are not always a true reflection of the group they refer to
- to understand how stereotypes can be taken too far and lead to hate

The resources contains 3 'levels' of session's plans and resources:

- Raising awareness of differences and similarities (universal)
- Stereotypes (universal and targeted)
- When stereotypes turn to hate (targeted at specific groups)

Each level has 50 minute flexible session plans that are suitable for any age. It is expected that the facilitator adapts and leads discussion around the activities to the learning age of the group they are delivering too.

It may be that some activities are not appropriate for the group. If this is the case, other activities can be chosen from the suggested additional activities at the end of the plan

Additional resources are also available from:

Show Racism the Red Card Resources

www.preventforschools.org

Many thanks to Show Racism The Red Card. Many of the activities in the session plans have been taken or adapted from their resources that can be purchased from their website.



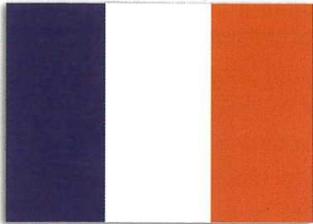
Level one – Differences and Similarities

Resources required: Hands hand out World maps Food and flags	
(Approximate) Time	Activity
0 - 10	<p><i>The sun shines on</i></p> <p>Whole group exercise. All sitting on chairs in a circle, with one person standing in the middle. The person in the middle starts the game by saying 'the sun shines on' and completing the sentence with a attribute of one or more individuals in the room (e.g. the sun shines on everybody with brown hair). Each individual with that attribute must get up from the chair and swap places. The last person standing decides on the next attribute and play continues as above</p>
10 - 25	<p><i>Hands activity</i></p> <ul style="list-style-type: none">• Give each person a copy of the 'hands' handout. In pairs work together to discuss things that they have in common. Visible similarities are written on the top of the hand (e.g. hair, skin and eye colour, invisible ones on the palm of the hand (e.g. number of siblings, hobbies, pets)• Feedback to whole group, write down each similarity on a flip chart and place a tick next to it every time somebody else mentions the same thing creating a tally of similarities. Once the group has fed back discuss that we are all similar and different at the same time. It is fantastic to have so many differences in the room
25 - 40	<p><i>Our experience of the world</i></p> <ul style="list-style-type: none">• Using the map of the world ask the group where they have been on holiday, marking it with a pin or sticker (or dot if on interactive white board), also ask if they have family or friends that live anywhere else in the world. As in the previous activity pull out the similarities and differences among the groups experiences• In smaller groups using the flags and food, match the food to the country and feedback – were any of the group surprised where some foods come from?



<p>40 – 50 (or longer)</p>	<p><i>In small groups:</i></p> <ul style="list-style-type: none">• Discuss whether any of the group has ever been picked on (or seen anyone else get picked on) because they were different in some way. What were those differences ? was it fair?• Finish the session by drawing together that while we have some things in common, we are also different. This is not a bad thing however, we all have experiences that we can share with each other and learn from.
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China		Tea	
France		Chips	
Germany		Hotdogs	
India		Curry	
Italy		Pasta	
Mexico		Chocolate	



Chocolate - Mexico: Chocolate first appears on record over 1500 years ago, in modern day Central America and Mexico. Chocolate is derived from the Cacao tree, which was worshiped by the Mayan Civilisation of Central America and Southern Mexico and the Cacao beans because they were so highly valued were even used as currency by the Aztec civilisation of Central Mexico. From the Cacao beans, the Mayans and Aztecs brewed a drink by roasting and pounding the beans. The early European explorers called Cacao, 'Cocoa' and brought the beans back to Europe.

Hotdogs - Germany: No-one knows who invented the sausage, but we do know that Frankfurt-am-Main in Germany is usually credited with inventing the frankfurter in 1484. Others say a butcher from Coburg called Johann Georghehner created them in the 1600's. By the mid 1800's many butchers in Germany were producing these thin, slightly curved sausages, sometimes called 'Dachsunds', (hence 'hotdog'), due to their shape. In the 1860s-70s the first hotdog stands and carts appeared in America - run by German butchers, who had begun to sell the frankfurters in 'milk rolls'.

Tea - China: According to Chinese legend in 2737BC the emperor of China, Shen Nung, was sitting under a tea tree, while a servant boiled some drinking water. A leaf from the tree fell in the water and the emperor tried it, the world's first cup of tea! By 300AD people told stories about the benefits of tea drinking and by 700AD, during the reign of the Tang Dynasty, tea had become China's national drink. It would not be until much later that Europe was introduced to tea. Portuguese and Dutch traders opened sea routes to China in the 1500's. Britain entered the tea trade via the East India Company in the mid-late 17th Century.

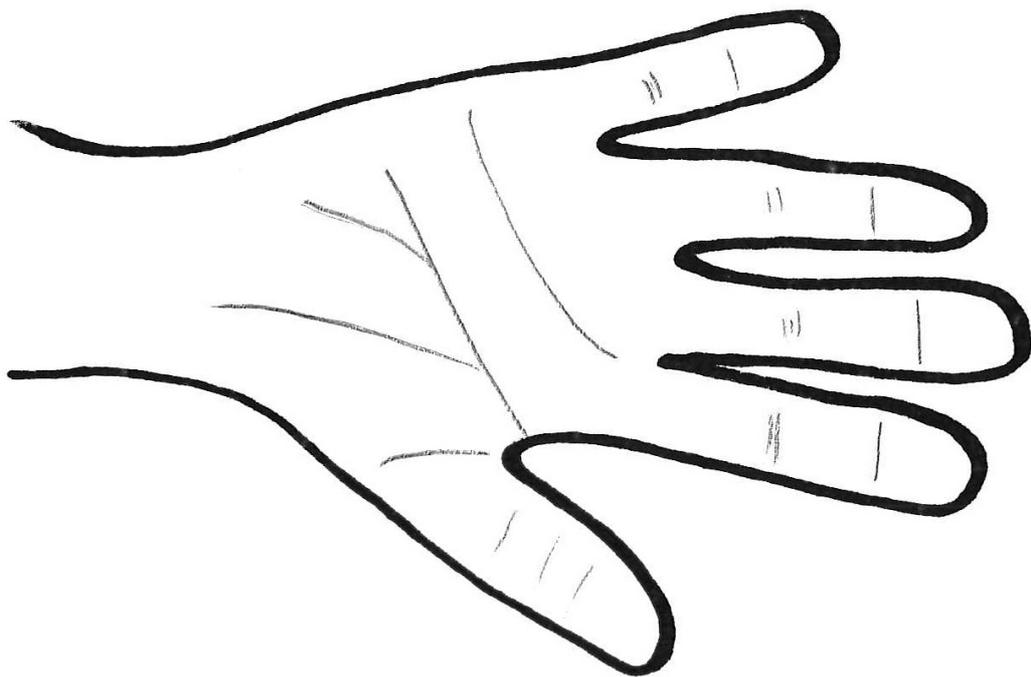
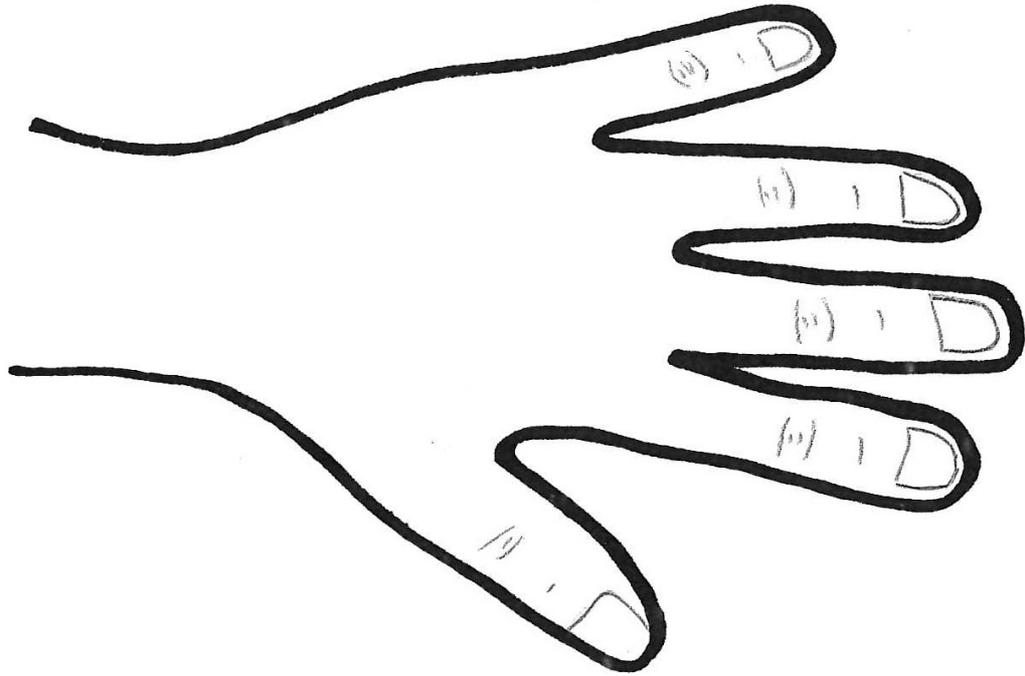
Pasta - Italy: Pasta was used widely by the ancient Romans, a recipe book written shortly after the birth of Jesus describes a dish called 'lagane', which sounds similar to the way modern day lasagne is made. The first documented recipe for pasta is from a book called (translated) 'The Art of Cooking Sicilian Macaroni & Vermicelli', in the year 1000. By 1150 Palermo became the 'capital of pasta' exporting pasta to Calabria and to many Muslim and Christian countries.

Curry - India: Curries have been made for centuries in the Indian-sub continent both as a staple food and as a top-class cuisine. There are big regional differences in the recipes for curry, the recipe for a curry in one area is linked strongly to the history of that region. As places were colonised by foreigners, migration, and trading in foods brought new influences to how the regional dish is cooked and the ingredients used. The British army personnel acquired a taste for the spicy food in India when India became part of the Empire. The British adapted some of the dishes and brought the recipes back to the UK. Curries available in British restaurants today are very different to dishes in the Indian subcontinent, restaurant owners have allowed curries to be influenced by the likes and dislikes of their customers.

Chips - France: Ancestors of the Incas first ate potatoes over 6000 years ago. But it was 5200 years before they became established in Europe. In the eighteenth century the French first served 'chipped pommes de terre a la mode' or 'pommes frites' - fried potatoes that we have come to call chips. The first reference to them in Britain occurred in 1854, when a chef mentioned them in his recipe book, 'shilling cookery'. The first mention of fried fish occurs in Dickens' Oliver Twist ('fried fish warehouse') in 1839. Chips and fish were sold at separate stalls and small businesses in Britain in the 1850's, it wasn't long before people realised they tasted great together and a national institution was born!

Activity (KS 3+4)

This is a similar kind of activity in which pupils can match a musical instrument with a description of that instrument and it's country of origin. This can be a written task or worked out as a group, or even as a class. The descriptions follow the pictures of the instruments and flags. The answers are written below the descriptions.





Level two – Stereotyping and Individual Differences

<p>Resources required: Human Bingo hand out Pictures of famous people (and information) Pictures of unknown people A3 sign ' only 2 school children at once'</p>	
(Approximate) Time	Activity
0 - 10	<p><i>Human Bingo</i></p> <p>Whole group exercise. Each individual has a copy of the human bingo handout. They must talk to other members of the group with the aim of getting a different name in each box. The winner is the first one to complete the grid.</p>
10 - 20	<p><i>Famous people</i></p> <p>Whole group exercise</p> <ul style="list-style-type: none"> • Picture and name of famous people / cartoons / games in front of the group – do they know where they are from / developed
20 - 40	<p><i>Who am I?</i></p> <p>In small groups look at the pictures given and ask them to discuss the following:</p> <ul style="list-style-type: none"> • What is their name • Where do they come from • What do they do • Would you have anything in common with them • Do you think you would be friends <p>(if time allows ask the group to discuss more questions such as what religion are they, what are their hobbies)</p> <p>Ask each group in turn to introduce one of their people – are there any similarities / differences between groups</p>
40 - 50 (or longer)	<p><i>Only two school children</i></p> <ul style="list-style-type: none"> • Whole group - Discuss whether any of the group has ever been seen this sign or one similar. Do they think its fair? Why / why not? • Finish the session by telling the group what we mean by stereotyping. Is it helpful or fair to stereotype people because of one different characteristic?



Has been to a different country	Doesn't eat meat	Has a Cat
Goes to a youth club	Has family in a different country	Likes Marmite
Not born in England	Likes Chocolate	Owens a bike
Has an Xbox	Watches Eastenders	Has a brother or sister

People Bingo!!!!



THINK FIRST
celebrating differences



Prince Philip, Duke of Edinburgh



Peter Andre



Loom bands



Moshi Monsters



Minecraft





Luis Suárez



Andy Murray



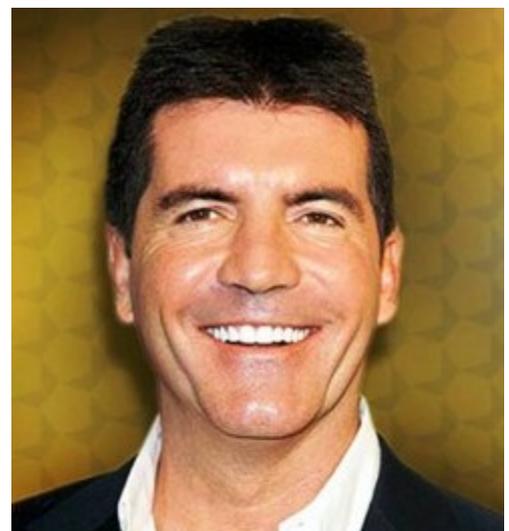
Rihanna



Mo Farah



Usain Bolt





Rita Ora

Simon Cowell

Prince Philip, Duke of Edinburgh (born **Prince Philip of Greece and Denmark**, 10 June 1921) is the husband of Queen Elizabeth II. Prince Philip was born in Greece into the Greek and Danish royal families, but his family was exiled from Greece when he was a baby. After being educated in France, England, Germany, and Scotland, he joined the British Royal Navy in 1939, at the age of 18.

Peter James Andrea (born 27 February 1973), mostly known as **Peter Andre**, is an English-Australian singer, songwriter, businessman, presenter and television personality. Andre was born in London to Greek parents from Cyprus, and he moved with his family to Australia when he was six years old

Rainbow Loom (**Loom bands**) was created by Cheong Choon Ng, a Malaysian immigrant of Chinese descent who moved to the United States in 1991

Moshi Monsters was created by Michael Acton Smith (Mr. Moshi), Smith was born in Marlow, Buckinghamshire, where he lived with his parents and sister. The family spent many summers in the USA, as Smith's father is American. Smith studied Geography at the University of Birmingham

Minecraft was originally created by Swedish programmer Markus "Notch" Persson and later developed and published by Mojang.

Luis Alberto Suárez Díaz born 24 January 1987) is a Uruguayan professional footballer who plays for Spanish club FC Barcelona and the Uruguayan national team as a striker.

Andrew Barron "Andy" Murray OBE (born 15 May 1987) is a Scottish professional tennis player,

Robyn Rihanna Fenty (born February 20, 1988), better known by her stage name **Rihanna** is a Barbadian singer, actress, and fashion designer. Born in Saint Michael, Barbados,

Mohamed "Mo" Farah, CBE (born 23 March 1983) is a Somali-born British international track and field athlete

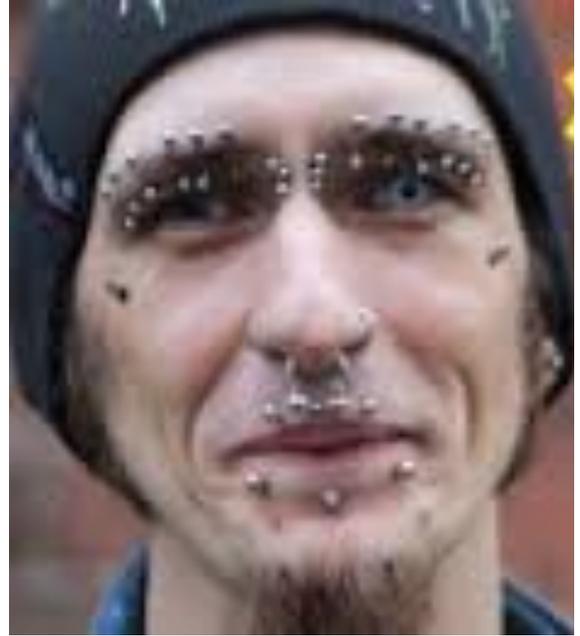
Usain St. Leo Bolt born 21 August 1986) is a Jamaican sprinter. Widely regarded as the fastest person ever

Rita Ora was born in 1990 in Pristina, Kosovo to Kosovar-Albanian parents and moved to the United Kingdom when she was a year old

Simon Cowell was born in Lambeth, London, England, and brought up in Hertfordshire. His father was from a mostly Jewish family, his paternal grandmother had immigrated from Poland).



Who am I?





THINK FIRST
celebrating differences





only

2

school

children

at once



Level two – Stereotyping Groups

<p>Resources required:</p> <p>Post it notes – pink and blue</p> <p>New neighbours hand outs</p> <p>Head coverings hand out</p> <p>Rights and responsibilities hand out</p>	
(Approximate) Time	Activity
0 - 10	<p><i>The sun shines on</i></p> <p>Whole group exercise. All sitting on chairs in a circle, with one person standing in the middle. The person in the middle starts the game by saying ‘ the sun shines on’ and completing the sentence with a attribute of one or more individuals in the room (e.g. the sun shines on everybody with brown hair). Each individual with that attribute must get up from the chair and swap places. The last person standing decides on the next attribute and play continues as above</p>
10 - 20	<p><i>All boys are . . .</i></p> <p>Whole group exercise</p> <ul style="list-style-type: none"> • Give each member of the group one pink post it note and one blue post it note. Ask them to complete the sentence ‘all boys are . . .’ on the blue note and ‘all girls are’ on the pink. Ask them to put the notes on a flip chart at the front of the room, discuss the similarities between responses. • Ask the group why we used blue and pink post it notes. Explain that this is a form of stereotyping (all boys like blue and all girls like pink) ask them to put their hands up if these are their favourite colours and see how many agree with this stereotype
20 - 35	<p><i>New neighbours</i></p> <p>In small groups look at the statements given and ask them to discuss the following:</p> <ul style="list-style-type: none"> • Who would they like most to move in next door • Why? <p>Ask each group to feedback to the whole group. Are there any similarities / differences between groups, do people think the reasons are accurate and relate to that whole group of people? If not why not?</p>
35 - 45	<p><i>Head Coverings</i></p>



	<ul style="list-style-type: none">• Small group exercise – ask the groups to decide why each person is wearing a head covering e.g. fashion, uniform, safety, religion, other reason• Ask them to discuss if they ever wear a head covering. What stereotypes can they think of that come from head coverings• Can they think of groups that experience abuse because of the clothes they wear?
44 - 50 (or longer)	<p><i>Rights and Responsibilities</i></p> <ul style="list-style-type: none">• Individually to complete the worksheet, can they think of any other rights or responsibilities?

New Neighbours:

An Asylum Seeking Family

A Romany Gypsy Family

A group of Students

A Bald Man with Tattoos

**A family with lots of hoodie wearing
sons**

A single Teenage Mother

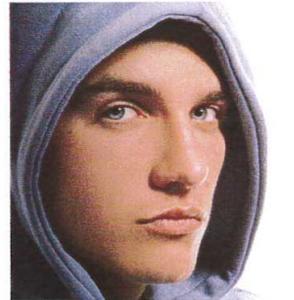
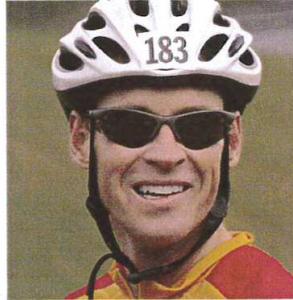
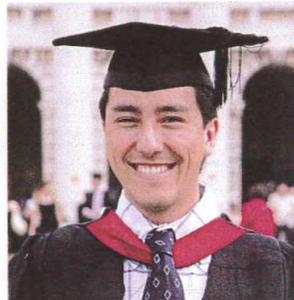
5 Adults with learning difficulties

A black African family

A young Muslim man

An elderly gay couple

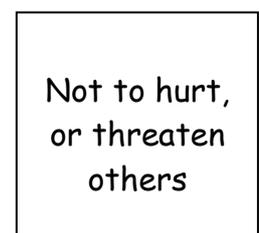
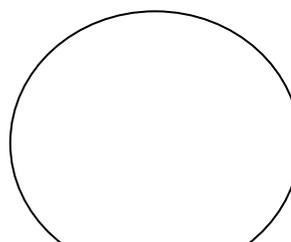
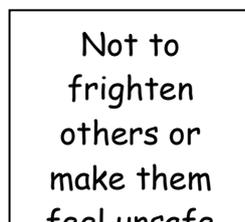
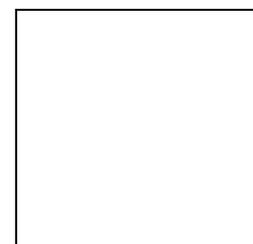
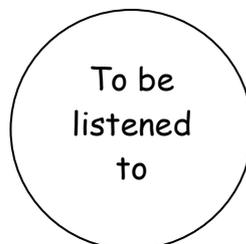
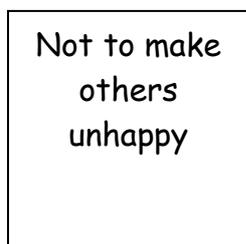
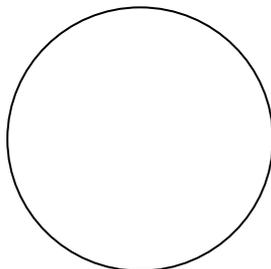
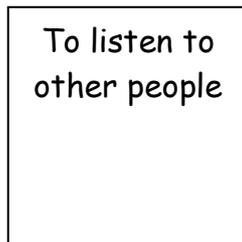
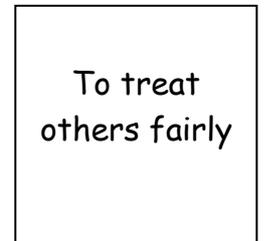
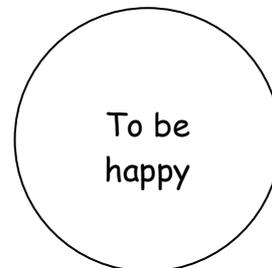
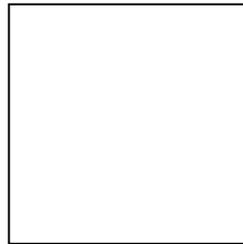
An immigrant family





Rights and Responsibilities

The Circles are your rights, the squares are your responsibilities. With lines, link up each right with the responsibility you think it goes with, can you think of any more? If you can put these in the empty circles and squares.





Level three – When Stereotypes Turn To Hate

Resources required: 'All are' list Pyramid of hate diagram	
(Approximate) Time	Activity
0 - 15	<i>Agree / Disagree</i> The group stand up and the facilitator reads out all . . . are statements. Members of the group decide whether to move a point on an imaginary continuum, with agree at one end and disagree at the other. Individuals need to be able to back up their choice with a reason as the facilitator will ask at random
15 - 30	Small groups Each member of the workshop to think of a time they have been stereotyped negatively / unfairly OR a time they have seen this happen (e.g. because of taste in music, the way they dress, disability, colour of skin, religion, family life etc etc). How did it make you feel? How did it make you feel if you were the bystander? Why was this not fair? How did you respond? How should you have responded? Feedback to wider group
30 - 50	<i>Pyramid of Hate</i> Give the group handouts with pyramid of hate headers on. Ask them to think about what behaviours may fit into each of these words and write on the handouts. Explain the pyramid of hate Have they ever done any of the actions within the pyramid (Ask them to think about bullying behaviour.) Can they think of any examples locally, nationally or internationally? (eg Chelsea fans in France on metro) Ask them what they think can be done do to stop escalation from prejudiced attitudes?
45 - 50	Stereotyping is something that we all do at some point because of the information that we are given through family, friends and the media. Stereotypes do not reflect the characteristics of a whole group of people. We need to look at the qualities and backgrounds of each individual before we judge.



All are:

1. Vegetarians are healthy and peace-loving
2. Lots of priests are paedophiles and shouldn't be trusted with kids
3. Pakistani people like running corner shops
4. Women are bad drivers
5. Single mums can't raise their children properly
6. Indian people look after their elderly
7. Muslims are religious fanatics
8. Teachers push their kids to do well at school
9. Chinese people can't speak English, but run good takeaways
10. Young black men are responsible for most of the street crime
11. Men are practical and good at fixing things
12. Old women gossip
13. Polish people come here because they can get money through the benefit system
14. People that wear glasses are very intelligent
15. Football fans are racist and drink a lot

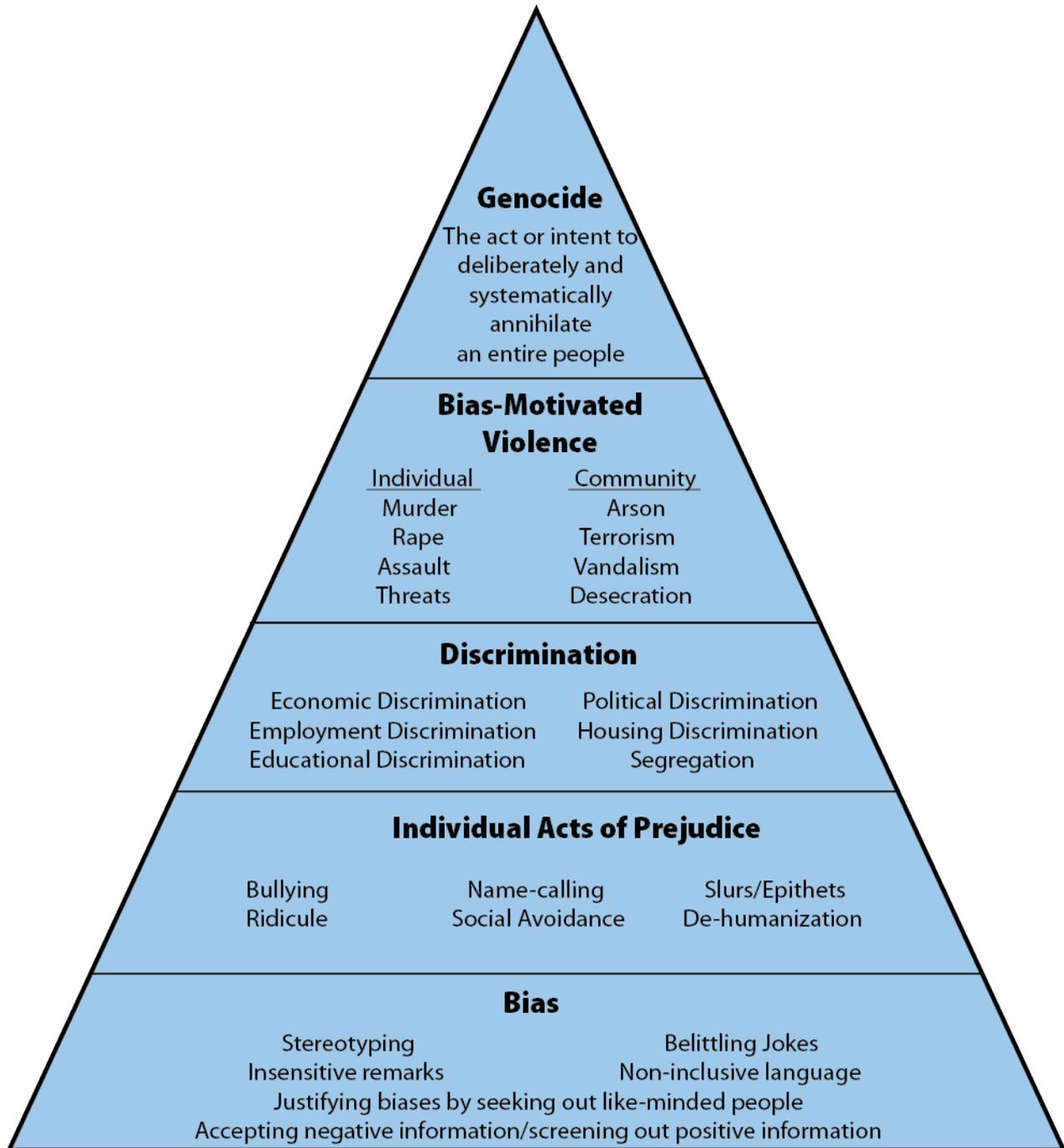
Bias (Prejudiced Attitudes)

Acts of prejudice

Discrimination

Bias Motivated Violence

Genocide



Pyramid of Hate, © 2005 Anti-Defamation League