



# ***Changing Perspectives***

**Cultural Values,  
Diversity and Equality  
in Ireland and  
the Wider World**

**A Resource for Civic, Social and Political Education**

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# Contents

<b>Introduction</b>	<b>5</b>
<b>Introductory Activity: Ireland – The Reality and the Vision</b>	<b>9</b>
<b>Section 1 Images of Ourselves and Others</b>	<b>12</b>
Activity 1 Who in this Group – the Typical Irish Person? (1 class)	12
Activity 2 Stereotyping – Seeing People Differently (1class)	15
Activity 3 The Effects of Stereotyping on Others (1 class)	19
<b>Section 2 Exploring Perceptions and World Views</b>	<b>21</b>
Activity 1 Them And Us – Two Ways of Looking at Things Seeing the Whole Picture (1 –2 classes)	21
Activity 2 Worldview – How do We See the World? (1 class)	27
Activity 3 Images of Africa (2 classes)	34
<b>Section 3 Prejudice and Language</b>	<b>37</b>
Activity 1 Sticks and Stones – the Importance Of Names (1 class)	37
Activity 2 The Shadow – Prejudice in Practice (1-2 classes)	40
Activity 3 The Language We Use – Reinforcing Prejudice (1 class)	45
<b>Section 4 Cultural Values And Equality – Who Does Our Society Value?</b>	<b>48</b>
Activity 1 Giant Steps Towards Equality? (1 class)	48
Activity 2 The Equality Acts – Can they Guarantee Equality for All?	56
<b>Section 5 Towards Inclusion and Equality</b>	<b>63</b>
Activity 1 Diversity Enriches Ireland (2 classes)	63
Activity 2 Connected to Half the World – Diversity in Ireland Today (1 class)	66
Activity 3 Equality – A Look at the State’s Response to Diversity (1 class)	70
Activity 4 Case Studies on Inclusion and the State (Choice of 2 Options)	72
Option 1 Catering for Diversity in the Health Services (1 class)	72
Option 2 Diversity and Inclusion in Schools (2 classes)	75

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<b>Section 6 Acting to Defend the Rights of Others</b>	<b>80</b>
Activity 1 Standing up Against Prejudice and Discrimination – What Would You Do? (1 class)	80
Activity 2 Our Lifestyle Choices Make a Difference to Others (1-2 classes)	84
<b>Section 7 Taking Action – Action Project Ideas</b>	<b>88</b>
<b>Section 8 Ideas for Evaluation</b>	<b>89</b>
<b>Appendices</b>	<b>90</b>
Glossary of Terms Used	90
Immigration in Ireland	91
Resources and Further Reading	92
Contact Organisations and Websites	93

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# Introduction

Civic, Social and Political Education aims to enable and empower students to become participative, aware and responsible citizens. As Ireland becomes more culturally diverse, it is clear that young people need to develop the understanding, skills and dispositions necessary to ensure that Irish society becomes truly ‘intercultural’ – a society where diversity is valued and where this value is reflected in the power structures and institutions of the state; a society where interaction between diverse groups takes place and is underpinned by equality, human rights, mutual respect and understanding.

In this increasingly diverse society, educators are presented both with opportunities and with challenges. Preparing students for active citizenship in a diverse society offers many opportunities to broaden and expand students’ horizons and to support them in creating a vision of the kind of Ireland they want to live in. At the same time, it may present teachers and students with the challenge of exploring their own perceptions and confronting their prejudices.

## A Resource for Teachers

*Changing Perspectives* is a resource for teachers wishing to explore issues of diversity and equality with their students. It includes:

- Activities which use a variety of active learning methodologies
- Student worksheets
- Teachers’ notes

The activities lead students through a process of reflection on the values and structures of Irish society and Ireland’s

relationship with the wider world, particularly in relation to cultural diversity and equality. They are intended to explore diversity and equality in a holistic way. Rather than focusing on particular minority groups, the activities provide students with frameworks for examining relationships between all groups of people in Irish society. They show how these relationships are influenced both by personal perceptions, and by the cultural values reflected in social structures. For those wishing to explore issues concerning a particular minority group, a list of available resources is given on page 92.

The materials are designed to cover the requirements of the Civic, Social and Political Education course. They provide teachers with activities to explore the concepts of human dignity, human rights and responsibilities, democracy, interdependence and development. They have particular relevance to Units 3 and 4 of the course – the State, and Ireland and the Wider World, but also relate to individual and community issues. Suggested pathways for using them in either a concept based or unit based approach to CSPE are given below.

Many of the activities are also suitable for use or adaptation in other programmes or subjects, for example, contemporary issues in Leaving Certificate Applied, Transition Year, English, Social Geography or Religious Education.

## Using the Materials in a Concept-based Approach

The concepts of **human dignity** and **rights and responsibilities** are central to the

## Introduction

resource and are covered in almost all the activities. The concepts of **democracy** and **development** are key to the activities which look at inequality and structures in Irish society, while **interdependence** is central to activities which examine relationships between Ireland and the rest of the world. Key concepts are highlighted at the beginning of each activity or group of activities.

### Using the Materials in a Unit-based Approach

If you are using the unit structure to cover the course, this resource will provide you with activities suitable for covering Unit 3 *The State - Ireland* –and Unit 4 *Ireland and the World*. The table below indicates which activities fit into which units.

Unit 3	Choose from the following
Introductory Activity	
Section 1	Whole Section
Section 2	Activity 1
Section 3	Whole Section
Section 4	Whole Section
Section 5	Activities 1,3-4
Section 6	Activity 1
Action projects	
Evaluation	
Unit 4	
Section 1	Activity 3
Section 2	Whole Section
Section 3	Activity 3 (Refugees worksheet)
Section 5	Activities 1-2
Section 6	Activity 2
Action projects	
Evaluation	

### Using the Resource in ways that best suit your Students

While the activities are generally described in some detail, this does not mean they need to be followed exactly. It is expected that teachers will choose and/or adapt activities and methodologies to suit their own students' abilities and interests. It is the **aim** of each activity and what the students learn from it, rather than the precise active methodology chosen, which is the important thing to keep in mind.

While many of the activities combine written and active components, almost half of them focus mostly on the use of visual or oral/aural skills, while four deal with more complex or abstract ideas. If activities involving a lot of reading or writing are less attractive to your students, you could adapt them in a variety of ways. For example, the Introductory Activity, *Ireland – The Reality and the Vision*, you could reduce the number of statements and have a series of walking debates on them. For Activity 1 in Section 5, *Diversity enriches Ireland*, instead of using the worksheet, you could organise a team quiz. If your students are particularly uncomfortable with role-play, you could use discussion to explore the issues instead. The table opposite alerts you to activities which are mainly visual or oral/aural and identifies those which are more complex or abstract. The remaining activities are suitable for general use.

### Controversial Issues and Ground Rules

The activities in this pack ask students to look at stereotypes and prejudice, the situation of minority groups in Ireland and to see things from other people's perspectives. As such some of the activities may challenge both students and teachers to confront their own prejudices and to broaden their perspectives. It may also involve students and teachers in disagreement or conflict around issues on which they feel very strongly. While agreeing ground rules with students is a key element in all group discussion and active learning methodologies, it is even more important where sensitive or controversial

	Activities which are mainly visual or aural	More Complex/ Abstract Activities
Introductory Activity		
Section 1	Whole section	
Section 2	Activities 1-2	Activity 3
Section 3	Activities 1-2	Activity 3
Section 4	Activity 1	Activity 2
Section 5	Activity 1, 4 (Option 1 – Method 1)	Activity 3
Section 6	Activity 1	

issues which impact on people's emotions and values are being discussed. It is advisable therefore that teachers spend some time ensuring that students renew or develop ground rules which will enable them to feel safe in expressing their opinions in a respectful way. A sample set of ground rules might include:

- Everyone is shown respect
- Everyone is given a chance to speak in the group
- Everyone is listened to - no interruptions
- No put-downs
- Everyone's right to their own opinion is respected
- Everyone is expected to back up their opinion
- No generalisations e.g. *all* Travellers are ... *all* refugees are.....

### Reflection Sheets

It is intended that reflection be a core part of the activities. The Reflection Sheet gives students a structure for reflecting on what they have learned through an activity, how they related to others during the activity and how that felt, and thirdly challenges them to respond to the issues they have been discussing. It is recommended that you photocopy and staple together a set of reflection sheets for each student, so that at the end of the module, students are able to

track changes in their attitudes, understanding, and the development of skills, particularly active participation skills.

### Concepts and Learning

At the beginning of each activity or group of activities, there is a list of the key concepts covered, and of the attitudes, skills and understanding that the activity aims to develop. These are included to assist teachers in preparing for classes but also can be used with students for evaluation purposes at the end of an activity or section.

### Action Projects

Ideas for action projects are given as ideas for follow-up at the end of many of the activities. It is preferable that the Action Project should flow out of the students' interest in or concern about certain issues. However, for the times when this does not happen, a summary list of action project ideas is given in Section 7.

### Evaluation

It is strongly recommended that the students do a self-evaluation when they have finished exploring the issues covered in the resource. Evaluation provides both students and teachers with an opportunity to stand back from what they have done and to assess their own learning. Suggestions for different ways of evaluating learning are given in Section 8.



# Reflection Sheet



1. How I felt during class today

2. What I learned today

3. How well did I listen and was listened to by others?

4. What I felt strongly about

5. What I could do to change things (either by myself or with others)

---

# Introductory Activity

## Ireland – The Reality and the Vision (1 class)

### Aims

- \* To enable students to creatively reflect on the kind of country they would want to live in
- \* To compare this with the reality
- \* To begin to make value judgements on the positive and negative aspects of Irish culture

<b>Concepts</b>	<b>Human dignity, Rights and responsibilities, Democracy</b>
Understanding	Awareness of the differences between the “traditional” view of Ireland and the reality of today’s Ireland, and of the relationship between cultural values and social/political structures
<b>Attitudes</b>	<b>Openness to social/cultural change</b>
Skills	Social and political analysis, questioning values

### Preparation

Photocopy pages 10 and 11 on to thin card, so that you have 7 sets of cards.

*Suggestion: copy each set on to a different coloured card so that you can sort them easily after the class.*

### Activity

- Working in small groups, give each group a set of Vision Statement cards. Each group should choose and rank 3-4 cards for each of the following categories.
  - Cards that describe the Ireland they would like to see in the future
  - Cards that describe the reality of Ireland today
  - Cards that describe what might have been in the past, but has now changed.

### Feedback

Ask each small group to show the class one card from each of the three categories and explain why they have chosen it. The other students can question them on the reasons for their choice. Groups can change their choices as a result of the discussion, if they wish.

Briefly discuss the factors involved in the cards that reflect Ireland today and Ireland in the past. Prompt the students to think about

- How people’s “vision” of Irish society influences the political choices that are made
- How life in Ireland has changed since their parents were their age
- How change is a natural part of all cultures etc.

Finally, ask the students to record their three priority wishes for the future so that they can review them at the end of the module to see if they have changed in any way.

Ireland will be a Catholic country.

The Irish language will be spoken every day by most people.

Irishness will include people of all colours and religions.

Ireland will be an all-white country.

Schools will expect students from other cultures to “fit in” with the way the school does things.

Politicians will always be able to ‘fix’ things for their friends.

Most people with disabilities will not be able to find jobs.

There will be more homeless people than now.

People with disabilities will get enough support from the state to work as easily as other people.

Everyone in Northern Ireland will feel that their rights and identity are respected by the state.

Schools will change their rules to help people from all cultures and countries feel welcome.

There will be halting sites around the country to allow Travellers to travel around as they wish.

Sign language will become an official language in the Irish state.

Pubs and nightclubs will welcome all people, no matter what their colour or culture.

The GAA will be the biggest sporting organisation in the country.

Stronger laws to stop illegal immigrants and asylum seekers coming to Ireland will be passed.

The Travelling community will all be settled in houses.

Traditional Irish music will be the most popular kind of music in Ireland.

Everyone will have an equal chance of getting a job for which they are qualified.

We will have a united Ireland and Unionists who are not happy with this will have moved to Britain.

# Section 1

## Images of Ourselves and Others

### Activities 1-3

Concepts	Human dignity, Rights and responsibilities
Understanding	Nature of stereotypes and their effects on others
Attitudes	Openness to take time before judging others, empathy with those who are often stereotyped
Skills	Seeing things from a new perspective

### Activity 1 Who in this group – the typical Irish person? (1 class)

#### Aims

- \* To help students realise that there is no such thing as a typical Irish person
- \* To illustrate the limitations of stereotypes
- \* To help students stand outside and look at how others see Irish people

#### Preparation

Photocopy the worksheet *Who in this Group?* for each student.

#### Activity - Part 1

- ✎ Distribute one worksheet to each student in the class.
- ✎ Explain that their task is to find how many people in the class can answer yes to the statements on the sheet e.g. how many eat potatoes every day? They should walk around the classroom asking everyone to identify the questions they can answer yes to, until they have collected the numbers for each question. (If the class is very big, this could be done in small groups, collating the results from each group)

- ✎ When they have finished, briefly discuss the results with the class. Include where possible the following areas of discussion.

- The number of students who answered yes to various questions.

- The kind of person the questions described.

*Note: The questions have been deliberately chosen to reflect common stereotypes of Irish people. The last question however, reflects the modern Ireland, which is the biggest exporter of software in the world.*

- Would their parents have answered differently to any of the questions?
- Would their grandparents have answered differently again?

- The possible difference in answers that might be given by people who live in the country and those who live in cities and how that reflects diversity within Irish society.
- The difference between the stereotypes, which are often those sold by the tourist industry, and the more complex reality of what it means to be Irish.

### Activity - Part 2

Explain the analogy of the iceberg as a way of looking deeper than the stereotypes. Just as only 10% of the iceberg is visible above water and 90% is hidden below water, so too, when we look at other people or at other cultures, it is often only the superficial, stereotypical aspects of that person or culture that we see and make judgements on. Making an effort to see the other 90% means that we get a more complete picture of who people really are.

#### Version for a Class with Irish students only

- ✎ Draw an outline of an iceberg on the board and ask the students to quickly fill in both sections of the iceberg with the superficial and real aspects of Irishness including those they have already discussed in Part 1 and in the activity 'Ireland – The Reality and the Vision'.
- ✎ Discuss how it feels to be limited by other people to the stereotypical 10% description of a settled Irish person.
- ✎ Highlight the diversity among different geographical areas of Ireland, among different age or socio-economic groups, different religious groups, settled and Traveller etc.

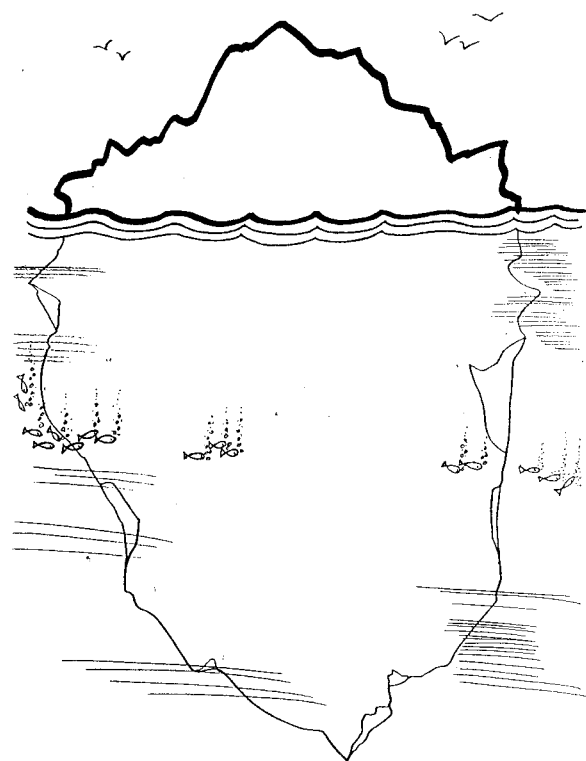
#### Version for a Culturally Diverse class

- ✎ If there are students from differing cultural backgrounds in the class, divide the students into small groups and ask them to do the exercise above from their own particular cultural perspective.

- ✎ Use the discussion to highlight the diversity that exists in all cultures/nationalities. Be particularly careful to avoid having Irish students develop a simplistic or exotic view of other cultures represented in the class.
- ✎ If there is only one representative of another culture in the class, remind everyone that one person doesn't reflect a whole cultural group and encourage that person to talk about the diversity within his/her culture or country.

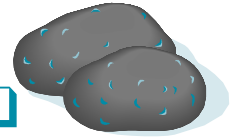
### Homework

For homework ask the students to monitor TV programmes, newspapers and any magazines they come across and try to identify where people or cultures are being stereotyped.



# Who in this group?

X eats potatoes every day

X owns an Aran jumper


X plays or listens to Irish traditional music


X is a Catholic who attends Mass every week

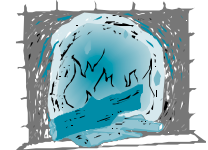

X is one of a family of three or more children


X lives in a thatched cottage


X burns turf in an open fire

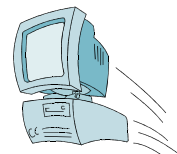
X drinks 3 or more cups of tea every day


X plays in or supports GAA


X has a computer at home

## Activity 2 Stereotyping – Seeing People Differently (1 class)

### Aims

- \* To help students become aware of how we make judgements based on stereotypes in everyday life.
- \* To encourage them to start thinking about the positive and negative aspects of stereotyping.

### Activity

- ✎ Give each student a copy of the Occupations Worksheet or alternatively, put a copy up on an overhead projector. Give the students the following information.
  - All of the people shown are Irish or live in Ireland.
  - Their occupations are: painter/decorator, financial services advisor, officer administrator, nurse, youth worker, student, electrician, teacher.
- ✎ Write the occupations on the board. Ask the students to *individually* look at each person's photograph and to make a judgement on what their nationality and occupation are. They should then share and discuss their choices in pairs and ask each other questions about other possibilities i.e. why do you think Person X is the electrician and not Person Y?
- ✎ Then take feedback from the whole class. Write up the list of people on the board and first ask about the nationality of each one. Then ask about the occupation of each person in turn – How many thought Bernard was an electrician? A painter/decorator? etc. Write the number for each choice beside the person's name.
- ✎ At the end give the class the correct answers and check how many people had judged correctly. Explain to them that their choices were made on the basis of their unconscious stereotypes. Then ask them to discuss, either in groups of four or as a whole class, the factors which influenced their choices.

You can photocopy worksheet 2 and give one to each student, or write the factors on the board and conduct a whole class discussion.

### Correct Answers

*Bernard* is an office administrator  
*P.J.* is a children's nurse.  
*Chrissie* is a community worker and an Irish Traveller  
*Darina* is a painter/decorator  
*Abdullah* is a financial advisor, originally from Somalia  
*Siobhán* is a teacher and a wheelchair user  
*Aoife* is an electrician

**Note:** *The photo of Abdullah first appeared in A Part of Ireland Now, Andy Pollak/Derek Speirs, The Refugee Agency, 1997. The photo of Chrissie first appeared in the Pavée Point Newsletter, January 1999. All photos are used with permission.*

### Homework

Show the class or give out copies of the Citizen Traveller poster (reproduced with permission from the Citizen Traveller campaign.) Ask them to choose at least 4 people they know (including 2 from different age groups to themselves) and to first describe them in stereotypical terms and then in terms of the complex reality of their whole identity. They could use the iceberg shape to do this, putting the stereotypical images above water and the full reality below water.

To think about for the week: *How do we avoid the habit of negatively stereotyping people and try to see the whole person instead?*







# Who Does What?



Aoife



PJ



Darina



Abdullah



Chrissie



Bernard



Siobhán

- Children's Nurse .....
- Electrician .....
- Financial Advisor .....
- Community Worker .....
- Teacher .....
- Office Administrator .....
- Painter/Decorator .....

# Why did you Choose?

Your choices were based on stereotypes that you have learned without even realising it. Some of your stereotypes may be correct for some people, some of the time. However, in many cases they are inaccurate or don't tell the whole story. Everyone walks around with lots of stereotypes in their heads. Often, they may appear to be harmless, but they can also cause us to judge other people negatively on totally unjustified grounds, so it is important to become aware of our stereotypes and to try to get beyond them to the real person underneath.

Stereotypes are most often based on basic factors such as gender, age, dress etc. Look back at your choices for the Occupation worksheet and decide as a group, what you based your choices on. Choose from the following list or add other factors, as you need to.

Factor	Comments on your Choice
Gender	
Style of dress	
Cleanliness	
Age	
Skin colour	
Ethnic background	
Hair style	
Accent	



Carpenter  
 Husband  
 Storyteller Recycler  
 Traveller  
 Father  
 Citizen

It's time to value Travellers as people with their own culture, needs and contribution.



Champion Sprinter  
 Daughter  
 Singer Traveller  
 Show-off  
 Best Friend  
 Citizen

It's time to value Travellers as people with their own culture, needs and contribution.

## Activity 3 The Effects of Stereotyping on Others (1 class)

### Preparation

Make seven copies of the Labels – What do they Mean for Us and Others? Worksheet and fill in the names of seven different minority groups on the top of the sheets. Categories could include Travellers, refugees, people with disabilities, older people, Africans, Bosnians, Americans, English, Muslims, Nationalists, Unionists, Catholics, Protestants, or others, as appropriate for your class and the local situation.

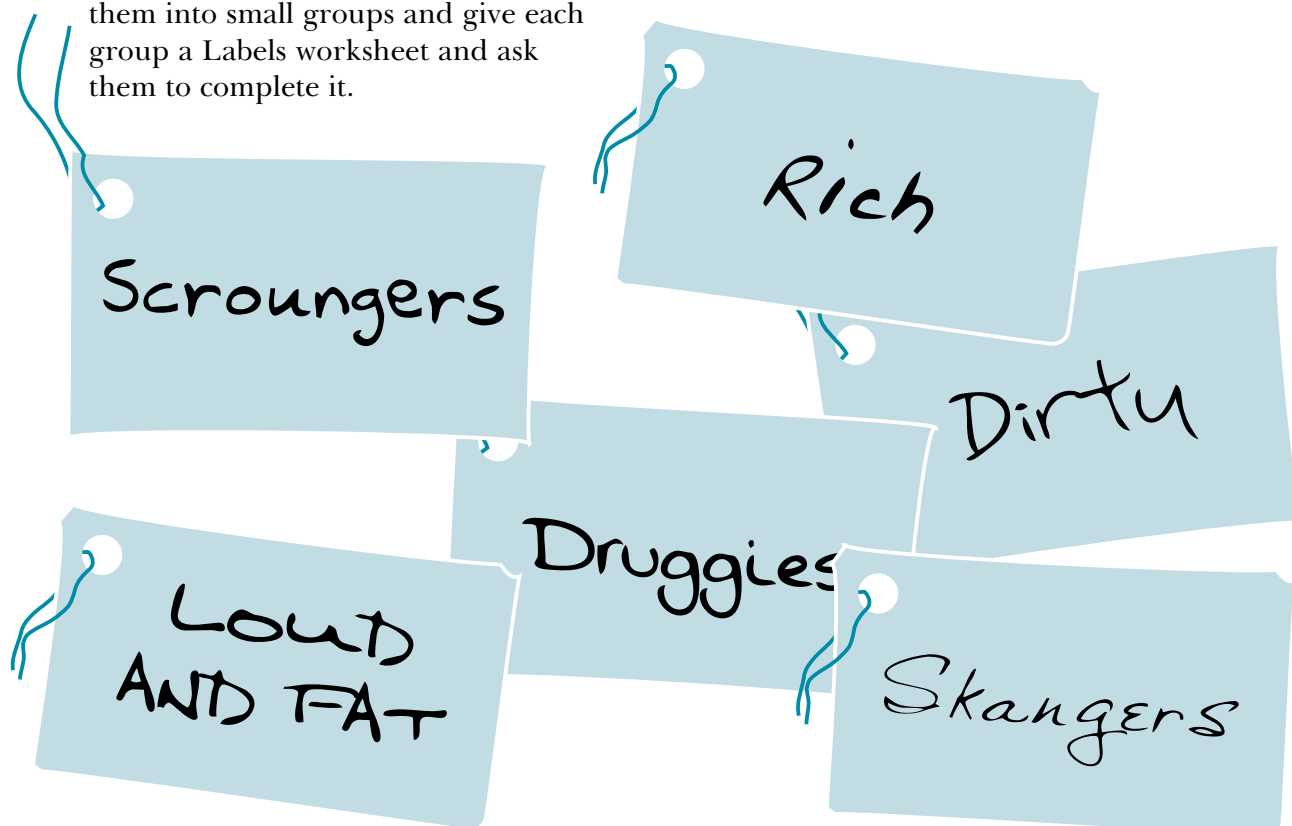
### Activity

- Ask the students to think of some of the ways groups of people are labelled by others e.g. people from certain areas (Norries in Cork) etc.
- Ask them how do they think people feel when they are labelled in a negative way by others. Then divide them into small groups and give each group a Labels worksheet and ask them to complete it.

- Alternatively, ask the whole class to brainstorm on the labels that are given to each group of people and write them up on the board. Continue with the discussion as below.
- Take feedback from each group and discuss their ideas on what the consequences of the labelling would be.
- Look for their ideas on how they could stop themselves or others labelling people.

### Follow-up Option

Role-play a situation in which stereotyping has hurt or excluded someone. Each group could be given a different scenario to role-play and then use the role-play as a basis for discussing how the person who was stereotyped felt. Suggestions for the scenarios could be made by the students.





## Section 2

# Exploring Perceptions and Worldviews

2

### Activity 1 Them and Us – Two Ways of Looking at Things – Seeing the Whole Picture (1-2 classes)

“Each of us has many, many maps of life in our head, which can be divided into two main categories: maps of the way things are, or realities, and maps of the way things should be, or values. We interpret everything we experience through these mental maps. We seldom question their accuracy; we’re usually even unaware that we have them. We simply assume that the way we see things is the way they really are or the way they should be.”

Stephen Covey (1992) *The Seven Habits of Highly Effective People*. Simon and Schuster

#### Aims

- \* To help students realise that
  - The stereotype may not always tell the whole story
  - There are always two sides to every story, but it takes some effort to find the other side
  - Opposing perceptions can be equally valid or true
- \* To develop their openness to looking for the other side of the story and to empathise with others who are different
- \* To develop their skills of critical analysis

<b>Concepts</b>	<b>Human dignity, Rights and responsibilities, Democracy, Law</b>
Understanding	The complexity of any situation, the existence of different perspectives on situations or groups
Attitudes	Openness and empathy, willingness to look further than superficial impressions
Skills	Critical analysis

#### Preparation

**Part 1** Enlarge the Old/Young woman picture and the other perception exercises to A3 or A2 size, so that all the students will be able to clearly see them from every part of

the classroom. Alternatively, copy them onto overhead slides. If you want to use the additional double perception pictures on page 25 for homework, make copies for each student.



**Part 2** (*Small group discussion*) Enlarge the Them and Us circles to A3 and copy one set for each group (they can be copied back to back on two sheets of paper). (*Whole class discussion*) Draw the circles on a sheet of flip chart paper.

### Activity - Part 1

- ✎ Show the picture of the Old/Young woman to the whole class and ask them to write a brief description or think about what they see. Then they should share their description with the student beside them. You should find that some of them have seen the old woman and some the young woman.
- ✎ Ask a few students to describe what they have seen and then ask for a show of hands for those who agree with one view or the other.
- ✎ Ask the students to look carefully again at the picture and tell them they are all correct in what they see. Some students will probably begin to see the other view, but it is likely that some will be convinced that they are right and the “other view” is wrong.
- ✎ Ask two of the most convinced opposing students to point out the woman’s nose, neck, eye etc as they see them, until all the students are able to see the two views.

### Discussion Pointers

- What have they learned from this exercise?
- What real life situations can they suggest which mirror this experience?
- How did they feel when it was shown that what they thought was wrong was actually also correct?
- How hard was it to be open to the other point of view?
- What could they learn from this in terms of judging people or meeting people with very different views of a situation to them?
- Will they change their behaviour in this kind of a situation in future? If so, how?
- What skills would they need to get into a habit of trying to understand other viewpoints?

The other perception exercises can now be shown to the class or given to them to take home.

### Using the Perception Exercises

These exercises are fun to do and illustrate how context, whether visual, physical, political or emotional, influences our perceptions of people and events.



In the first perception exercise, the triangle shapes lead most people to read the phrases as ‘Once in a lifetime’, ‘A bird in the hand’ etc. If you look carefully you will see they actually read ‘Once in a a lifetime’, ‘Bird in the the hand’ etc.

In the second and third exercises, all the figures and both the lines are the same size. It is the context in which they are shown which makes one look bigger than another. These are good exercises to remind students of, whenever they are absolutely sure that the way they see things is right and people who disagree with them are wrong.



### Part 2 - Them and Us

- ✎ Divide the class into groups of 4-5. Give each group copies of the Them and Us worksheet. Ask them to write in the inner circle adjectives that they would use to describe themselves and young people in general.
- ✎ In the outer circle they should then write adjectives that they have heard adults use or they think would use to describe young people.
- ✎ Take feedback from each group, two adjectives from each group in turn, on how they see young people and write them up on the flip chart or overhead version of the circle.
- ✎ Do the same for the outer circle of adjectives used by adults to describe young people.

### Discussion

- Finish the class with a whole-class discussion of the following points.
- How do you feel about the way adults often view young people?
- How did the two sets of views of young people differ from each other?

- Where they differed, was one view totally correct and one totally incorrect?
- To what extent could both views be justified? Contradicted?
- Is there a more balanced way of describing the actual reality?

### Homework

Ask the students to do the Them and Us exercise, this time looking at parents.



They should write the adjectives they would use to describe parents in the outer circle and then try to imagine what adjectives parents would use to describe themselves, writing these in the inner circle. If appropriate, they could discuss these two views with their own and/or their friends' parents.

### Class 2

Take feedback on what the students have done for homework, firstly on the adjectives used and then on the discussions that they may have had with parents.

Some questions to consider are:

- Were the views expressed by students and parents more balanced because they know each other well?
- If they had opposing views in some respects, did the discussion allow both to see each other's point of view?
- When two groups of people have very little contact with each other, as is often the case in relations between the majority and minority groups, how might opportunities for dialogue between the two groups be created so that both would see each other's point of view?

Depending on the time available you could repeat this exercise with other groups as appropriate – teachers, minority groups, political or religious groups etc – either as part of class or for homework.

*Note: This exercise could be used at any point during the module whenever students express negative views about any group of people.*

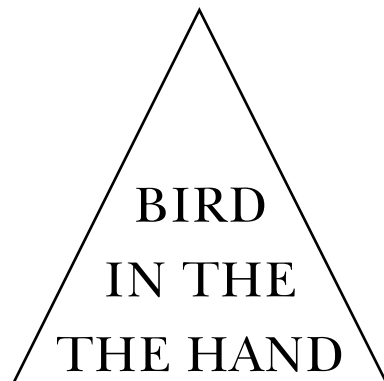
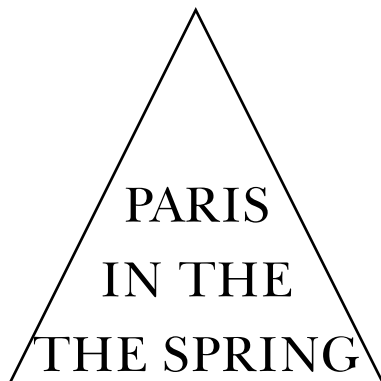
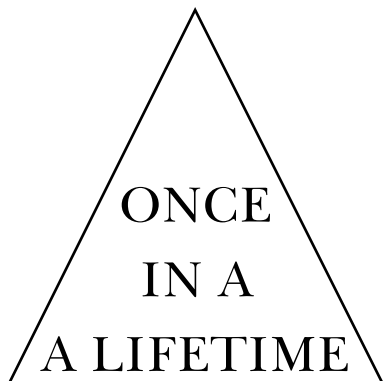


# What do You See?

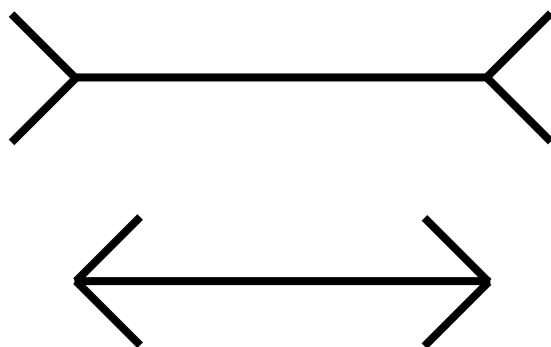
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# What do You See?

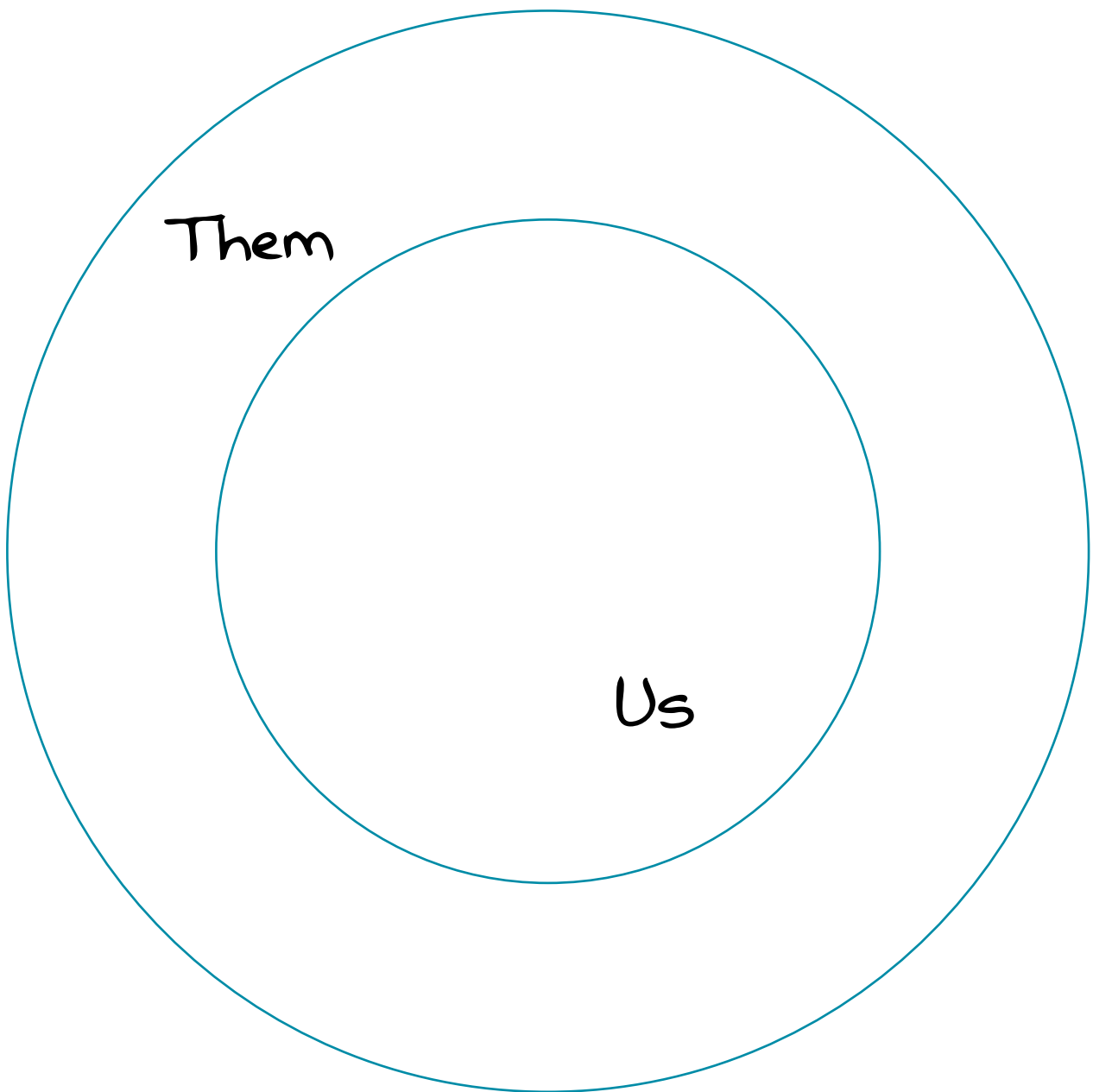


# Which is Bigger?



# Them and Us

2



## Activity 2 Worldview – How do We See the World? (1 class)

### Aims

- \* To enable students to explore their images of the world (their worldview)
- \* To enable students to reflect on how our worldview influences our attitudes and behaviour towards people from other countries

Concepts	Human dignity, Rights and responsibilities, Development, Democracy
Understanding	Different types of map projections and their influence on attitudes and worldview
Attitudes	Openness towards seeing the world from different perspectives and willingness to consider other viewpoints
Skills	Visual perception, ranking, critical analysis of the influence of given images and perceptions

### Introduction

How we see our place in the world and our perceptions of how the world should look have a strong influence on our attitudes towards and perceptions of other countries and peoples. Traditionally, the Mercator projection of the world has been used in Irish schools and businesses and any place where a map of the world appears. This projection was devised in the 16<sup>th</sup> century by a cartographer named Gerhard Mercator, who drew it for the European explorers who were exploring the “New World” and needed a map that was directionally correct. It is directionally accurate but greatly distorts the relative sizes of countries, with the Northern countries being shown as twice the size of countries in the southern hemisphere. The position of Europe at the top and centre of the map supports a Eurocentric view of the world. The fact that the southern countries, which are generally the poorer countries of the world, are shown as smaller than their actual size, supports the perception that they are not as important as the richer Northern countries.

Maps using various projections have been used for centuries by various groups of

people for specific purposes, but it is only recently that projections other than the Mercator projection have been used and promoted by international organisations. In the late 1970s, a German historian named Arno Peters produced an alternative projection whose main purpose was to correct the distortions of country size in Mercator and, in showing the size of countries in a more accurate way relative to each other, to be fairer to the poorer countries of the South. However, in doing this, the shape of the countries is distorted. It is known as an equal area projection and is now used by most development agencies.

The Eckert IV map, introduced in the 1980s, is another equal area projection that aimed to show the shape of countries more accurately. However, it makes countries at the top and bottom slant and New Zealand is either moved from its correct position in order to fit it in or left out altogether. This projection is used by some UN agencies, including UNICEF. Other equal area projections may be found in some school atlases.

### Preparation

Photocopy the world maps on pages 29-38 so that you have enough to give a set to each group of four students. (You will need to cut the pages so that you have 6 separate maps).

Enlarge the four maps of Ireland so that they are each A3 size or at least A4 size. You will also need some bluetack.

### Activity - Part 1

- ✎ Divide the class into groups of four. First give a set of the world maps to each group.
- ✎ Ask them to rank the maps in order of preference, using a diamond ranking method. Each group should then explain the reasons for their choices to the rest of the class.
- ✎ Then ask them to discuss the following questions:
  - Which of the world maps do you think is the most correct?
  - Which do you think is the least correct? Why?
  - Who do you think might prefer to use each of the world maps? Why?
  - What impression does each of the world maps give of Ireland and its place in the world?
- ✎ Explain to the students the reasons behind the different projections, relating them to their responses to the discussion. Ask them how would they feel if the normal map used in the school was one that showed Ireland at the edge of the map (Map 3).

### Activity - Part 2

- ✎ Stick the four maps of Ireland on the walls in different areas of the classroom.
- ✎ Ask the students to quietly look at the maps and then stand in front of the one that they like the most.
- ✎ Ask for a few comments from students as to why they chose a particular map, what they liked about it, how it made them feel about Ireland etc.

- ✎ If there is time, finish with a whole-class discussion on the reasons why people might want to use one of the Irish maps more than another, particularly the political significance of the Northern Ireland and Republic of Ireland maps.

### Description of Maps

**Map 1:** Mercator projection

**Map 2:** Peters Projection

**Map 3:** Eckhart IV Projection

**Map 4:** Eckhart IV Projection centred on Australasia – this would be used in countries in the Far East

**Map 5:** Peters projection centred on the Americas – this is used by countries in the Americas

**Map 6:** “Upside Down Map of the World” centred on Australia

**Map 7:** Map of Ireland

**Map 8:** Map of Ireland – shown west to east instead of north to south

**Map 9:** Map of Northern Ireland. Northern Ireland is shown with only a small bit of bordering Southern Ireland on the BBC regional weather forecast.

**Map 10:** Map of the Republic of Ireland. Unlike other countries which are part of a bigger landmass, we rarely see maps of the Republic of Ireland shown without the rest of the island of Ireland.

### Homework

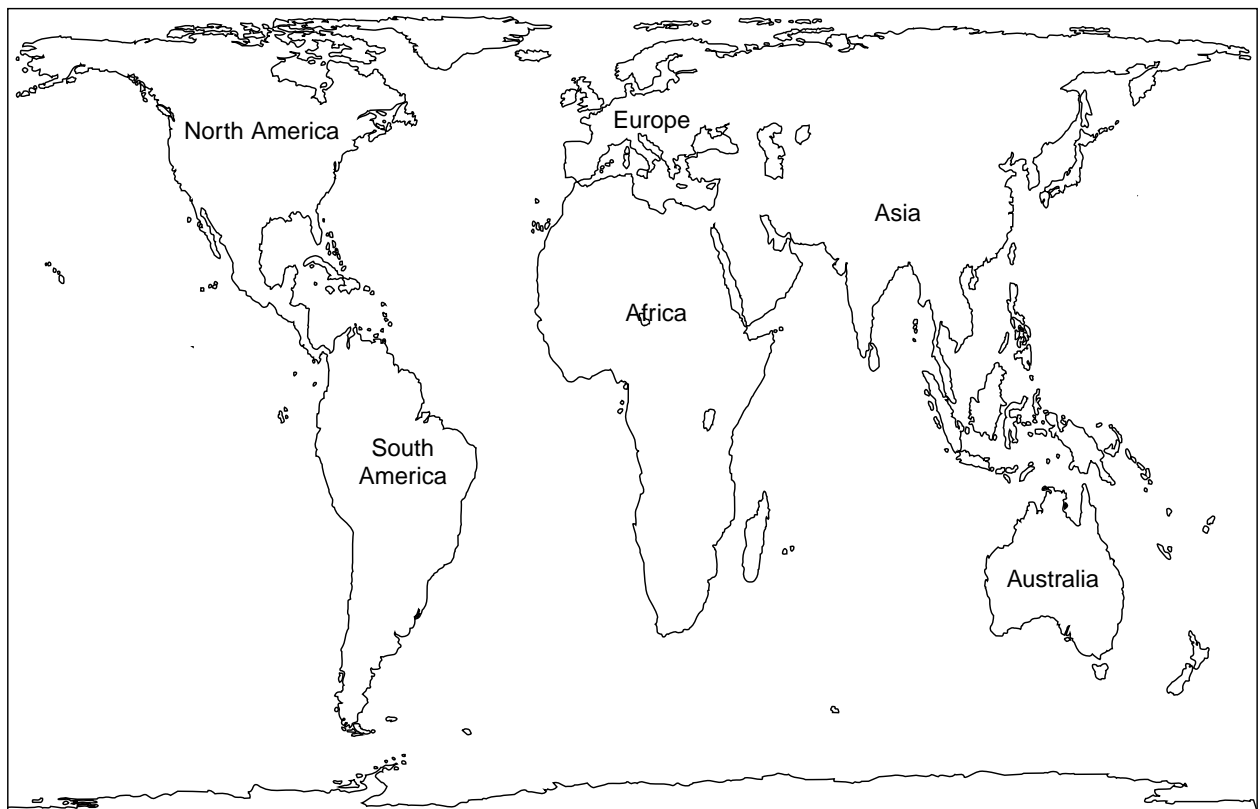
If students have enjoyed this activity, they could use their atlases to trace and produce their own version of a world map or map of Ireland. Alternatively, they could produce a collage of different versions of either map.

*(This activity is based on ideas in “Mapping Our World” published by Oxfam, 1993 and “The Sign of the Times” published by the Columbans, 1989.)*

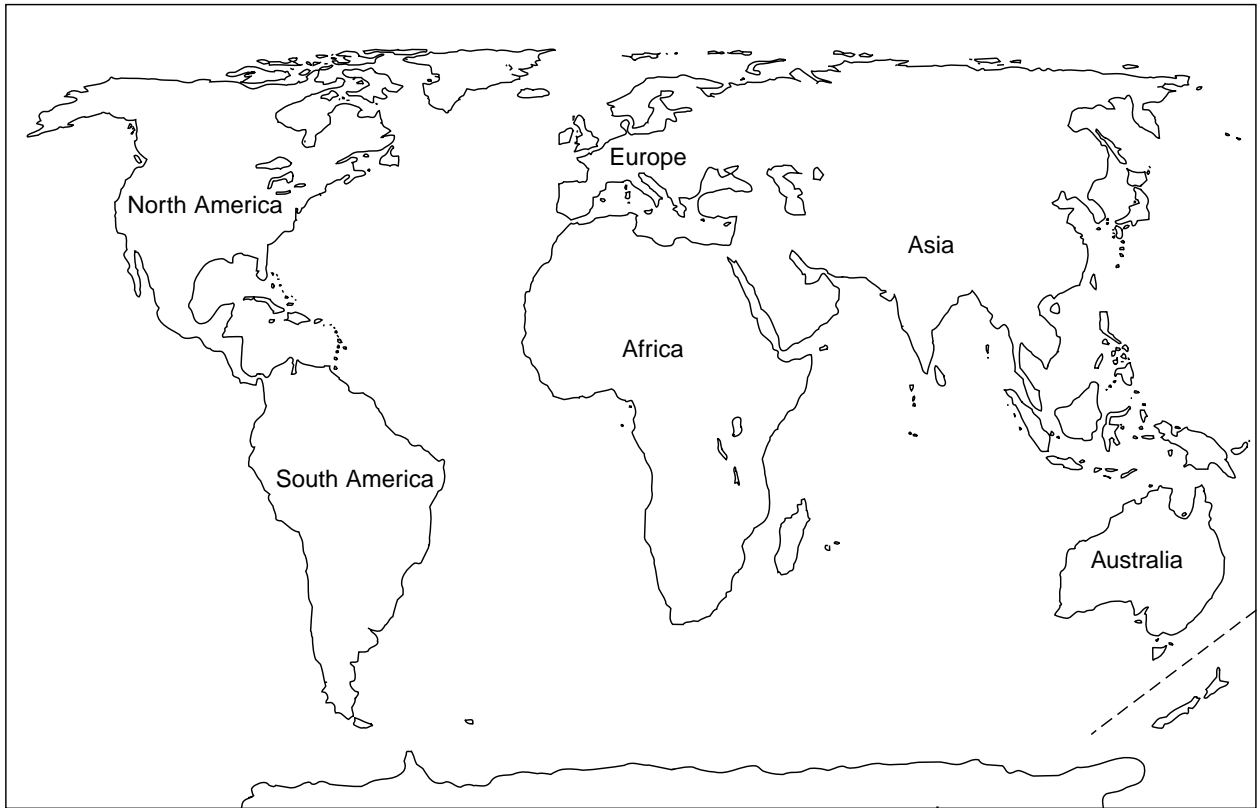




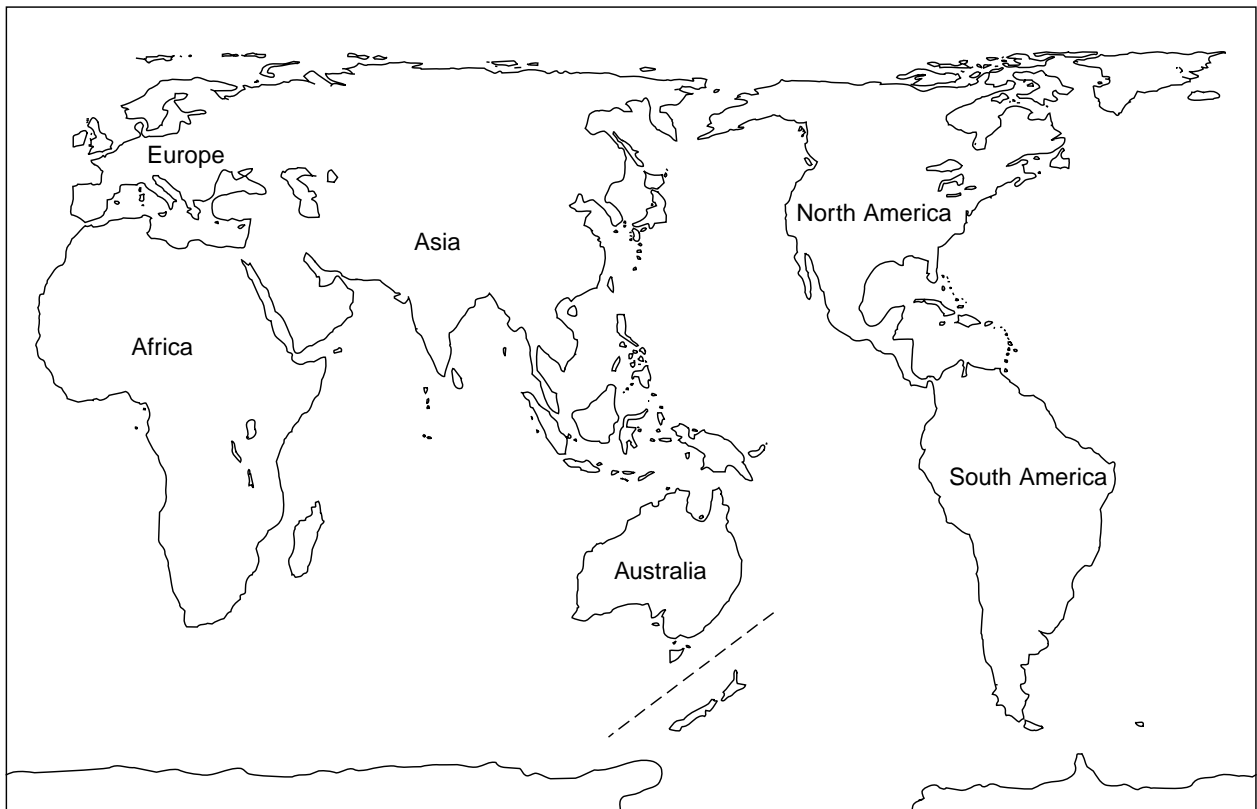
Map 1



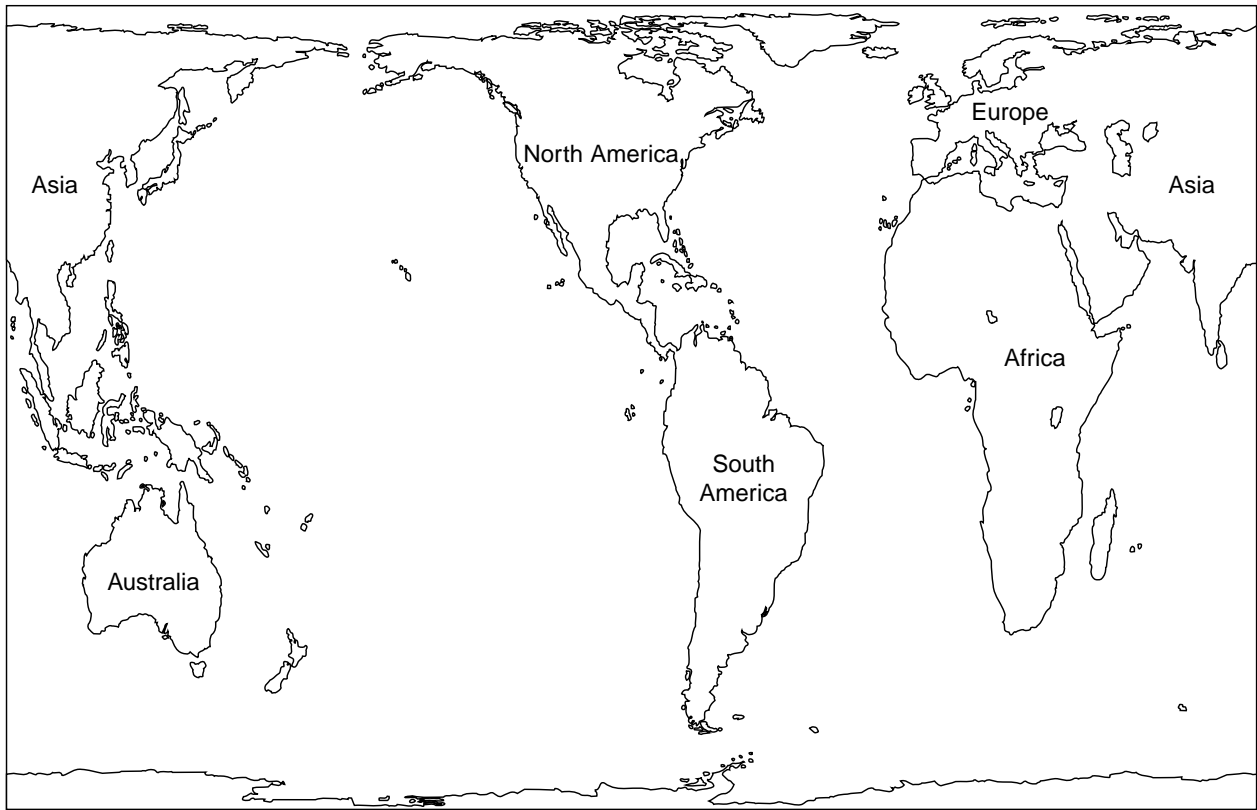
Map 2



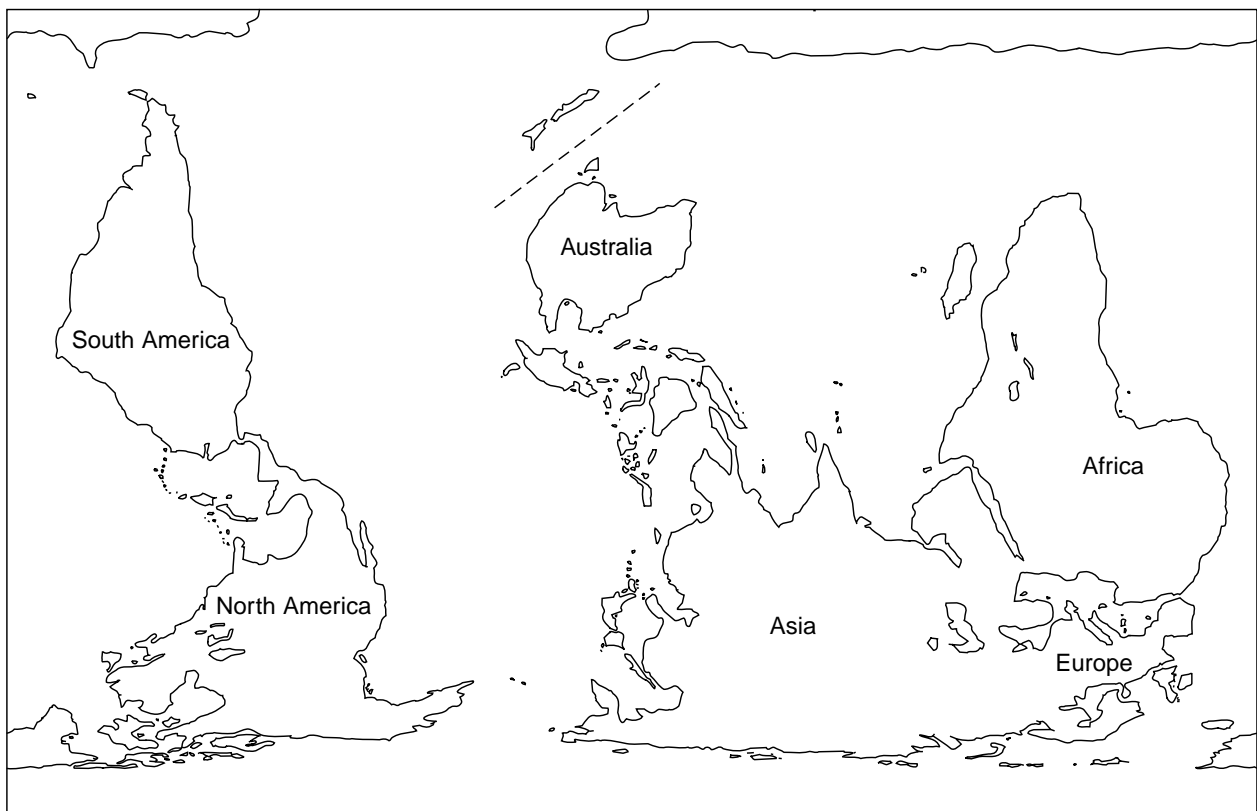
Map 3



Map 4

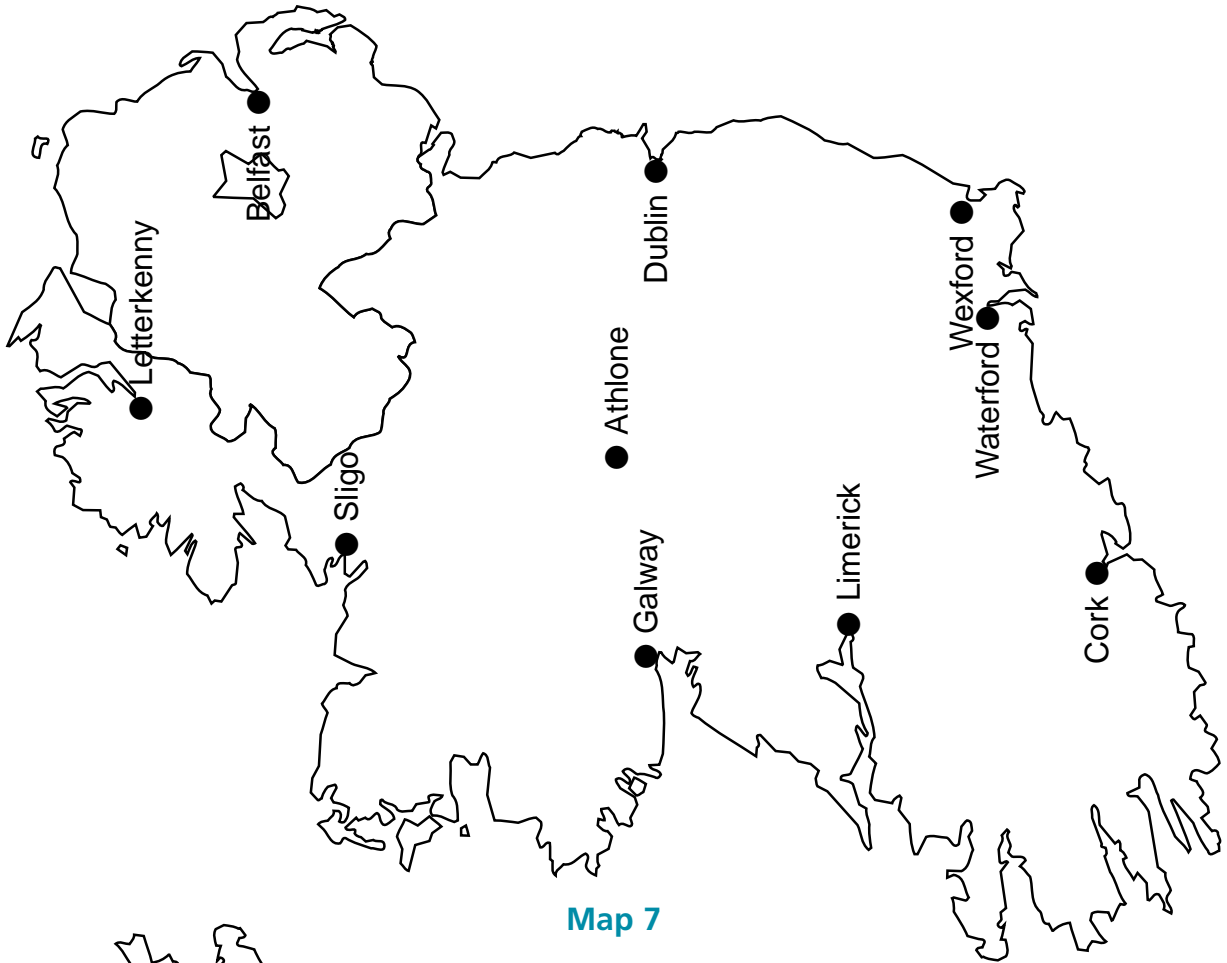


Map 5

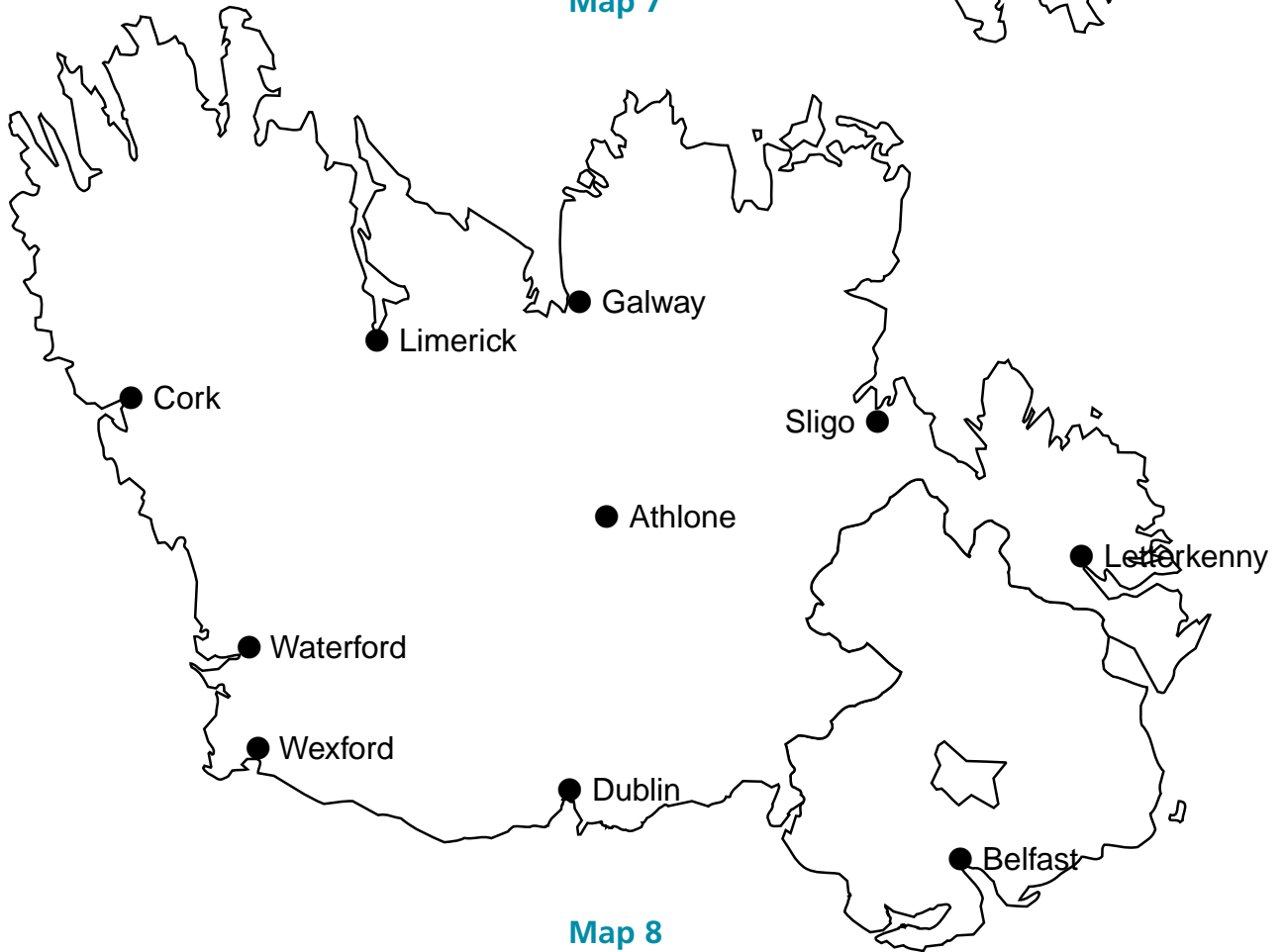


Map 6

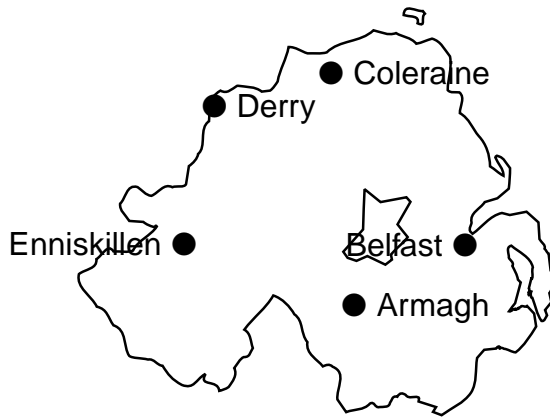




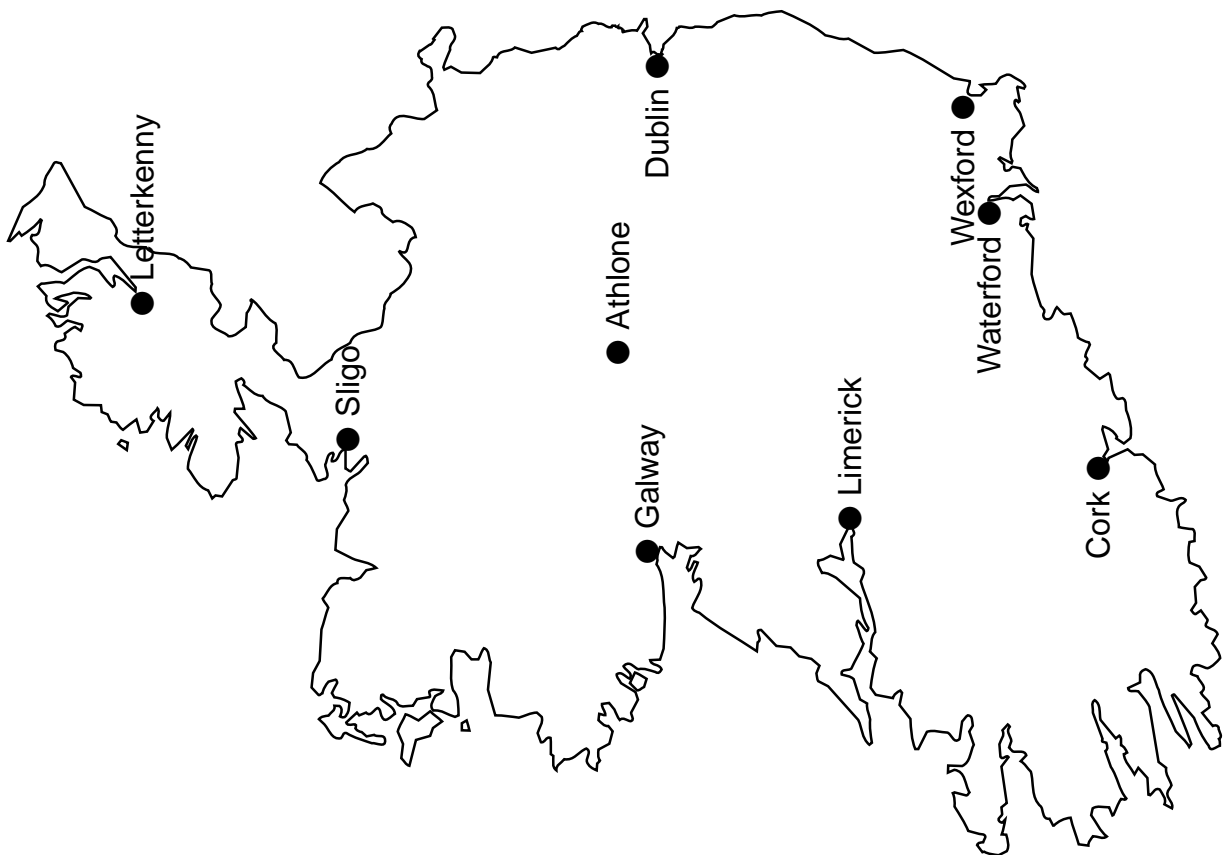
Map 7



Map 8



Map 9



Map 10

## Activity 3 Images of Africa (2 classes)

### Aims

- \* To enable students to explore their own images of Africa and attitudes towards Africans, both those in African countries and those who live in Ireland.
- \* To examine how media and development agency images of Africa influence their attitudes.

Concepts	Interdependence, Development, Human dignity, Rights and responsibilities
Understanding	How images of Africa are used by development agencies and how they relate to the complexity of aid situations.
Attitudes	Respect, recognising equality
Skills	Visual literacy, critical analysis of the use of images in situations of need, social and political analysis, questioning assumptions and values

### Introduction

Research in recent years has shown that many young Irish people's images of African countries are those of people who are starving, poor, helpless, and need charity and aid. (See the findings from the DEFY/IMS survey *Development and Justice Issues: Irish Attitudes*, 2000.) Obviously development agencies find it much easier to raise money for their projects by appealing to people's pity for people in dire circumstances of poverty or war. Media coverage, in particular television coverage, of Africa has concentrated on showing only wars and disasters, generating compassion and pity, portraying Africans as victims and emphasising the role of Irish development workers and agencies. (See Dirka Griesshaber (1997) *Challenging Perspectives: The Majority World on Irish Television*. Comhlámh Action Network). However, because Irish people in general are not presented with more in-depth analysis of the structural causes of poverty or the efforts African countries are making to eliminate poverty themselves, the effects of the black-baby syndrome are being perpetuated into another generation. One Irish development agency which would, in general, support a

more educative approach to fund-raising, ran a very successful TV ad campaign in Spring 2001 using images of children suffering in an emergency situation, hungry, and with flies crawling over their faces. 70% of the 12–17 year olds participating in the DEFY/IMS survey stated that they got their information about the Third World from television, while 63% said that their main images of the Third World were those of starvation, famine and hunger. In this situation, it is clearly important to help students develop their skills of critical analysis in relation to the images they see and to try to broaden their perceptions.

**Note:** *This activity is not intended to be critical of the valuable and essential work that development agencies do, merely to look at the long-term negative impact of the use of images of helplessness and disaster, without presenting the complete and more complex picture.*

### Preparation for Class 1

**Note:** *This activity could be done without getting photos as described below, and basing the discussion on the students' memories of images they have seen, but it is more effective to use actual photos, if at all possible.*

Contact Irish development agencies to request two or three sets of the fundraising materials, leaflets or newsletters they produce. Agencies who work in Ireland include Concern, Trócaire, Goal, Christian Aid, Action Aid, Oxfam, Gorta, World Vision etc. It would be important to get materials from at least the first three on the list, as they are the biggest agencies. (Addresses on page 94.) Cut out the photos used in the materials to provide a representative selection of the types of photos used by the agencies. These should include photos of development projects in education and agriculture, emergency and war situations, street children etc. Divide the photos into six sets of fairly similar type photos, with at least four photos of different kinds in each set.

### Class 1 Part 1

- ✎ Ask the students to individually brainstorm their images of Africa. Share their images with a partner and discuss which ones they are sure are accurate and which they think might be only partially true. They should agree on which images are accurate and make a list of questions they would need to ask to check whether the other images are only partially or completely accurate.
- ✎ Take feedback from each pair, asking them to contribute an image that hasn't already been mentioned, so that a picture of all the images is built up.
- ✎ Have the pairs then discuss and feed back to the whole class where they think their images have come from. Try to establish which was the most influential source of their images e.g. television, newspapers, development agency, story books, teachers in school etc.

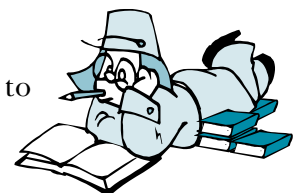
### Part 2

- ✎ Divide the class into six groups. Give each group a set of photos and ask them to look at them and to analyse them using the questions below.
  - What feelings did you have when you looked at the photos?
  - Why did you feel that way?

- Describe the people in the photos?
- What kind of response are the photos trying to provoke?
- How would you feel about having your photo taken if you were in some of the situations shown?
- Do you think all the photos respect the dignity of the people shown?
- ✎ Get feedback from the students at this point to help identify the effects of various kinds of photos e.g. generating pity or shock, appealing to people's emotions about children etc.
- ✎ Then ask each group to look at the photos a second time and to analyse how the people in the photos or the situation are portrayed. Are they shown as:
  - Helpless and dependent on charity or aid
  - Working to solve their own problems but needing some support
  - Being helped by Irish volunteers
  - Working as partners with Irish volunteers
  - Working to gain their rights
- ✎ Take feedback from the groups on the effects of the photos and ask them to consider how the images presented by the agencies influence Irish people's attitudes towards Africans, including those who live in Ireland. Are the images shown on Television different to this or similar?

### Homework

Ask the students to watch TV ads (shown frequently on TV3) made by development agencies to raise money for their work.



*Note: Television stations can tell you when specific advertisements are scheduled to be shown*

### Class 2

(If the students have seen any coverage of Africa or other developing countries on television ask them what they thought of it in

the light of the discussions during the previous class.)

- ✎ Ask the class to identify an actual or potential community development project in their local area. You may have to suggest some to them.
- ✎ Divide them into groups. Ask them to imagine they are working for an Irish–American group which supports development projects in Ireland.
- ✎ Ask half of the groups to design a fundraising leaflet for the project that emphasises the problems and helplessness of the community group and appeals to charity.
- ✎ Ask the other groups to design one that emphasises partnership, solidarity and social justice. (They needn't write out the whole leaflet, just plan it with headings, photos to include etc).
- ✎ Ask each group to make a short presentation of the arguments they have given in the leaflet. Follow this with a discussion of which approach they would prefer if they were the community group concerned and relate this to the kind of advertising they've seen produced by the aid agencies.

### Other Options

- ☞ Give the class a summary of the guidelines for charity fundraising (see below) and ask them to examine a number of advertisements and fundraising materials from development agencies, organisations such as the Vincent de Paul, disability groups and other voluntary organisations in the light of the guidelines.
- ☞ Make them aware that if there is any advertisement that they find offensive, including those of charities, they can complain in writing to the Advertising Standards Authority for Ireland (Address on page 94).
- ☞ If they are unhappy with any of the fundraising materials they see, they could write to the agency or organisation and express their concern.
- ☞ Carry out a wider survey among other classes in the school or centre to establish

what the students' images of Africa are, where they came from and how they would describe Africans living in Ireland.

- ☞ Write to the embassies of African countries and ask for information and tourist literature on the country. Get Irish tourist information from the nearest tourist office or regional tourist board. Contrast the tourist information with (a) the development agencies' images and (b) the Bórd Fáilte version of Irish society. Discuss the limitations of both these views of the countries involved and look for ways in which a more balanced picture could be presented of the reality in each country.

### Guidelines for Good Practice in Charity Advertising in Ireland

These guidelines were developed by the Complete Picture Campaign in 1995 after discussion with over a hundred Irish charities and voluntary agencies as well as the Irish Advertising Standards Association. The Campaign aimed to ensure that charities would uphold the dignity of the people they were helping, and that they would show the complete picture of situations where people were in need or in crisis.

What the Guidelines said:

**Overseas Aid** – Ads should fully respect the dignity of people and not undermine their abilities or independence.

**Racism** – Ads should respect the principle of equality between different cultures and peoples and the dignity of all people. They should affirm cultural identity and people's ability to respond to their own situations.

**Children** – Where children are depicted, it should be in a positive light, giving dignity to their lives and culture.

**Age** – Ads should reflect older people's positive role in society and should not show them as unable to do things.

**Disability** – Ads should respect the dignity of people with disabilities and not undermine their abilities or independence.

**Gender** – Ads should promote equal rights for women and men and not stereotype women.

# Section 3

## Prejudice and Language

### Activities 1-2

#### Aims

- \* To help students to realise the relationship of peoples' names to their identity and self-esteem and the harmful effects of name-calling.
- \* To encourage the students to act in the face of name-calling and to promote respect in school and in their community.

Concepts	Human dignity, Rights and responsibilities, Democracy
Understanding	The importance of people's names, the harmful effects of name-calling and how it makes people feel, how exclusion and negative behaviour can be challenged
Attitudes	Empathy, respect for others, willingness to act to protect themselves and others.
Skills	Listening, developing empathy, ability to act collectively and individually in the face of name-calling and exclusion.

### Activity 1 Sticks and Stones – the Importance of Names (1 class)

#### Preparation

- Prepare blank cards of postcard size for each student.
- Photocopy the Language Matters worksheet for each pair of students.

#### Activity - Part 1

*(The first part of this activity is based on an idea from Spanner in the Works – Education for Racial Equality and Social Justice in White Schools by Brown, Barnfield and Stone, Trentham Books (1990))*

- ✎ Divide the class into pairs. (Because this is an activity about names, you might want to divide them according to

name. To do this, ask them to line up, without speaking, in alphabetical order of their first names. Then, starting with the A's, they should divide up into pairs.)

- ✎ Give each student a blank card. Ask them to write their full name on the card. If they are usually known by a shortened version of their name or by a nickname, they should write that down as well. Then they should underline the name by which they prefer to be called.
- ✎ Now ask them to discuss with their partner:

Aloysius Pius McGillicuddy

Máire Brid Nic Mathúna

Emmanuel Kwesi Annan

Kwesi means  
a boy born on a  
Saturday

- Why they were given these names, who they were called after etc
- What they mean e.g. African names often indicate the day children are born or their place in the family
- The origin of their surname if they know it e.g. names beginning with O' or Mc are old Irish names, some may have Norman, Viking, English, Scottish, European, African, Asian names, some may have their mothers' names, some their fathers' names etc
- What it feels like to be called by a form of their name that they don't like.

- ✎ When they have finished, each pair should join up with the pair beside them. Each person should then explain to the group what their partner's name means and what they like and dislike being called.

### Feedback

Use the following questions to initiate a whole class discussion on names.

- How did it feel to explain your name to your partner?
- What did you learn about how other people in your group felt?
- What did you learn about the

importance of a person's name?

- How many different name origins could they identify in the class as a whole?
- How does it feel when someone calls you by a name you don't like?

### Activity - Part 2

- ✎ Give each group copies of the *Language Matters* worksheet. Ask each group to discuss the following questions:

- Which of the names are positive and which are negative?
- Which ones would they think the people being described would prefer to be called? Why?
- Which are the most commonly used ones?
- Why do people use the less positive versions of names?

- ✎ Ask the students to add some more examples in the empty bubbles.
- ✎ Take some feedback from the groups while the students take note of the main ideas that have come up. If the following points do not come up in the discussion, ask the students for their opinions on them.
  - "Names never hurt anybody – it's only slugging!"
  - "It's only a bit of fun, we don't mean to hurt anyone"
  - "Some people can't take a joke"

### Homework

Ask the students to describe an incident of name-calling which they saw or which happened to them. Ask them to think about how each person involved felt and to think of positive alternatives to a tit-for-tat response.



# Language Matters

Old person  
Oul one  
Older people  
Senior citizens  
Elderly

Refugee  
Asylum seeker  
Irish citizen

Travellers  
Itinerants  
Knackers

Girl  
Woman  
Young woman

Children  
Students  
Young people

Disabled person  
Handicapped person  
Person with a disability

Non-national  
Non-Irish  
Non-English speaking  
Non-male  
Non-female

News for the deaf  
or  
News in sign language

Boy, man,  
youth



## Activity 2 The Shadow

### – Prejudice in Practice (1-2 classes)

#### Preparation

Photocopy the poem *The Shadow* on the opposite page for each student. This poem is reprinted with permission from *Unlearning Discrimination in the Early Years* by Babette Brown, published by Trentham Books, 1998.

*Note: Two Options for using this poem are given below, the first based on discussion and the second, on pages 42-44, on drama activities. Although many teachers may not have used drama before, the suggestions given here include many simple ideas which can be done with the minimum of experience and preparation.*

#### Activity – Using Discussion

- ✎ Give each student a copy of the poem *The Shadow*. Ask one of the students to read the poem aloud. Now ask the students to re-read it one verse at a time and write down their feelings as they read each verse. Ask for some instant reactions to the poem. Use the questions below either in small groups or a whole class group to encourage reactions and to lead the discussion on a bit further.
  - Who is the boy in the poem?
  - How does he feel?
  - Why do you think the poem is titled *The Shadow*?
  - Why do you think the others were treating him like that? Why are people who are different picked on and excluded?
- ✎ Take the lines “My father told me to stay clear of that lot” and “Go back to where you came from”. Discuss with the class whether they have heard this said, why parents would say that and what it feels like for the refugees and

other migrants who are told to go back to where they came from.

- ✎ Ask the students to divide into groups and to discuss the following question and come up with proposals that might help prevent the kind of name-calling and exclusion that the boy in the poem suffered.
  - If you were in the schoolyard at the time, what would you like to see happen?
  - How would you feel about standing up for the boy if all your friends were jeering him?
  - What would make it easier for you to stand up for him?
  - Are students who are different picked on or excluded in your class, your school?
  - What do you think could be done (a) by you on your own (b) by students as a group (b) by the school to prevent this happening?
- ✎ Ask each group to list their proposals on sheets of flip chart paper and when they have finished to put them up on the walls around the room. Then, either ask one person from each group to present the group’s proposals or ask all the students to walk around the room and read each group’s ideas.
- ✎ Ask the class to contribute what they thought were the best proposals from the group and summarise them on flip chart.
 

*The flip chart sheets should be kept, as they could be used as the basis for an action project, a proposal to the student council or a proposal to the school management.*

## The Shadow

A lonely figure enters.  
He produces a ball.  
'Anyone want to play?'  
They turn away,  
He is different.

'My father told me to stay clear of them sort'.  
He moves towards the playground wall  
He knows each red brick almost by name  
The wall is his friend.  
He scratches his curly black hair  
'Go back to where you came from'  
The daily chant begins  
He closes his ears  
And moves on.

School finishes  
At the back of the bus queue he stands  
desolate and alone  
His expressionless face  
disguises the day's deep damage  
like a veil.

He climbs the stairs to his humble flat  
the lift is out of order  
He reaches for his key, enters  
He greets his mother and his sister  
goes quickly to his room.  
He covers his black face  
with his black hands  
and cries softly into the pillow  
which knows his tears so well.

*(Poem written by a 14 year old)*



### Activity - Using Drama in Education in the Exploration of Poetry

(by Carmel O'Sullivan, education lecturer in Trinity College Dublin)

#### Notes on Using Drama in Education

*Poetry is a rich and varied art form but in the midst of our busy lives at school we can often miss its deeper meaning and significance. It can touch us during fleeting moments while it is being read or recited but then it's gone, and we carry on much as before without taking time to pause and reflect on the messages conveyed.*

*Drama in Education is an invaluable and effective way of introducing active teaching and learning approaches to classrooms. Its focus is on achieving deeper meaning, gaining wider perspectives on an issue, making connections, empathising with the situation and increasing our understanding, even if we don't have direct experience of that situation. It can serve as a rehearsal or preparation for when one might encounter a similar situation in real life, equipping students with the skills required to confidently handle such experiences.*

*The use of Drama in Education as an active teaching and learning approach in poetry allows us to actively engage with the poem, slow down the exploration and peel back the layers, allowing the various resonances and meanings to penetrate. Such a participatory mode of learning facilitates the transference of skills, knowledge and newly acquired attitudes to material learned in another subject and to situations beyond the formal school setting, thereby helping students to connect their learning with life beyond the classroom. It develops students' creative, critical thinking skills by encouraging them to find connections between things and to look for subtle patterns in all information encountered. (The Division of In-Service Education at Trinity College offers post-graduate courses in Drama in Education where teachers study and explore similar approaches to those outlined below.)*

#### Suggested activities

Some or all of the following ideas can be tried out, depending on the time that teachers and students wish to spend on this issue. The activities broadly follow the sequence of the poem.

It is recommended that students read the poem to themselves first, and then it can be read aloud, paying particular attention to the pace (or speed) of recitation, the use of pause to allow for moments of reflection and absorption of the visual and aural images, and appropriate but sensitive emphasis on key words and phrases.

#### A. Sculpted Picture

Re-read the first verse and invite the class to create a **sculpted picture** (still image) of this boy holding a ball, as he asks if anyone wants to play. This can be done as a whole class activity where a student volunteer (or the teacher - to initially take the pressure off the rest of the class) is shaped or sculpted by the suggestions of the others, i.e. how do they see this 'lonely figure' (hands hanging by his side or folded across his chest; head drooped to one side or looking up eagerly in hopeful anticipation, etc.). Several positions can be tried out, and students can accept or reject these 'images' in accordance to how they see the boy in the poem. This



activity can also be done in pairs, where one student adopts the position of the boy in the poem. It is always interesting to see the variations of this 'lonely figure' that students will offer. Students should be encouraged to discuss these and say why they think they are realistic representations of the boy or not.

#### B. Thought-tracking

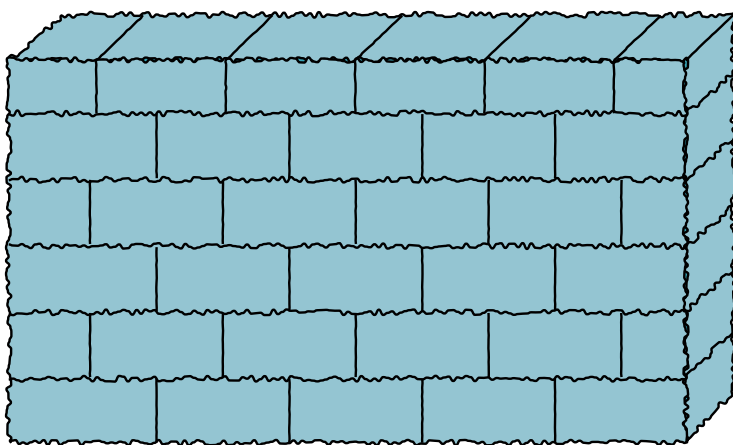
Students can be encouraged to suggest the inner thoughts of the boy in the poem as he stands in the yard with a ball in his hand, asking if anyone wants to play with him. For example, what might he be thinking/saying in his own mind at this moment? What does it tell us about how he is feeling?

### C. Me and Them

Individually or in small groups, draw how he sees himself and how the other students in his school see him. An additional variation can be included here: draw how he *thinks* the others see him. Are these images the same or different? Display them and discuss. Always start by referring to the concrete features contained in the picture, for example, in this picture his hair is huge and dominates the image but in this picture ... . It will result in a more focused and richer level of debate, and when dealing with potentially sensitive and controversial issues, it helps to ground the discussion and avoid generalised, stereotypical comments.

### D. The Wall

- ☞ “He moves towards the playground wall.” What does the wall symbolise in this and other poems/stories that the students have encountered? Why do we tend to gravitate towards a wall on occasions like this?
- ☞ In groups of 8-10, create a human wall using your bodies. Focus on the angles, shapes and body posture. Are they inviting and friendly, strong or weak, threatening and intimidating? Remind the students to bear in mind what this wall symbolises for them, and to emphasise their facial expression accordingly when creating their wall.
- ☞ Bring the wall to life (*Thought Tracking*), where each person in the wall speaks its thoughts. Who has leant against this wall in the past and why? Create a wall



collage of voices by slowly building up the various voices to a crescendo effect (all speaking together). This could be underplayed with appropriate music (chosen by the students) to create a short performance piece if desired.

- ☞ ‘If the wall could speak, what stories would it tell?’ Write a story or poem or short drama (a monologue perhaps) around the things that the wall has seen in its lifetime, the people who have leaned against it and why?
- ☞ ‘Dear Wall ....’. The wall has served as a sort of agony aunt for many years. Based on its past experience, what advice would the wall offer the boy in the poem if he asked for its help?

### E. The Wall – His Friend

- ☞ “He knows each red brick almost by name. The wall is his friend”. Using appropriate lyrical music, invite each student to stand with his/her back against the wall in the classroom (or hall), and to place one of their hands (fingers spread out) on the wall. It is helpful if the lights can be dimmed to allow students to experiment in comfort and safety with this hand tracing activity. As the music plays, students allow their hand to trace the lines, creases and bumps of the wall in response to the rhythm of the music. If space allows, students can slowly move along the wall following their hand. Afterwards, discuss the experience as a whole group activity.
- ☞ Write the diary entry that the boy in this poem might write to his friend – the wall.

### F. Forum Theatre

The poem tells us that “He closes his ears and moves on” in relation to the taunting he receives at school. Discuss this as a survival tactic – is closing your ears the most effective strategy or not? (Is the same strategy being applied in verse 3 where his expressionless face hides the pain he

is feeling?). Is there any point in fighting back, and how? Invite the students to recreate the scene when the chanting begins. Encourage the class to suggest the different options, if any, available to the boy in this situation. These can be tried out non-verbally at first, so the boy might show his reaction to the chanting by bouncing a ball or by ignoring the comments and attempting to engage himself in playing with something that might attract some of the other students' interest in a positive manner. After each suggestion is tried out, students consider the merits and demerits of adopting each approach: has it improved the situation or made it worse? Why and how? The aim of this activity is to see whether by adopting a different attitude or approach, a changed response on the part of the other students in the poem could be generated.

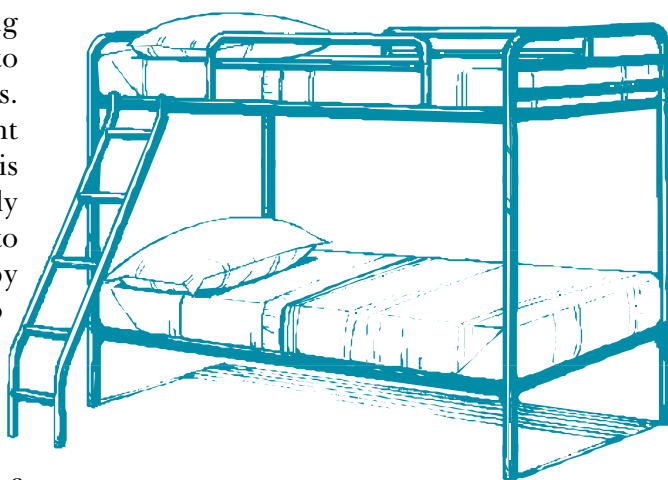
This approach can also be used to explore the scene in verse 3 where he is standing alone at the back of the bus queue.

### G. Behind the Face

“His expressionless face disguises the day's deep damage like a veil”. Is he trying to protect himself? Would it make any difference if the others knew how he felt? Should he show his feelings to them? Invite the students to draw a face on a large piece of paper. Encourage them to label or draw the expressions that lie behind this veil (for example, behind his eyes is pain and fear; behind his closed lips are clenched teeth revealing the anger he feels, etc.). Ask them to consider each facial feature (such as chin, jaw bone, cheeks, eye brows, lines on the forehead, etc.) and reveal what lies beneath.

### H. Wishes for the Future

☞ “He covers his black face with his black hands and cries softly into the pillow which knows his tears so well”. In groups, students create a short scene around the theme of: ‘if each tear that he cries was a wish, what would it represent?’ After sharing these scenes, consider whether these wishes are idealistic or realistic? Can they be achieved on his own?



☞ Create two short scenes of his life, five years from now. In one, things have changed and he is happy. In the other, things have not really changed at all. After sharing some of these scenes, discuss and reflect upon what practical, concrete changes would be necessary in order for the first scene (where he is happy) to become a reality (both in terms of himself and his own actions, and of those around him).

## Activity 3 The Language We Use – Reinforcing Prejudice and Racism (1 class)

### Aims

- \* To help students analyse the use of racist language both overt and covert and its effects
- \* To enable students to reflect on the role of public representatives in promoting or combating racism
- \* To encourage the students to explore what action could be taken in the face of racism

Concepts	Human dignity, Rights and responsibilities, Democracy
Understanding	The significance and negative influence of the use of racist and discriminatory language by the media and politicians, how this can be challenged.
Attitudes	Respect for others, willingness to act in the face of prejudice and racism.
Skills	Identifying prejudice and racism in public speeches and statements

### Preparation

Photocopy one of the *What They Said* Worksheets for each student. (Half the class will work on each worksheet).

### Activity

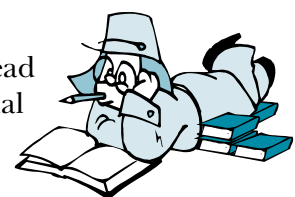
- ✎ Give each student a copy of one of the *What They Said* Worksheets, and explain that these are quotes from newspapers, residents and politicians referring to either refugees or Travellers. Ask them to read it quietly and think about it for a moment. Then in pairs, they should discuss their immediate reactions to the statements. Take some immediate feedback from a few students on this before continuing.
- ✎ Ask each pair of students to discuss the questions below and then to join up with another pair who had discussed the other worksheet and to share and explain their answers to each other.
  - What effect did the language used by the journalists, politicians and residents have on you?
  - What effect do you think they have on most people reading them?
  - Why did people make comments or

write headlines like that? What were they trying to achieve?

- Some of the statements make general comments about a whole group of people. Can you think of ways to challenge those statements?
- What do you think should be done when public representatives make comments like the ones on the sheets?
- Do you think there is anything you could do if one of your TDs or Councillors made similar kinds of remarks?
- ✎ Finally take some general feedback from the whole class on their findings and reactions to what they have discussed. Make a note on a flip chart of the main points, issues and insights that have come up and keep these to use in a possible action project.

### Homework

Ask the students to read the local and national newspapers for the following week, cutting out any reports that relate to minority groups.



## *What they said about Refugees*

**“Floodgates open as  
new army of poor  
swamp the country”**

(Newspaper Headline)

**“Crackdown on  
2,000 sponger  
refugees”**

(Newspaper Headline)

**“The town’s image  
would suffer”**

(Town Commissioner)

**“The Department of  
Justice is naïve if it  
believes it can impose  
large numbers of asylum-  
seekers on the area”**

(Protest Committee)

**“Holiday-makers  
don’t want to be  
hassled by 15  
people on the  
prom selling  
‘The Big Issues’”**

(Town Commissioner)

**“Illegal  
immigrants  
entering  
the country”**

(Newspaper Headline)

**“The vast majority  
of asylum-seekers  
are freeloaders,  
blackguards and  
hoodlums. Any  
person who wants  
to call me a racist  
... they’re not  
talking sense”**

(TD)

## *What they said about Travellers*

**“The news comes as a severe blow for the residents who had been devastated by the plan from the outset and had formed a committee to fight it”**

(On proposed halting site)

**“A 10-bay site could provide temporary housing for up to 100 people, which is too much for any one area”**

(Protest Committee)

**“Everyone must take their fair share. It’s not fair that in this area, 2% of the county’s population are being asked to take 10% of the county’s Travelling population.”**

(Protest Committee)

**“They are dirty and unclean”**

(County Councillor)

**“Killarney is literally infested by these people”**

(County Councillor)

**“The sooner the shotguns are at the ready and these travelling people are put out of our county the better”**

(County Councillor)

**“They are not our people”**

(County Councillor)



# Section 4

## Cultural Values and Equality – Who Does Our Society Value?

### Activity 1 Giant Steps Towards Equality? (2 classes)

#### Aim

- \* To enable students to experience and reflect on how cultural values are expressed in society by the way some groups are more favourably treated or provided for than others

<b>Concepts</b>	<b>Human dignity, Rights and responsibilities, Democracy, Development, Interdependence.</b>
Understanding	Awareness of inequality in Irish society, understanding how political choices are based on cultural values.
Attitudes	Empathy, motivation to investigate causes of inequality.
Skills	Analysis, judgement.

#### Introduction

See note on institutional discrimination in glossary in Appendix A page 89.

#### Class 1: Giant Steps Towards Equality

*(Adapted from Giant Steps in The Rights Stuff, DEFY/Amnesty/Trócaire, 1998)*

#### Preparation

If at all possible, arrange to take this class in the hall or other large space so that the whole class can be actively involved in it. If doing it in a classroom with desks arranged in rows, follow the alternative instructions below.

Before cutting out the cards, enlarge pages 51-54 so that each identity has one A4 page. Photocopy the cards on to coloured card, using a different colour for each identity. *(This makes it much easier to facilitate the discussion as you can easily see which students have been given each identity.)*

#### Activity - Part 1

- ✎ Ask the students to stand in a line at one end of the hall. Give each student one of the identity cards. Ask them to think about who they are and what their life is like. Explain that you are going to read out a set of statements about how people live. They should *listen carefully* to each statement and then act as follows:
  - If they can easily do what the statement says, then they should take a giant step forward.
  - If they can only do it with difficulty, they should take a small step forward.
  - If they cannot do it at all, they should stay exactly where they are, without moving.
- ✎ Slowly read out the list of statements, allowing time in between each one for the students to think about it and to move accordingly. When you have

finished, the students should be in different parts of the room, with some not having moved at all or very little and some who have moved very far.

### Instructions for a small classroom

- Give out all the identity cards. Ask for eight volunteers from the students, one for each colour of card. They should then carry out the activity as above while the rest of the class watch. Ask the watchers to also listen carefully to each instruction and decide whether they would move or not if they were the ones in the line.

### Activity - Part 2: Debriefing

- Ask the students to remain standing exactly where they finished and then use the questions below to debrief them. As students make comments or answer questions, they should begin by saying what identity they had, so the class begins to get a feel for which identity enabled people to move and which prevented them from moving. As some of them may have strong feelings about not being able to move, remind them that they must listen to each other's feelings and opinions.

### Questions for the Debriefing

- Who were able to take the most giant steps?
- Who could only take small steps?
- Who could not move at all?
- How did it feel to be able to move/unable to move/only able to move a few times?
- How did you feel when others were moving at a faster/slower pace than you?
- What were the main obstacles faced by those who could move very little?
- Why do you think there was such a difference between how far people could go?
- What does this tell you about equality or the lack of it in Ireland?

**Note:** Remember that Siobhán could not have moved at all as she could not hear the instructions.

### Homework

Ask the students to write out briefly how they felt during the exercise and what it helped them learn about the situation of the person whose identity they had. The students may not have known enough about the situation of some of the people or situations to fully discuss them. Help them identify where they can get the information they need before the next class.



### Class 2: Why? What if things were Different?

#### Reflection on the situation of the 8 Identities

- Ask them to form groups with those who had the same identity in the giant steps activity. Give them all a copy of the statements sheet. Ask them to share their reasons for moving/not moving at each statement and their understanding of the situation of their identity group. There will be different understanding among the students of the situation, so they need to be open to listening to different perspectives. NB: The "John" group should think about their relationship with some of the other groups who were unable to move or moved only a little.
- Remind the students that the situations they have been discussing haven't just happened by accident. They are a result of the social and economic policies followed by politicians or of the general attitudes held by society. This means that these situations could be changed, if there was a willingness or desire to improve things. Give the students the Giant Steps Worksheet and ask them to complete the worksheet as a group.

### Feedback

Take feedback from each group of one of their answers. Highlight the main issues that come up and look for common links that might lead the students to develop an Action Project in one area of concern.

## List of Identities

- My name is John. I am 40 years old and am an accountant.
- My name is Niamh. I am 25 years old and a receptionist. I am a wheelchair user.
- My name is Catherine. I am 82 years old and live alone.
- My name is Najia. I am 30 years old and a Muslim refugee from Afghanistan.
- My name is Declan. I am 50 years old and am unemployed. I live in Darndale.
- My name is Siobhán. I am 21 and a student. I am profoundly deaf and use sign language.
- My name is Michael. I am 19 years old. I am a Traveller and am self-employed.
- My name is Brendan. I am 23 years old and am Black Irish. I am a mechanic.

## Statements

- 1 I have a great social life, doing lots of different things.
- 2 It's no problem for me to visit friends and relations whenever I want to.
- 3 I love shopping and it's easy for me to visit a good selection of shops.
- 4 My culture is respected by national bodies and structures.
- 5 I/or my children can easily attend a school which meets our needs.
- 6 I reckon I have as good a chance as anyone else of getting a job or promotion for which I am qualified
- 7 I don't think the guards would stop me on the street and question me for no obvious reason.
- 8 I can live an independent lifestyle.
- 9 I don't worry about getting ill. I know I can easily get whatever treatment I need.
- 10 I feel comfortable going into public places.
- 11 I am able, within reasonable financial limits, to live in the kind of home I would prefer.

My name is John.  
I am 40 years old and  
an accountant.

My name is John.  
I am 40 years old and  
an accountant.

My name is John.  
I am 40 years old and  
an accountant.

My name is John.  
I am 40 years old and  
an accountant.

My name is Niamh.  
I am 25 years old and a  
receptionist. I am a  
wheelchair user.

My name is Niamh.  
I am 25 years old and a  
receptionist. I am a  
wheelchair user.

My name is Niamh.  
I am 25 years old and a  
receptionist. I am a  
wheelchair user.

My name is Niamh.  
I am 25 years old and a  
receptionist. I am a  
wheelchair user.

My name is Catherine.  
I am 82 years old and  
live alone.

My name is Catherine.  
I am 82 years old and  
live alone.

My name is Catherine.  
I am 82 years old and  
live alone.

My name is Catherine.  
I am 82 years old and  
live alone.

My name is Najia.  
I am 30 years old and a  
Muslim refugee from  
Afghanistan.

My name is Najia.  
I am 30 years old and a  
Muslim refugee from  
Afghanistan.

My name is Najia.  
I am 30 years old and a  
Muslim refugee from  
Afghanistan.

My name is Najia.  
I am 30 years old and a  
Muslim refugee from  
Afghanistan.

My name is Declan.  
I am 50 years old and  
am unemployed.  
I live in Darndale.

My name is Declan.  
I am 50 years old and  
am unemployed.  
I live in Darndale.

My name is Declan.  
I am 50 years old and  
am unemployed.  
I live in Darndale.

My name is Declan.  
I am 50 years old and  
am unemployed.  
I live in Darndale.

My name is Siobhán.  
I am 21 and a student.  
I am profoundly deaf  
and use sign language.

My name is Siobhán.  
I am 21 and a student.  
I am profoundly deaf  
and use sign language.

My name is Siobhán.  
I am 21 and a student.  
I am profoundly deaf  
and use sign language.

My name is Siobhán.  
I am 21 and a student.  
I am profoundly deaf  
and use sign language.

My name is Michael.  
I am 19 years old.  
I am a Traveller and  
am self-employed.

My name is Michael.  
I am 19 years old.  
I am a Traveller and  
am self-employed.

My name is Michael.  
I am 19 years old.  
I am a Traveller and  
am self-employed.

My name is Michael.  
I am 19 years old.  
I am a Traveller and  
am self-employed.

My name is Brendan.  
I am 23 years old and  
Black Irish.  
I am a mechanic.

My name is Brendan.  
I am 23 years old and  
Black Irish.  
I am a mechanic.

My name is Brendan.  
I am 23 years old and  
Black Irish.  
I am a mechanic.

My name is Brendan.  
I am 23 years old and  
Black Irish.  
I am a mechanic.

# Giant Steps Worksheet

Think about the discussion you have just had and then, with your group, complete the following table. You have been given one example to start you off.

What Could I not do?	Why?	How could society change to enable me to do this?
Catherine: I cannot easily visit a good selection of shops	The local bus service is very bad and I do not have a car	The government could decide to put more money into public transport.





## Activity 2 The Equality Acts – Can they Guarantee Equality for All?

### Aims

- \* To make students aware of the Employment Equality and Equal Status Acts
- \* To inform them of the structures that can be accessed by people who feel they are being treated unequally
- \* To make them aware that legislation has an important role to play in promoting equality and inclusion, but that people's attitudes must change if it is to be successful

<b>Concepts</b>	<b>Law, Human dignity, Rights and responsibilities, Democracy.</b>
Understanding	The importance of having equality legislation, procedures for making a complaint to the Equality Authority, how legislation may not change people's negative attitudes
Attitudes	Positive attitude towards people with disabilities, respect for others, accepting people as they are, empathy, openness.
Skills	Critical thinking, ability to use legal complaints process

### Preparation

Before doing this activity it would be helpful to you to request summaries of the Equal Employment and Equal Status Acts from the Equality Authority (address on page 93). It has produced booklets and short videos on the two Acts and provides information on their complaints process. It also issues a regular newsletter with information and discussion of various equality issues.

Make enough copies of the case studies sheet and the discussion questions to be able to give **one** case study to each student.

### Procedure

- ✎ Divide the students into groups of four and give each group copies of **one** of the case studies. Ask them to read their case study and to discuss the questions.
- ✎ Take feedback from the groups and allow some time for whole class discussion of the issues that have come up. The first two case studies could be acted out by some of the students if preferred.

### Case Studies

The three case studies look at discrimination on the grounds of disability, skin colour and sexual orientation. You could also use case studies based on any of the other of the nine grounds - age, gender, marital status, family status, religion or membership of the Traveller community.

#### **Note on Case Study 1 – Ciara's Story. Discrimination on Disability Grounds**

- An employer employing a person who is blind can access State financial support for whatever equipment or assistive technologies are required. These may include computer software and hardware, for example, voice synthesiser, screen-reading software and an optical scanner, Braille output software, voice activated computer etc., or adaptations to the premises e.g. speaking lifts.
- The National Council for the Blind of Ireland can offer assistance and advice to employers and provide mobility trainers to familiarise blind people with office layout.

- In respect of driving students home as described in the case study, Michael could be flexible, as this was only a minor part of job and other arrangements could be made.
- His concern about safety was unfounded as research has found that people with disabilities have better safety records than their able-bodied colleagues. In any case, all employers are obliged, under the Safety, Health and Welfare at Work Act, to provide a safe environment for all their employees and visitors which should automatically include people with disabilities.

**Note on Case Study 2 – Welcome Inn. Making a Complaint to the Equality Authority**

If anyone feels that they have been discriminated against on any of the nine grounds covered by the Employment Equality Act or the Equal Status Legislation, they can get a complaints form from the Equality Authority, fill it in and then the Equality Authority will investigate the case. If the case is substantiated, then the Authority will ask the company, organisation or institution to comply with their legal obligations or to compensate the person discriminated against. Full details of the complaints procedure are available from the Equality Authority (Contact details on page 93).

office of the  
director of  
**equality investigations**  
*oifig an stiúthóra inscríobúilthe comhionannais*

Form ODEI 2

*The accessible and impartial forum to remedy unlawful discrimination*

**Complaint of discrimination in relation to the provision of goods, services, disposal of property and education as defined under the Equal Status Act, 2000**

(please see Explanatory Notes attached)

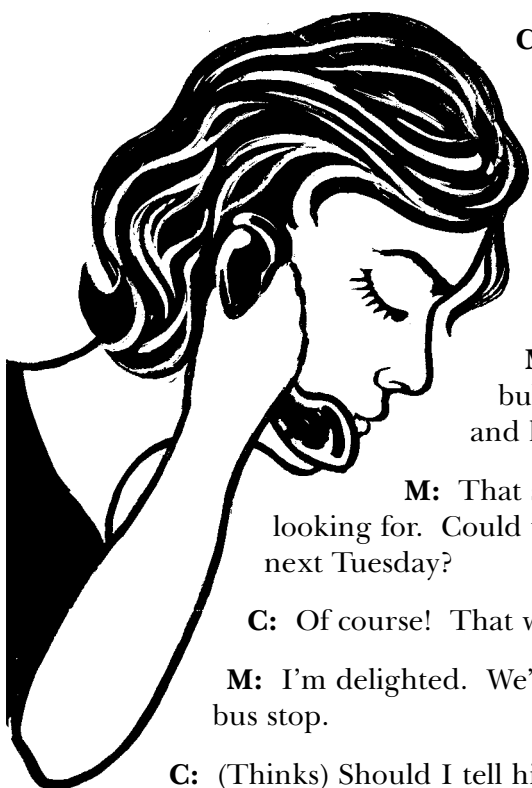
**Section 1**

Complainant's Name	Contact Phone No.	For ODEI use only
Contact Address	Fax No. / E-mail (if available)	Comp Ref.
		ODEI Date Stamp

**Section 2**

Grounds under which discrimination is claimed <i>Please Tick Box(es) as appropriate</i>	Description of Claim <i>Please Tick Box(es) as appropriate</i>
<input type="checkbox"/> gender (male or female) <input type="checkbox"/> marital status (single, married, separated, divorced or widowed) <input type="checkbox"/> family status (parent/pregnant/person in loco parentis of children or parent /resident primary carer of person needing care) <input type="checkbox"/> Sexual orientation (heterosexual, homosexual or bisexual orientation) <input type="checkbox"/> religion (religious belief / background or lack of belief) <input type="checkbox"/> age (18 years of age and over, see note attached) <input type="checkbox"/> disability (see explanatory notes attached) <input type="checkbox"/> race (colour, nationality, ethnic or national origins) <input type="checkbox"/> membership of the Traveller community	<input type="checkbox"/> discriminatory treatment <input type="checkbox"/> harassment (other than sexual harassment) <input type="checkbox"/> sexual harassment <input type="checkbox"/> victimisation <input type="checkbox"/> discriminatory advertising

## Ciara's Story



**Ciara:** Hello! My name is Ciara. I'm interested in the job you advertised for a secretary and receptionist.

**Michael:** Yes, we're looking for someone with good computer skills who is friendly and outgoing.

**C:** I've just finished an advanced computer course and I love working with people. I also speak good French and Spanish.

**M:** (Thinks) She sounds great – very friendly and bubbly. She has the computer skills and languages too.

**M:** That sounds just what we are looking for. Could you come for an interview next Tuesday?

**C:** Of course! That would be great.

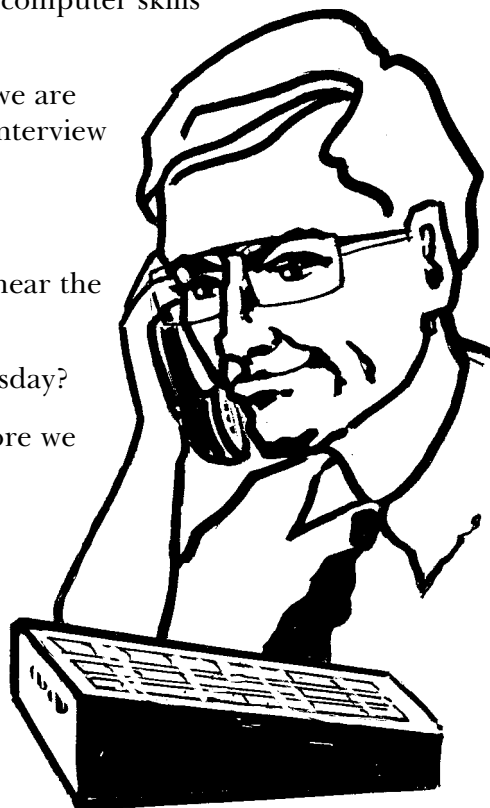
**M:** I'm delighted. We're on the corner near the bus stop.

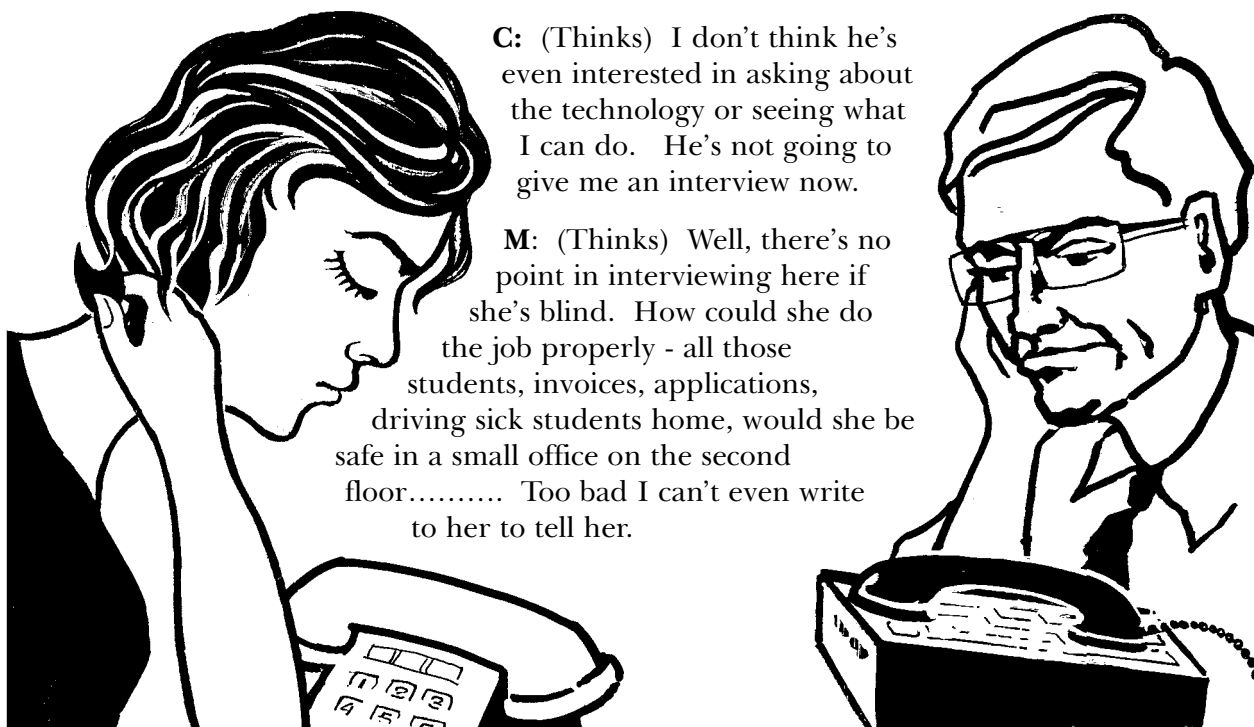
**C:** (Thinks) Should I tell him now or on Tuesday?

**C:** By the way, there's something you ought to know before we meet – I'm blind.

**M:** (Long pause) Oh! I see. .... Well, I'll be in touch about the time of the interview in the next few days.

**C:** Fine. I look forward to the interview and I'll tell you then about the special technology I use for the computer.





**Discussion Points**

- Was Michael right to decide not to invite Ciara to an interview? Why do you think this?
- Do you think Ciara believed she was able to do the job?
- Michael could have checked out the facts a lot more. Why did he think Ciara could not do the job even though she had great qualifications? Do you know what supports are provided by the state to help employers hire people with disabilities? How could you find out?
- If Michael had known what supports were provided, do you think his attitude would have been different?
- What could Ciara do to ensure that she at least got an interview for the job?

# Welcome Inn

*(as long as you're white)*



**Vicky & Brendan:** I heard the new nightclub near here is great. Do you want to try it?

**Clare & Michael:** OK, but we just want to talk to some friends over there first. You go on and we'll follow you.



**Bouncer:** Excuse me are you members?

**Vicky & Brendan:** No

**B:** I'm sorry but we're full up.

**V & B:** But you can't be.  
It's really early.

**B:** I'm sorry but we're full up.

**Vicky & Brendan:** Can you believe that?  
I think he only said that because we're black.

**Clare & Michael:** Why don't we try to get in and then we'll know.

**C & M:** You were right. We got in with no bother and the place is half empty.

**V & B:** Let's go back and challenge them.



**V & B:** Was it because we're black?

**Bouncer:** No, no, I must have made a mistake.

**Clare & Michael:** That's discrimination and we'll report you.

**B:** I was only following orders to keep out the refugees.

**V & B:** But that's against the law and anyway we're Irish.

**B:** How am I expected to know that when you're black? You can come in now if you like.

**V & B:** No thanks, we'll be making a complaint to the Equality Authority tomorrow. Goodbye.

**Discussion Points**

- How do you feel about the way Brendan and Vicki were treated in the nightclub?
- What law was the club breaking by refusing admission to black people?
- The bouncer gave the impression that if he had known Brendan and Vicki were Irish that he would have let them in. Does this change your opinion of his actions?
- Do you think Brendan and Vicki should make a formal complaint or should they just find a friendlier nightclub in future?
- Other people are, and have been refused admission to clubs, pubs, hotels, restaurants etc. Do you know of any?
- Do you know how would they make a complaint to the Equality Authority? What can the Equality Authority do in this kind of case?

## Case Study 3

### *I can't tell them who I am*

Linda is 25, bright, lively and very good at her job as an accountant. She works for a large company where she trained as an accountant, coming top of the group in her exams. Her manager has told her lots of times that she has a great career ahead of her and that she is set for promotion to junior manager in the near future. Linda loves her work and wants to do well in it. However, Linda is lesbian and knows that if she tells anyone at work, her promotion chances will fade away. Last year someone had discovered that Dave, one of the junior managers in the company was gay. He had suffered from people making nasty remarks and some making it clear that he would never get promoted any further. Eventually he was so unhappy that he left the company. Linda knows that she is now protected by the Employment Equality laws but doesn't see how that can protect her from the prejudice of some of the people she works with. She also finds it a great strain that she cannot talk about her personal life with the people she enjoys working with.

#### Discussion Points

- How do you feel about the way Dave was treated?
- Does the fact that he is gay make a difference to his work as a manager?
- Is Linda right not to tell anyone that she is lesbian?
- What would you want to do if you were Linda or Dave?
- What would you do if you were Dave or Linda's close friend and knew how they felt?
- Do you think the equality laws will help change people's attitudes towards people who are gay or lesbian?
- What would you do if some of your friends started slagging off people who were gay or lesbian?

# Section 5

## Towards Inclusion and Equality

### Introduction

This section includes two activities which ask students to think about the way diversity enriches Ireland, an activity on equality and diversity and two options which examine the way the State promotes equality and inclusion through its institutions. The options examine the health services and education as experienced in the school.

### Activity 1 Diversity Enriches Ireland

#### Aim

- \* To help students realise that diversity enriches every culture.

Concepts	Development, Interdependence
Understanding	To understand that all aspects of cultures can and do change over time
Attitudes	A positive attitude towards change as being healthy and enriching
Skills	Research skills.

#### Preparation

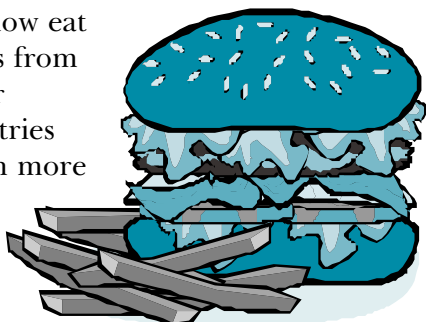
If using the worksheet *What would you miss?* photocopy one for each student.

#### Activity

- Begin with a walking debate on culture and change. Use two or three statements which start the students thinking about the nature of change and its positive/negative aspects e.g. “We must preserve Irish culture the way it is”; “All change is good”; “Old ways are best”; “A change is as good as a rest” etc
- If the questions below haven’t come up during the debate, have a brief discussion on:
  - How do they think Irish culture has changed since the 60s?
  - Which changes do they think were good and which do they think were not so good?
  - Why do they think the changes happened?
  - What changes are taking place now?
- If they haven’t discussed changes in the kinds of food we eat, ask them why the kinds of foods we eat today are different to those eaten 30 or forty years ago. Prompt them to think about factors such as:
  - Technology – frozen food is now taken for granted but was not the norm in 1960.



- We now eat foods from other countries much more than we did then.



- The European Union free market means that food from other European countries is readily available here.
- The increased movement of people to live and work or holiday in other countries means that people's tastes in food have developed and changed.



Then give each student a copy of the Worksheet *What would you miss?* and ask them to complete it

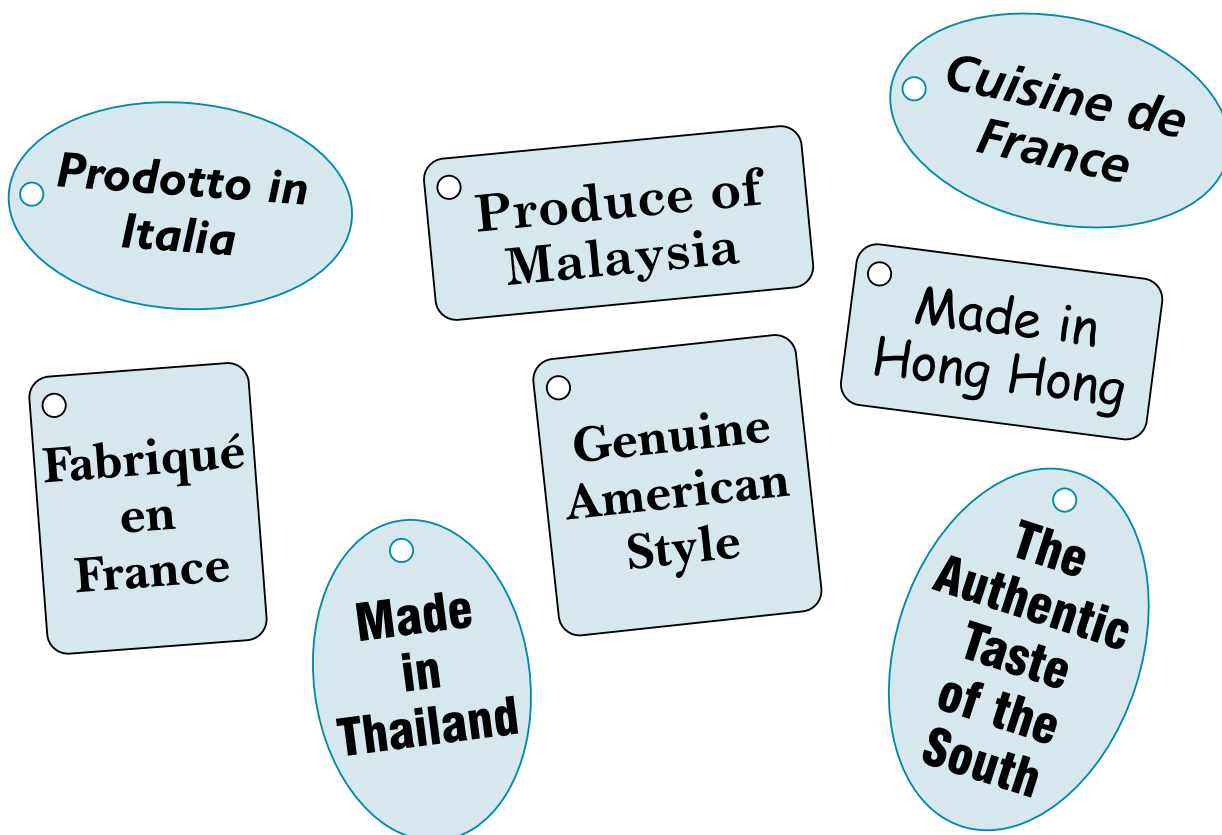
individually. When they have finished they could compare what they would miss in pairs or threes and check how many countries of origin they have each identified. They should then discuss how they would feel if they now could only eat what was available in 1960. What would we have missed out on if we hadn't allowed these new and diverse foods into the country? If there is time, take some feedback from the groups on their feelings.

### Alternative Methodology

Organise a quiz, using the same questions as are on the worksheet. Continue with discussion as above

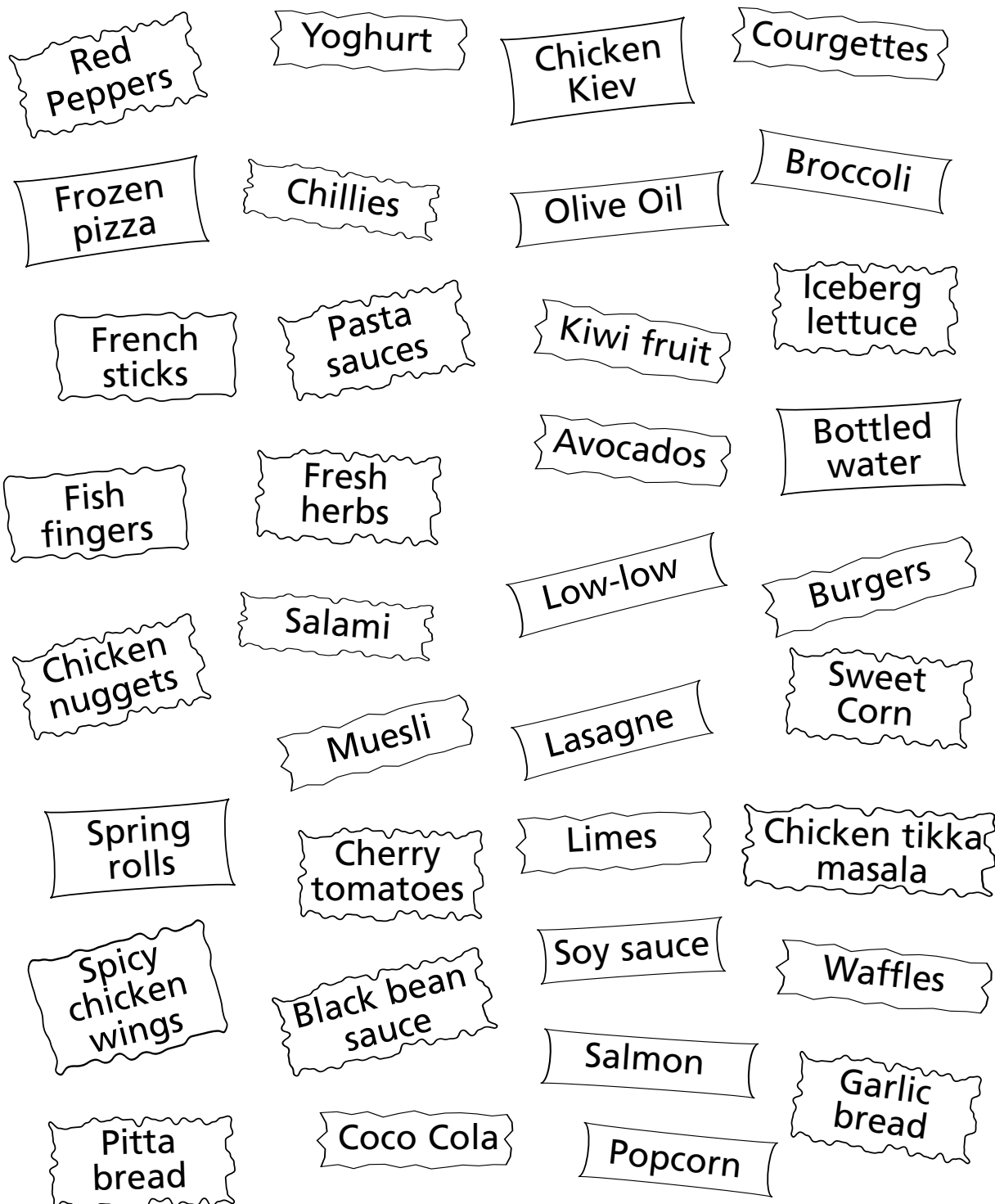
### Homework

Ask the students to think about and write a paragraph on other ways in which aspects of other cultures have enriched their lives here in Ireland. Some areas to think about might be music, foreign holidays, clothes, languages, books, films, inventions, ideas etc.



# What would you miss?

So what's new? Look at the shopping list below. Which of them would not have been in Irish shops in 1960? What would you miss if they were not available today? Do you know what countries they originally come or came from?



## Activity 2 Connected to Half the World – Diversity in Ireland Today

### Aims

- \* To make students aware of the range of diversity present in Ireland today.
- \* To help them realise the potential enrichment this diversity can bring to the country

Concepts	Interdependence, Development
Understanding	The number and range of different countries from which migrant workers have come to Ireland, the enrichment they can bring to the country
Attitudes	Positive attitude towards immigrants, realisation of their power to enrich Irish culture
Skills	Map-reading skills, presentation skills, critical analysis

### Preparation

Make a copy from an atlas of a map of the world which shows country names. Cut it up into areas of the world so that each section includes the countries given in the tables below –EU and EEA countries, Eastern Europe, the Middle East and Central Asia, Africa, the Americas, and Asia/Australasia. Enlarge each section to three times its original size. Photocopy and cut up the 6 lists on pages 68-69. You will also need some bluetack.

**Note:** *The EEA or European Economic Area consists of the EU plus Norway, Iceland and Liechtenstein. The Eastern European list consists of the Council of Europe member states which are not also members of the EEA.*

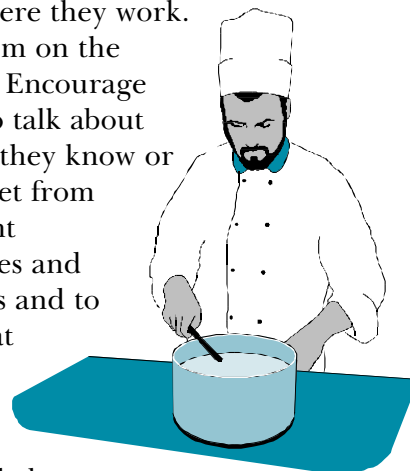
See notes in Appendix B on page 92 for further information on immigrants, refugees and asylum seekers.

**NB** Ask the students to bring in their atlases for this class.

### Activity

- Begin by asking the students to think of all the migrants living and working in Ireland today and to name as many as possible of their countries of origin

and where they work. List them on the board. Encourage them to talk about people they know or have met from different countries and cultures and to say what they



enjoyed about meeting them.

- Divide them into groups and give each group a map and one of the lists of countries on pages 68-69. Ask them to mark in each country on their maps, using their own atlases to help them find smaller countries if necessary. When they have finished they should discuss their reactions to the list - the number of countries, where they are, what they know about them etc.
- Then ask each group to present their map to the rest of the class, describing the number of countries they have marked in and giving their reactions. As each map is presented it should be



stuck on a wall, so that you end up with a complete map of the world again, with all the countries of immigration marked in on it.

- Pick a number of countries familiar to the students. Give each group one or two countries to think about. Ask them to brainstorm on what their images of those countries are and how the people and culture of those countries have

contributed to Irish life and Irish people. Examples would include visible things like food, music, clothes, jewellery etc., as well as less obvious things like providing holiday destinations, work for Irish emigrants, numbers (Arabic countries), plants, trees, house designs, literature, films, television programmes, technology etc.

- Ask them to think of the positive effects of migrants in Irish life e.g. better health services because Filipino nurses have increased the nursing staff in hospitals, farmers able to produce more because they have farm-workers from the Baltic states, Ireland has become the call centre of Europe, we now have a wider variety of foods and restaurants etc.
- Finish by asking the students to summarise the benefits to Irish life and people of contact with people from other countries.

*Note: The list of countries of origin for 2001 was supplied by The Department of Enterprise, Trade and Employment.*

## Report says hospitals have vacancies for 1,315 nurses

Hospital Watch: A total of 1,315 nursing posts were vacant in Health Boards and Voluntary Hospitals at the end of January

## 200,000 Workers Needed

It is estimated that some 200,000 workers are needed to meet the demands of the economy in the next five years.

# List of Countries of Origin of Migrant Workers

## From the EU or EEA (17 countries)

Austria	France	Liechtenstein	Spain
Belgium	Germany	Luxembourg	Sweden
Britain	Greece	Netherlands	
Denmark	Iceland	Norway	
Finland	Italy	Portugal	

## European countries outside the EU/EEA (27 countries)

Albania	Croatia	Lithuania	Slovakia
Andorra	Cyprus	Macedonia	Slovenia
Armenia	Czech Republic	Malta	Switzerland
Azerbaijan	Estonia	Moldova	Turkey
Belarus	Georgia	Poland	Ukraine
Bosnia Herzegovina	Hungary	Romania	Yugoslavia
Bulgaria	Latvia	Russian Federation	

## From the Middle East & Central Asia (16 countries)

Bahrain	Jordan	Lebanon	Syria
Iran	Kazakhstan	Oman	Turkmenistan
Iraq	Kuwait	Palestine	United Arab Emirates
Israel	Kyrgyzstan	Saudi Arabia	Uzbekistan

**From African countries (34 countries)**

Algeria	Ethiopia	Mauritania	Sudan
Benin	Ghana	Mauritius	Swaziland
Botswana	Guinea Republic	Morocco	Tanzania
Brunei	Ivory Coast	Mozambique	Tunisia
Burkina Faso	Kenya	Namibia	Uganda
Cameroon	Lesotho	Niger	Zambia
Congo	Libya	Nigeria	Zimbabwe
Egypt	Madagascar	Senegal	
Eritrea	Malawi	South Africa	

**From North & South America (22 countries)**

Argentina	Colombia	Guatemala	Trinidad & Tobago
Barbados	Costa Rica	Jamaica	USA
Bolivia	Cuba	Mexico	Venezuela
Brazil	Dominican Republic	Paraguay	West Indies
Canada	Ecuador	Peru	
Chile	El Salvador	Surinam	

**From Asia and Australasia (22 countries)**

Australia	Indonesia	Myanmar (Burma)	Sri Lanka
Bangladesh	Japan	Nepal	Taiwan
Cambodia	Korea (North)	New Zealand	Thailand
China	Korea (South)	Pakistan	Vietnam
Hong Kong	Malaysia	Philippines	
India	Mongolia	Singapore	

## Activity 3 Equality – A Look at the State’s Response to Diversity (1 class)

### Aims

- \* To encourage students to think about the meaning of equality
- \* To encourage students to think about the ways in which state bodies and services affect minority groups in terms of inclusion and meeting their needs.

Concepts	Democracy, Rights and responsibilities, Human dignity
Understanding	Equality doesn’t mean treating everyone the same, possible responses a state can make in services provision, awareness of the needs of different people
Attitudes	A positive attitude to social inclusion, empathy with people whose needs are not met
Skills	Critical analysis, debating skills

### Preparation

Make 6 copies of the *Equal or Not?* worksheet

### Activity – Part 1: What is Equality?

- ✎ Ask the students to brainstorm on their ideas of what equality means. Ask one of the students to write up all the ideas on the board.
- ✎ When they have finished, ask the students to divide into pairs or small groups of not more than four. Ask the groups to discuss the ideas that have been suggested and to prioritise them, choosing the four aspects that they think are most important.
- ✎ Then ask them to try to come up with a description of what equality means for them.
- ✎ If they find this difficult or too abstract, try using walking debates on topics such as:
  - “Everybody should be treated the same”
  - “Sometimes equality means giving some people a bigger slice of the cake”

- “Essential service workers such as the fire brigade and doctors should receive the same pay”
- “Everybody should pay the same rate of tax, regardless of how much they earn.” etc

### Activity – Part 2

- ✎ Divide the students into small groups and give each group a copy of the *Equal or Not?* Worksheet. Ask them to discuss each of the three options under the headings of:
  - Is this option right/wrong, better or worse than the others?
  - Why do you think this?
  - What option would you as a group choose if you were in government?
  - How are people being treated in the cases described below?
- ✎ When the groups have finished the discussion, *either* ask one person from each group to move to another group and to explain their group’s reasons for choosing the option they did *or* ask each group to present their reasons to the whole class.

# Equal or not?

Look at the three options in the box below and try to decide which way of treating people is the most equal. Can you think of examples to show what you mean?

- X Treat everyone the same
- X Treat some groups of people differently, either better or worse
- X Treat each individual in a way that meets his or her needs as far as possible.

Below are some examples of how people in Ireland are treated in one of the ways described in the box. Discuss each example and decide which option is being practised in each case.

- X People over 80 get a higher social welfare pension than those between 66 and 80.
- X All mothers get child benefit for their children, no matter what their other income is.
- X There are shorter hospital waiting lists for those who can pay for private treatment.
- X All students are entitled to free third level education for their first degree.
- X All people over 70 can get a medical card.
- X Unless they have a medical card, parents of children with disabilities must pay for a lot of the special equipment the children need.
- X Parents who are not Catholic or Protestant can find it impossible to send their children to a primary school which reflects their beliefs.



## Activity 4 Option 1: Catering for Diversity in the Health Services

### Aim

- \* To encourage students to think about the ways in which state services affect minority groups in terms of inclusion and meeting their needs.

Concepts	Democracy, Rights and responsibilities, Human dignity
Understanding	Equality doesn't mean treating everyone the same, possible responses a state can make in services provision, awareness of the needs of different people
Attitudes	A positive attitude to social inclusion, empathy with people whose needs are not met
Skills	Critical analysis

### Preparation

Make enough copies of the case studies so that each pair of students has **one** of the studies.

### Activity

- Ask the students to pair off. Give each pair a copy of one of the case studies and ask them to discuss it using the discussion questions below. They should be able to come up with two reasons for their answer to question 1 and two suggestions in answer to question 2.
- When they have finished, ask them to join up with another pair who have discussed the same case study and compare their ideas. The four could then present their ideas briefly.
  - Do you think this person was treated equally as well as other people using the health service? Were their needs met?
  - If you think the health service did not meet the needs of the people in the case studies, what do you think might be done to change the situation and meet everyone's needs equally?

### Follow-up

Students could be nominated to contact the local health board, clinic or other health service to get further information on any issues that have arisen during the discussion.

### Notes on Case Studies

#### Case Study 1

The health boards have a panel of interpreters who can translate for patients who do not speak English. However, often the hospital staff are not aware of this provision or do not see it necessary to use it if, as in this case, the patient's daughter can translate. Where freelance translators are used by the health boards, they have not been trained specifically to translate in a sensitive situation such as this and there are still issues around privacy and the patient's need to have a translator they can trust. Health and social welfare providers need to be conscious of the client's or patient's right to privacy and to consider the appropriateness of the translator they use. Ideally translators should be specially trained for this work and available at all times.

**Note on Case Study 2**

For strictly practising Muslim women, it is a religious requirement that they keep their bodies covered from all men except their husband. Thus it is essential that they be seen by female staff for medical examinations in situations such as pregnancy. Irish hospitals generally try to facilitate this where possible i.e. where female medical staff are available, but there are occasions where this is not possible. Strict Muslims may opt not to attend anti-natal clinics where female practitioners cannot be guaranteed. While it must be remembered that not all Muslim women practice to the same degree of orthodoxy and many do not have a problem with male staff attending them, this is a serious problem for those who practise strictly and an on-going issue of religious rights as the number of Muslim women, both Irish and immigrant, increases.

**Note on Case Study 3**

The scenario described here is one of the most common medical problems for Travellers. According to the Pavee Point Health Project, many GPs are reluctant to accept Travellers as patients and use the excuse that the practice is full. (One Traveller woman had to try 27 doctors before she could get three refusals in writing.) Any medical cardholder who has been unable to get a place in a doctor's practice can use the procedure described here to secure a place. However, on enquiry to one of the health boards as to how often doctors' practices become full, the health board information office said that they had never heard of this happening. This would imply that some GPs use the excuse of their 'practice being full' in order to refuse Travellers as patients. This case study illustrates how institutions (the health boards) can protect people from discrimination by individuals (some GPs). For further information on health issues and Travellers, contact Pavee Point (contact details page 93).

## Traveller Facts: Health

### Traveller health is significantly worse than the health of those in the settled community.

As Travellers are a distinct cultural group with different perceptions of health, disease and healthcare needs they require special consideration in the health service.

The most recent data, a 1987 Health Research Board Study shows:

- Traveller infant mortality is 3 times greater than the national average.
- Settled men have a life expectancy of 75 years – Traveller men have a life expectancy of 65 years. (HRB 1987)
- Settled women have a life expectancy of 78 years – Traveller women have a life expectancy of 65 years. (HRB 1987)
- Travellers have higher death rates for all causes of death among the settled community. (HRB 1987)
- In a 5 year period, for every settled child that died of a cot death, 10 Traveller children died of a cot death. (Irish Sudden Infant Death Association)

## Case Study 1

Mohammed is a Somali man who is a refugee in Ireland. He has been ill and was sent by his GP to the hospital. Because he did not speak very much English, he brought his 13 year old daughter as interpreter with him. Although the doctors and nurses wanted to look after him as well as possible, it was very difficult because he was embarrassed to talk about his medical problems in front of his young daughter. This meant that he did not tell them everything about his condition and they were worried that they might not be caring for him as well as they could.

## Case Study 2

Nadia is a strictly-practising Muslim woman and is pregnant. She went once to the hospital for an anti-natal visit, but she was not able to see a female doctor and so she left. The hospital told her they could not guarantee that she would see a female doctor on any future visits. This is a huge problem for her. As a strictly practising Muslim woman, she needs to be seen by a female doctor. She has decided not to return to the hospital until she goes into labour.

## Case Study 3

Nancy is a Traveller woman who moved to a new area two months ago. She has a Medical Card and in order to bring her young child to a doctor, she needed to register with a local GP. She went to the nearest doctor, who told her that her practice was full. She then tried another doctor in the area who said the same thing. She tried a third doctor and then a fourth and then a fifth. Meantime her child who had asthma needed more medicine. Nancy was very worried, and rang the Health Board, who told her that if she had letters from three doctors saying they were full up then they would insist that one of the three took her on. When she went back to the five doctors, three of them refused to give her a letter. She had to try two more doctors before she got her third letter. Then she brought the letters to the Health Board who chose one of the three doctors and insisted that she take Nancy on. She was very relieved, but also very upset that for two months her child had not been able to go to a doctor. She was also worried that the doctor would not feel very positive towards her, if she did not want to take her on in the first place.

## Activity 2 Option 2: Diversity and Inclusion in Schools (2 classes)

### Aim

- \* To help students reflect on how inclusive their school is and how schools in general might become more inclusive.

Concepts	Rights and responsibilities, Human dignity, Democracy
Understanding	Understanding the needs of others, how the school as an institution works, knowing that they can make a difference to how things are done
Attitudes	Openness, inclusiveness, willingness to protect their rights and the rights of others
Skills	Visualisation, critical analysis, prioritising, reaching consensus, planning, action skills

Two different approaches or methods are included for this section. Either can be chosen or parts of both can be amalgamated to suit your particular group of students.

**Note:** *It is important that if you choose to do this section that it leads to some concrete action, no matter how small, in order to show the students that if they have a vision it is possible to act in some way to make it happen and that they can make a difference to what happens in the school or centre. In this context, it is also important that you help them distinguish the things that are outside their control and influence e.g.*

*Department of Education requirements, and those which they can influence themselves e.g. relationships with each other and between them and their teachers, or influence through the Students' Council.*

### Method 1

#### Class 1: Seeing our School as It Is

##### Visualisation Exercise

Visualisation and Guided Imagery (VGI) has been shown to increase students' and emotional involvement with tasks as diverse as English essay writing and understanding spatial concepts in Maths. It can release creative energy and increase motivation to become involved with a task. It is a

methodology that can work well with students of any age or any academic ability. However, if you are working in an area of the school where there is a lot of outside noise or distractions, or if you are taking a class last period on a Friday afternoon, it would be better to plan to change the place and/or time of this class.

##### Preparation

Read through the visualisation text and decide what extra points you want to include.

Prepare cards (one for each pair of students in the class) naming categories of students who would be in the minority in the school and whose situation and needs would be different to the majority of students. Categories could include students whose first language is a language other than English, whose culture is a minority culture in Ireland, who use sign language, are visually impaired, belong to a minority religion, native Irish speakers etc. (Each card should have two different categories.)

##### Activity – Part 1

Before starting the visualisation ask the students to leave a copy or sheet of paper and a pen on their tables. (They will need these

immediately the visualisation is over.) Then explain to them that you are going to do a visualisation exercise with them and that it is a pleasant, relaxing experience. Ask the students to sit comfortably in their chairs and to close their eyes. Then, read out your prepared text slowly and quietly, making sure you give them enough time to visualise each situation before continuing. (Sometimes, a student may giggle, or someone may sneeze or cough. Ignore these, as usually students get so involved with their visualisation that they are not disturbed with small distractions and will settle back very quickly into the exercise).

### Suggested Points for the guided visualisation

- Make sure you are sitting comfortably in your chairs and your eyes are closed.
- Now become aware of your breathing .....Be aware of the sounds around you and outside the classroom. Become aware of them and then let them fade away..... etc.
- If school could be the way you would like it to be, how would it feel? ..... Imagine that you are coming into school at the start of a new school year and school would be exactly as you wanted it to be.
- When you walk in the front door, what do you see? Who is there with you? What kind of welcome do you receive from the teachers and office staff? Etc.
- What is your classroom like? (Questions about every aspect of the classroom?)
- How do the teachers relate to the students when they are teaching? Etc.
- How well do you feel encouraged to learn? Etc.
- How do all the students in the class relate to each other? Etc.
- What activities happen after class time? Etc.
- Are the opinions of students about school issues listened to? How are they able to give their opinions?



*Add in other areas as appropriate to the class and school or centre.*

- Now gently come back to the present. Become aware of your breathing.....or the sounds around you in the classroom and in the school..... Now, in your own time, and when you are ready, open your eyes, return to the classroom, but remain quiet and do not talk to anyone else for a moment.
- Now, without speaking, write down any words or phrases or draw shapes or symbols that express your feelings during the visualisation.

### Activity Part 2

- ✎ When the students have had sufficient time to express their feelings on paper, ask for brief reactions to the experience – what were their feelings as they did the visualisation? Now, ask them to write down the main things that they visualised during the exercise and share them with the person beside them. The pair should discuss and

agree what would be the top three aspects of their ideal school. (These may include aspects that already exist in the school, as well as aspects that they would like to see changed or improved). Take feedback from some of the pairs on what they have chosen.

- ✎ Then ask them to think about whether the kind of school they want would meet the needs of all kinds of students. Have they thought about including features which would meet the needs of students from other cultures or students with disabilities?
- ✎ Give each pair one of the prepared cards. Ask them to think about and discuss how well the school currently meets these students' needs, and what would need to improve or change in order to meet them. They should think especially about the attitudes of all the people in the school, not just about physical facilities.

### Homework (for both Methods 1 and 2)

Ask the students to think about the discussion during class and to propose ways in which the school could change in order to make it a better place for everyone, and to meet the needs of the two groups on their card. Ask them to consider

- Who would benefit from the change
- Who else would be affected by it
- The steps needed to effect this change – e.g. survey student/staff opinion, lobby the management, involve the parents, find the money etc.

### Class 2 (For both Methods 1 and 2)

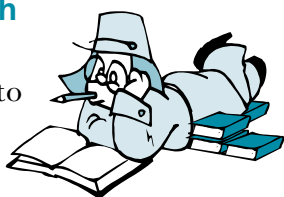
- ✎ In the same pairs or groups as the previous class, students should share the proposals they had come up with for homework and then rank them in order of importance.
- ✎ Each group should present their three highest priority proposals to the rest of

the class. They should also describe any questions or issues that arose during their discussion.

- ✎ Write the list of proposals on the board. Group together those that are closely related.
- ✎ If there are a few ideas which have been chosen by large numbers of students, you could then organise an impromptu debate on the merits of each idea. Ask each student who supports an idea to give **one** reason why they think it is so important. (It may be helpful or appropriate at this stage to introduce the school's mission statement to the students and to have them compare the mission statement with their perception of the reality.) If possible try to come to a consensus on which proposals should receive priority.

At this point, there are several options. Some of the options to consider are:

- If the students are very enthusiastic about an idea, they could decide to take this on as an Action Project.
- If it is a very simple change that they want, it may be possible to take some small immediate action to see if the change could be made e.g. write a letter or send a delegation to the Student Council, the principal or the Board of Management.
- They may not be able to effect a change within the school in general, but there may be something that they as a class group may wish to do in relation to themselves and their class teachers.
- They may want to set up some task groups to investigate some of the ideas more fully, consult with other groups in the school or centre and find out which ones could be possible.
- They may be interested in finding out more about the situation of a group of students by doing some research, inviting in a guest speaker etc.



**Method 2**

This approach starts by looking at ways in which schools could subtly or unconsciously discriminate against certain groups of students and then looking at ways in which they could meet these students' needs. It concludes with the prioritising and action options as outlined in Method 1.

**Class 1: Preparation**

Make enough copies of the worksheets below to give one to each group of four students in the class. Insert the names of two groups on each sheet, choosing from groups such as

- Girls, boys,
- Students whose first language is a language other than English
- Students whose culture is a minority culture in Ireland e.g. Travellers, Nigerian, western European, eastern European etc
- Wheelchair users
- Visually impaired students
- Students who use sign language as their only language
- Students who belong to a different religious group to the majority of students in the school e.g. Muslim, Jewish, Buddhist, Baha'i, Jehovah's Witnesses etc.
- Students who have special learning needs
- Students whose first language is Irish
- Students who are gifted, intellectually, artistically, sports wise etc.

**Activity**

- ✎ Divide the class into groups of four and give each group one of the worksheets. Give them ten minutes to work out ways of discriminating against the groups they have been given.
- ✎ Take feedback from each group; asking them to describe the ways they have chosen and show how each way could be justified. Allow time for discussion of the issues raised after each group's presentation.
- ✎ Encourage the students to think about the points below.
  - Discrimination can be intentional or unintentional
  - People can mean well and still discriminate
  - Discrimination often occurs through omission rather than something actively done to people
  - Discrimination does not relate to just physical facilities – it is often expressed through exclusion or dismissive attitudes of teachers or other students.
  - Discrimination in an institution is often justified on grounds such as: “We must treat everybody the same. It's the fairest way to do things”. “Our hands are tied, we have to follow regulations.” “They chose to come here” etc.
- ✎ Continue with the Homework and Class 2 as for Method 1, page 77.

## *How to Discriminate without Appearing to do so*

Think about the needs and rights of the two groups of people below and find at least two ways in which your school could discriminate against them, either by how it does things or by not providing things that these students need. You must find ways of discriminating which you can present as being fair or justified. Remember that people could be students, parents, teachers or other staff.

Do you think your school does discriminate against these groups? If yes, how would it need to change to meet these groups' needs?



# Section 6

## Acting to Defend the Rights of Others

### Activity 1 Standing up Against Prejudice and Discrimination – What Would You Do? (1 class)

#### Aim

- \* To help students develop the confidence and skills to stand up against prejudice and racism

<b>Concepts</b>	<b>Human dignity, Rights and responsibilities</b>
Understanding	What it feels like to confront someone expressing prejudice, how best to do it and the effect of confronting prejudice.
<b>Attitudes</b>	<b>Willingness and confidence to confront prejudice</b>
Skills	Communication skills, ability to confront prejudice

#### Preparation

**NB** As this activity involves role-play, you will need enough space for groups of four to role-play simultaneously. As in all role-plays or simulations, it is essential that you:

(a) give the participants time to express how they felt during the role-play and

(b) bring them out of character before discussing the issues that arise from the role-play. Otherwise the experience could be emotionally upsetting for some students.

Photocopy enough copies of the scenarios below so that you have one scenario per person for each set of four students in the class. Make one copy per student of the extracts on page 81. Decide on an appropriate incident for Scenario 4 or devise other scenarios as relevant to your students. Alternatively, you could ask the groups to

devise their own scenarios or give each group a starter phrase to help them get started e.g.:

- “Sure what could you expect of.....
- “Sure everyone knows that all of them are good-for nothings OR spongers OR criminals OR druggies OR drunks OR.....
- “Who do they think they are?
- “They should be grateful for what they’re given
- “Why can’t they be like the rest of us?
- “Of course you know who did it, it has to have been those ..... up the road
- “There’s no way I’d have THEM living/sitting beside me



### Activity

- ✎ Divide the class up into groups of four and give each person in each group one of the scenarios below.
- ✎ Ask the students to first think individually about the scenario and about what s/he would do if s/he were one of the two young people in the situation listening to others being prejudiced or racist. Then the group of four should discuss their ideas and decide
  - What they **would** actually do in the situation
  - What they think they **could** do to stand up to the person or people being critical or racist
  - What would stop them from doing what they thought was best or right.
- ✎ Ask them to do a quick role-play of the scenario. They should respond in the way that, being honest, they thought they **would** respond in that situation. They should then discuss how they felt during the role-play.
- ✎ Then ask them to role-play the scenario again, this time standing up to the people being prejudiced or racist. The “negative” people should react as they think people would in the

situation. Again, ask them to share within their group how both pairs felt and what effect the changed response had on the situation.

- ✎ As you have no way of knowing in advance what will happen during the role-plays, you could continue the class from this point in a number of ways. If any of the groups have not been successful during the second role-play in counteracting the prejudice expressed, you could ask a group to repeat the role-play for the class and then ask the other students to suggest alternative strategies which might be more effective. The group could then try these out and see how well they work – it may happen that, as in real life, they may not be able to change someone’s opinion in a few minutes.
- ✎ When the role-plays have been tried out sufficiently, ask the whole class to discuss what they have learned from the experience about
  - Their feelings in situations like these
  - What stops them from standing up for themselves or others
  - What would help them stand up for themselves or others
  - What effect speaking out has on the people being negative or racist
  - What they as individuals or as a group could do to show people that it is not acceptable to express prejudice against individuals or groups of people.

### Homework

Give the students copies of *Thoughts on Taking Action*. Ask them to read the extracts and quotes and to reflect on them in the light of what they have done in class. Ask them to write out their reflections on one of the extracts i.e. what this means to me in my situation.



### Scenario 1

Conor and Aoife's mothers have told them not to play with the kids from the other side of town. "They're all drug dealers over there. You don't want to get mixed up with them" is what they tell them regularly. Now one of them, a boy called Derek, has come to their school and has just been put in their class. Some of their friends have said they are going to ignore him and said Conor and Aoife should do the same. Conor and Aoife meet two of these friends and start discussing the matter.

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### Scenario 2

Michelle and Kevin, who live in St John's Park where everyone their age hangs round together, met two older students, Paul and Tanya, on their way home from school. "Hi" said Paul. "Did you hear that Keith Murphy has been suspended for two weeks?" "Well", said Tanya, "what else would you expect? Isn't he one of the Murphy's from St Johns' Park. They're all bad news that lot".

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### Scenario 3

As Dave and Fiona went into the shop they heard the man coming out say goodbye to the shopkeeper in an accent that sounded eastern European. The shopkeeper was very chatty as he served them. "Have you noticed how many Latvians you see around here now? They're working on the farms and people say they are getting on very well. Things are really changing in Ireland these days. Still, I wouldn't like us to become like Britain. The Blacks there - of course none of them want to work at all, and the Indians are just very good at using the system."

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### Scenario 4

Lisa and Ciara were in a group with some of their friends from school. Gavin was showing off as usual, trying to impress the girls. "Hey, did you hear the latest one about those \_\_\_\_\_ . They're \_\_\_\_\_ because they \_\_\_\_\_." "Yea", said Eoin, "I heard \_\_\_\_\_."

# Thoughts on taking Action

“All that it takes for evil to triumph is for good men to do nothing.”

*(Attributed to Edmund Burke)*

“He has a right to criticise who has a heart to help.”

*(Abraham Lincoln)*

## First they Came for the Jews

First they came for the Jews and I did not speak out  
- because I was not a Jew.

Then they came for the communists and I did not speak out  
- because I was not a communist.

Then they came for the trade unionists and I did not speak out  
- because I was not a trade unionist.

Then they came for me  
- and there was no one left to speak out for me.

*Pastor Martin Niemoeller*

## The Weight of a Snowflake

“Tell me the weight of a snowflake,” a sparrow asked a wild dove.

“Nothing more than nothing,” was the answer.

“In that case, I must tell you a marvellous story,” the sparrow said.

“I sat on the branch of a fir, close to its trunk, when it began to snow – not heavily, not in a raging blizzard: no, just like in a dream, without a sound and without any violence. Since I did not have anything better to do, I counted the snowflakes settling on the twigs and needles of my branch. Their number was exactly 3,741,952. When the 3,741,953rd dropped onto the branch – nothing more than nothing as you say – the branch broke off.”

Having said that, the sparrow flew away.

The dove, since Noah’s time an authority on the matter, thought about the story for a while, and finally said to herself: “Perhaps there is only one person’s voice lacking for peace to come to the world.”

*From New Fables, Thus Spoke the Marabou by Kurt Kauter*

## Activity 2 Our Lifestyle Choices Make a Difference to Others (1 class)

### Aims

- \* To help students realise the extent to which our lifestyle in Ireland is often bought at the cost of injustice towards people in less wealthy countries.
- \* To encourage them to consider their power as consumers to affect the well-being of other people
- \* To help them make informed choices as consumers

<b>Concepts</b>	<b>Interdependence, Development, Human dignity, Rights and responsibilities</b>
Understanding	The links between us as Irish consumers and the rest of the world, inequality in the world trade system, the power of multinationals
Attitudes	Willingness to change buying patterns to avoid exploiting others
Skills	Analysis, communication skills

### Introduction

This activity is concerned with interdependence and fair trade. Young people are very often concerned with having the 'right' label clothes or footwear and do not think about where they are made. Much of our current and affluent lifestyle is based on a system of world trade which favours the richer countries of the world and exploits workers in the poorer countries, which often supply raw materials to the west but are subject to unfair terms of trade. This is a very broad area to explore with students and there are many very good materials available to deal with many of the issues involved. This section gives one example of exploitation by multi-national companies in the area of sports trainers, which has been the subject of concern and campaigns for several years.

### Preparation

Photocopy the Trainers Information Sheet so that each student will have a copy. You may also like to look up some of the websites given below to find out more information for yourself before taking the class with the students.

### Activity

- ✎ Begin with a brainstorm on what items which we use or eat every day connect us to other parts of the world.
- ✎ Then break the students up into small groups and ask them first to discuss the following or similar questions:
  - Would you buy products if you knew that the people making them were being exploited by the manufacturer? Why/why not?
  - Would you buy products made by a manufacturer who was harming the health of its workers or other people? Why/why not?
  - Would you be prepared to pay more for something e.g. clothes, food, snacks, in order for the people who made them to be paid a fair wage? For example how much more would you pay for a pair of trainers or a bar of chocolate? Why/why not?
  - Would you be prepared to boycott something you really liked if it helped to achieve human rights for workers in other countries? Why/why not?

- ✎ Take feedback from the groups on their general attitude to the issue and ask the students to highlight the most important reasons that have been given.
- ✎ Then give out copies of the information sheet on Trainers. Ask them to read through the information and to take note of any questions that they have about it. Explain that many people concerned about human rights are campaigning against companies which treat workers like this. Then ask them to discuss:
  - How much they paid for their last pair of trainers and how much the person making them got in comparison to the company and the retailer.
  - Their immediate reaction to the information
  - Their opinion of the companies concerned
  - Do they think the companies are denying or abusing people's rights? Why and how?
  - What can they, as consumers, do?
- ✎ Ask for feedback on the discussions and make note of the main points brought up. Focus the discussion on what they could do. There are several ways of showing multinationals that consumers care about the rights of workers producing the goods they buy.

### Find out More

Use the Internet to find out more about conditions of workers and campaigns being run. A list of websites is given below. If access to the internet is limited in the school, contact Trócaire for their Campaigns Update, which comes out several times a year. This gives information about campaigns on several Trade issues including Sportswear, Bananas and Fair Trade, and also on its Abolish Slavery campaign.

### Ask Before you Buy

Retailers want to sell goods to make a profit. If enough people ask whether the workers making trainers, for example, are paid a fair wage, then retailers will start to pay attention to this issue.

### Make your Feelings Known

In some cases, workers in poorer countries don't want consumers to boycott a company because they may lose their jobs. Instead people are encouraged to buy whichever brand they prefer, but also to write to the company saying that as a customer they want to be assured that conditions in their factories are decent, that workers are paid a living wage and that factory conditions are independently monitored. Companies can't tell why people **don't** buy goods, but letters from people who do buy them send a powerful message that consumers care about this issue.

### Boycott

You could boycott products of companies whom you want to influence. Examples of the power of boycotting are given in some of the websites below. Does boycotting work? Yes, particularly if you let the company know that you are boycotting their products and why. One manager of a large multinational said, "Every time a customer goes into a store and makes a conscious decision not to buy one of our products, it hurts."

### Buy Fair Trade Products

Buying fairly traded products means that you are guaranteed that workers have been paid a fair price for their labour or goods and that their working conditions are good. Fair trade coffee and tea are now widely available in Irish supermarket chains. Fair trade chocolate, sugar and other foods and crafts are available from Oxfam and fair trade shops around the country.

### Homework

Ask the students to think about what they would like to do in



## Section 6

response to what they have learned and to write a short paragraph or make a poster or sign reflecting their concerns.

### Follow –on

If there is access to computers for all the students in the class, you could assign groups of students to search for further information on the websites given below. This could lead on to one of several possible **Action Projects** around the issue of work, human rights, fair trade etc.

### Websites

There are many groups working and campaigning for the rights of workers and producers, or to protect the environment. They often have dedicated or relevant websites where you or the students can gain a huge amount of information about issues they find interesting. Sites to look at

## Acting to defend the Rights of Others

include:

[www.trocaire.org](http://www.trocaire.org)

### Trainers

[www.cleanclothes.org](http://www.cleanclothes.org)

[www.caa.org.au](http://www.caa.org.au)

[www.compugraph.com/clr](http://www.compugraph.com/clr)

[www.saigon.com](http://www.saigon.com)

### Babymilk Action Campaign

[www.lionraonline.org](http://www.lionraonline.org) (Irish site)

[www.babymilkaction.org](http://www.babymilkaction.org)

### Bananas

[www.bananalink.org.uk](http://www.bananalink.org.uk)

### Fair Trade

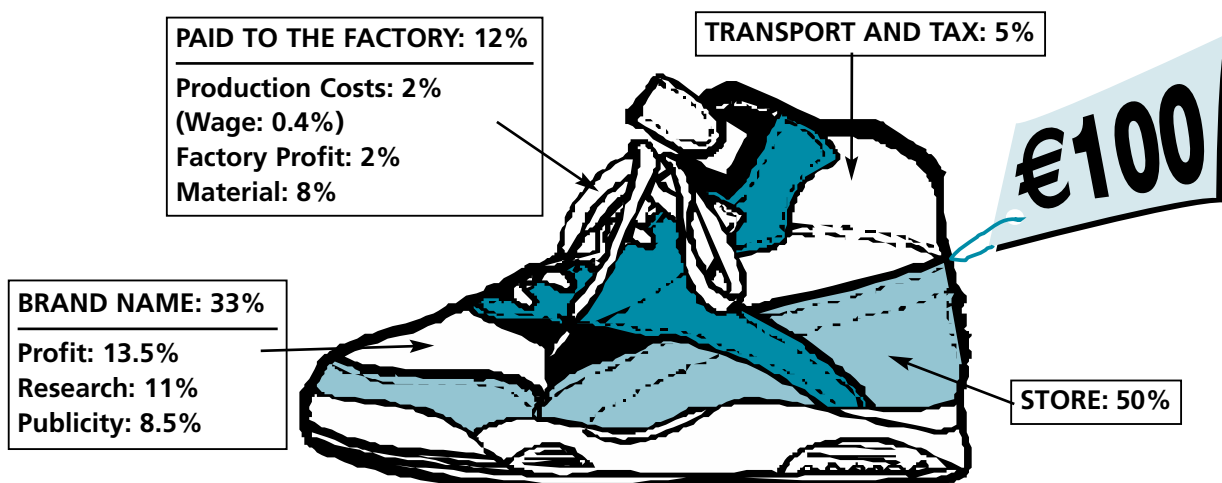
[www.fairtrade.net](http://www.fairtrade.net)

[www.christian-aid.org.uk](http://www.christian-aid.org.uk)



# What is the real Cost of a Pair of Trainers?

## Price Make-up of a €100 Sport Shoe made in Indonesia



How much did your last pair of trainers cost? Looking at the percentages in the picture above work out how much the workers who made them were paid?

## Facts about Workers making Trainers in Indonesia

- ✗ Workers in contract factories in Indonesia earn around €42 a month.
- ✗ Workers cannot afford to have their children with them and must leave them with relatives in their home villages, only seeing them once a month or less.
- ✗ Workers have been poisoned by toxic glues and solvents used in the manufacture of shoes.
- ✗ They often work 60 –70 hours a week and are punished if they do not reach impossibly high quotas. Accidents are very common.
- ✗ Verbal, physical and sexual abuse is common.
- ✗ Workers are not allowed to form a trade union and are threatened if they try to do so.
- ✗ Companies make a huge profit and could easily afford decent pay and conditions in their factories.

**What would you like to see the companies do?**

**You buy trainers - What Can You Do to put pressure on companies?**



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# Section 7

## Taking Action – Action Project Ideas

Action projects should preferably arise out of students' interest in a particular issue or topic. Several ideas for follow-on work which could be developed into action projects have been given at the end of many activities. The list below gives a summary of action project ideas.

It is strongly recommended that teachers carefully read the guidelines for action projects issued by the Department of Education before starting an action project. If your students have not shown a strong interest in one particular area, or are unsure what they would like to develop into an action project, you may find it helpful to use the activity *What Are my Students Interested in?* This is in *A Human Rights Action Project – A Module for 2nd year Civic, Social and Political Education*, also published by the CDVEC Curriculum Development Unit. (Address on page 93.)

### **Stereotyping and Prejudice**

Students could undertake a long-term monitoring of the media and record incidents of stereotyping, and prejudice. They could complain to the relevant people where they found prejudiced reporting etc.

### **Images of Africa**

Students could survey images of Africa among other classes, monitor images on the TV or in fund-raising materials etc.

### **Prejudice and Language**

Students could develop an agreed code of behaviour for their class in relation to name-calling and exclusion. This could be presented to the rest of the school through the Student Council.

Students could survey their local politicians about their attitudes to refugees and Travellers.

### **Cultural Values and Equality**

Students could choose one of the equality issues that emerged from the Giant Steps activity and lobby politicians or the relevant authority to improve things.

### **Diversity in Ireland Today**

Students could develop links through meetings or guest speakers with people from ethnic minority communities e.g. nurses working at the local hospital.

### **Inclusion and the School**

Students could choose one issue that has come out of the activity and work or lobby to improve the situation.

### **Our Lifestyle Makes a Difference to Others**

Students could find out more about one of the issues, publicise it in the school, support a campaign etc.

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# Section 8

## Ideas for Evaluation

If you have done a reasonable amount of work on intercultural issues, it is suggested that you spend one class allowing the students to evaluate their learning in this area. Depending on your students, a number of methods could be chosen. Some of the possible methods are described below.

- ✎ In preparation for the evaluation class, ask the students to read through the reflection sheets which they completed during the activities, and to identify the experiences and the learning points which struck them most. Then in class ask them to work in small groups and share and discuss these and to identify what the most significant common learning points or change of ways of thinking and acting were for the group. Feedback to the rest of the class and conclude with a discussion of how the exploration of intercultural issues will affect how they think and act in the future.
- ✎ Instead of getting verbal feedback from each group, ask the groups to design a poster, do a freeze-frame or a short role-play to communicate to the rest of the class what the most important learning etc was.
- ✎ Ask each student to individually read through their reflection sheets and design a poster or slogan or bring a photograph into class to symbolise what they have learned or how they have changed or how they will act in future. They should share these first in small groups and then put them up around the classroom so that they can be looked at by all the students. The class may then want to discuss some of the issues highlighted, and/or put some of the posters on display for the rest of the school.
- ✎ If you did the activity on Ireland – The Reality and the Vision, you could ask the students to look back at their three priority wishes for Ireland in the future and decide whether they want to change any of them (alternatively, you could do the whole activity again). The group should discuss their reasons for any of the changes they make and relate their reasons to what they have done and learned from the other.

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# Appendix A

## Glossary of Terms Used

**Culture** – Culture can be described simply as the total, socially transmitted lifestyle of a society or group of people. It includes every aspect of people’s way of life, from obvious aspects such as food, clothes, housing or sport to beliefs, values, attitudes, symbols and meanings, ideas of time and beauty, economic, educational, legal and political systems and concepts of the universe. Culture is a fluid process that is subject to on-going change and with which each individual in a group has a different relationship.

**Stereotypes** – Judgement on another made solely on the basis of group membership e.g. gender, ethnicity, religion, occupation, place of residence, age, sexual orientation etc.

**Prejudice** – Irrational suspicion or hatred of a particular group e.g. gender, ethnicity, religion, occupation, place of residence, age, sexual orientation etc.

**Discrimination** – (as defined in Irish Equality legislation) Discrimination is defined as less favourable treatment. A person is said to be discriminated against if she/he is treated less favourably than another is, has been, or would be treated on the grounds of gender, marital status, family status, sexual orientation, religion, age, disability, race (including colour, nationality and ethnic or national origin) and members of the Traveller community. (Equality Authority)

**Indirect discrimination** – occurs when practices or policies which do not appear to discriminate against one group more than another actually have a discriminatory impact. It can also happen where a requirement, which may appear non-discriminatory, adversely affects a particular group or class of persons (Equality Authority)

**Race** – Originally race was defined in a biological sense to mean different subspecies of humans, with the implication that some races were superior to others, and that racial differences were the cause of differences between peoples. (Harris, 1997; Jandt, 2001) However, genetic research has proved that there is no single race-defining gene and therefore no biological basis for dividing the human population into different races. There is only one human race. However, the term still exists in legislation and is still used by many people in a socio-political sense, often to justify racist attitudes. (See racism below)

**Racism** – Racism is a specific form of discrimination usually associated with skin colour and ethnicity. The fundamental basis of racism is a belief of superiority that justifies the oppression of groups of people. The UN defines racism as “Any distinction, exclusion, restriction or preference based on race, colour, descent, or national or ethnic origin which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural or any other field of public life”.

**Institutional Racism** – The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people. (Stephen Lawrence Inquiry 2000)

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# Appendix B

## Immigration in Ireland

### Workers

Workers form the majority of the migrant population in Ireland. They fall into three categories:

- Workers from other EU and EEA states who are free to come and work here. There are no reliable statistics on the number of EU nationals living and working in Ireland at present.
- People from outside the EEA area who are granted 2 year work visas to work in areas of special need i.e. nurses, IT specialists, architects, construction workers, quantity and building surveyors, town planners. These migrants can bring family members with them. 1,387 working visas were granted in 2000.
- People from outside the EEA who apply for a work permit which applies only to a specific job and is valid for 1 year, but can be renewed. Work permit holders cannot bring their families with them. 18,006 work permits were granted or renewed in 2000 and 35,000 in 2001.

### Refugees/Asylum Seekers

The terms refugees and asylum seekers are often used interchangeably by Irish people, but they actually include three different categories of refugees as well as asylum seekers.

#### Convention refugees

People who satisfy the requirements of the definition of a refugee under the UN Convention of 1951. This classifies a refugee as a person who “owing to a well-founded fear of being persecuted for reasons of race,

religion, nationality, membership of a social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, unwilling to avail himself of the protection of that country”.

#### Programme Refugees

People who are invited by the Irish government to come and live here as part of a response to a war or crisis situation. This usually only happens when the UN request the government to do so. Groups which have been accepted in this way include Hungarians (1956), Chileans (1973), Vietnamese (1979), Iranian Baha’is (1985), Bosnians (1992) and Kosovars (1999).

#### Leave to Remain

This is a special permission to stay in Ireland, if the Minister for Justice considers there are sufficient humanitarian grounds, even though the person may not satisfy the conditions of the UN Convention.

#### Irish Born Child

Any child born in Ireland is an Irish citizen. Any non-Irish national with an Irish-born child has the right to a Residence Permit in order to meet the child’s right to family life.

#### Asylum Seekers

People who come to Ireland seeking to be recognised as refugees under the UN convention.

*Note: Once they have applied for asylum, they are legally present in the state and are **not** illegal immigrants.*

For further information see the Irish Centre for Migration Studies website at <http://migration.ucc.ie/immigration>

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# Resources and further reading

*Exploring Cultural Values in the Community. A Module on Community and Culture for Civic, Social and Political Education.* Interculture Ireland, 1999. (Available free from the CSPE Support Service)

*Raising Awareness. Diversity and Racism. An activity Pack for Schools and Youth Workers.* NCCRI & The Equality Commission for Northern Ireland, 2001. (Available on [www.nccri.ie](http://www.nccri.ie) or on request from NCCRI, address below)

*Ireland All Different all Equal. An Anti-racism and Equality Education Pack.* National Youth Council of Ireland, 1997.

*What Me a Racist?* European Commission, 1998. Cartoon pack on prejudice and racism. Available free from the European Commission, European House, Dawson St, Dublin 2.

*The Pavee Pack. A Handbook for Teachers for use in Conjunction with Unit 2 C.S.P.E.* Pavee Point Publications, 2000.

*A Part of Ireland Now.* Stories of Refugees living in Ireland. A Part of Ireland Now, 1997.

*Refugees: We Left Because We Had To.* The Refugee Council UK, 1996.

*Metro Eireann.* A monthly newspaper covering issues related to diversity. Available free from many Dunnes Stores or Tesco branches or directly from Metro Eireann, Spiritan House, 213 North Circular Rd, Dublin 7. Also available on their website: [www.metroeireann.com](http://www.metroeireann.com)

*Responding to Racism in Ireland* Edited by Fintan Farrell and Philip Watt, published by Veritas, 2001

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# Contact Organisations and Websites

## CDVEC Curriculum Development Unit

Sundrive Rd,  
Dublin 12.  
Tel: 01 453 5487  
Fax: 01 453 7659  
Web: [www.curriculum.ie](http://www.curriculum.ie)

## National Consultative Committee on Racism and Interculturalism

26 Harcourt St  
Dublin 2.  
Tel: 01 478 5777  
Fax: 01 478 5778  
Web: [www.ncccri.ie](http://www.ncccri.ie)

## Equality Authority

Clonmel House,  
Dublin 2.  
Tel: 1890 24 55 45 / 01 417 3333  
Fax: 01 417 3366  
Web: [www.equality.ie](http://www.equality.ie)

## Amnesty International Irish Section

Sean MacBride House,  
48 Fleet St,  
Dublin 2.  
Tel: 01 677 6361  
Fax: 01 677 6392  
Web: [www.amnesty.ie](http://www.amnesty.ie)

## The Irish Traveller Movement

4/5 Eustace St,  
Dublin 2.  
Tel: 01 679 6577  
Fax: 01 679 6579  
Web: [www.itmtrav.com](http://www.itmtrav.com)

## Pavee Point Traveller Centre

46 North Great Charles St,  
Dublin 1.  
Tel: 01 878 0255  
Fax: 01 878 2626  
Web: [www.paveepoint.ie](http://www.paveepoint.ie)

## Citizen Traveller

6 New Cabra Rd,  
Dublin 7.  
Tel: 01 868 7462  
Fax: 01 868 1611  
Email: [citizentraveller @iol.ie](mailto:citizentraveller@iol.ie)

## A Part of Ireland Now

Spiritán House,  
213 North Circular Rd,  
Dublin 7.  
Tel/Fax: 01 868 4059  
*(Provides information and speakers from the  
refugee community)*

## Integrating Ireland

*(Network of local refugee and migrant support  
groups)*  
c/o Comhlámh,  
10 Upr Camden St, Dublin 2.  
Tel: 01 478 3490  
Fax: 01 478 3738  
Web: [www.comhlahm.ie](http://www.comhlahm.ie)

## The Irish Refugee Council

40 Lr Dominic St,  
Dublin 1.  
Tel: 01 873 0042  
Fax: 01 873 0088  
Web: [www.irishrefugeecouncil.ie](http://www.irishrefugeecouncil.ie)

## Contact Organisations and Websites

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### NASC

#### (Irish Immigrant Support Centre)

St Marie's of the Isle,  
Sharman Crawford St,  
Cork.  
Tel: 021 431 7411  
Fax: 021 431 7402  
Web: <http://homepage.eircom.net/~iisc>

### Islamic Centre

19 Roebuck Road,  
Clonskeagh,  
Dublin 14.  
Tel: (01) 260 3740

### Irish Council for People with Disabilities

Con Colbert House,  
Inchicore Rd,  
Dublin 8.  
Tel: 01 473 2254  
Fax: 01 473 2262  
Web: [www.iol.ie/~icpd](http://www.iol.ie/~icpd)

### National Disability Authority

*(Dep. of Justice, Equality and Law Reform)*  
Web: [www.nda.ie](http://www.nda.ie)

### Trócaire

Boosterstown Ave,  
Blackrock,  
Co Dublin.  
Tel: 01 288 5385  
Fax: 01 288 3577.  
12 Cathedral St, Dublin 2.  
Tel: 01 874 3875  
9 Cook St, Cork.  
Tel: 021 427 5622  
Web: [www.trocaire.ie](http://www.trocaire.ie)

### Concern

Camden St,  
Dublin 2.  
Tel: 01 475 4162  
Fax: 01 475 7362  
Web: [www.concern.ie](http://www.concern.ie)

### Goal

9 Northumberland Ave,  
Dun Laoghaire, Co Dublin.  
Tel: 01 280 9779  
Fax: 01 280 9215  
Web: [www.goal.ie](http://www.goal.ie)

### Christian Aid

Christ Church,  
Rathgar Rd,  
Dublin 6.  
Tel: 01 496 6184  
Fax: 01 497 3880  
Web: [www.christian-aid.org.uk](http://www.christian-aid.org.uk)

### National Committee for Development Education

Bishop's Square,  
Redmond Hill,  
Dublin 2.  
Tel: 01 478 9456  
Web: [www.ncde.ie](http://www.ncde.ie)  
*(Produces an annual catalogue of educational resources for teaching justice issues, including interculturalism and racism – available in print form or on their website)*

### Babymilk Action Campaign

c/o 10 Upr Camden St,  
Dublin 2.  
Tel/Fax: 01 462 2026  
Web: [www.lionraonline.org](http://www.lionraonline.org)

### Advertising Standards Authority for Ireland

IPC House,  
Shelbourne Rd, Dublin 4.  
Tel: 01 660 8766  
Fax: 01 660 8113  
Web: [www.asai.ie](http://www.asai.ie)

## Notes

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CDVEC Curriculum Development Unit  
Sundrive Road, Dublin 12.

National Consultative Committee on Racism and Interculturalism  
26 Harcourt Street, Dublin 2.