No-one is born hating another person because of the colour of his skin, or his background, or his religion. People must learn to hate, and if they can learn hate, they can be taught love, for love comes more naturally to the human heart than its opposite.

Nelson Mandela
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**U18s Coach:** Jim Crawford

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- Executive Director: Garrett Mullan

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There is an increasing body of evidence which points to the prevalence of racism in Ireland. Research by the Teachers Union of Ireland found that 45% of members had witnessed racism in the classroom, in the month prior to their conference. Separately, the Children’s Research Centre of Trinity College Dublin found that racism is an experience for children as young as seven years of age.

Since 2013, the European Network Against Racism (ENAR) Ireland has been recording and monitoring incidences of racism and the numbers are increasing year on year. Incidents range in form from messages online (e.g. on websites or social media) to acts of discrimination in housing, employment and access to goods and services.

ENAR Ireland also record an increasing number of racist crimes including assaults, vandalism and abusive and publish an annual report on racist incidents reported.

If you witness or experience racism, please report it on [www.ireport.ie](http://www.ireport.ie) as well as contacting an Garda Síochána.

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**Legislative context**

**Equality Act 2004-2015**

In Ireland, policy sets out to ensure all are treated equally and that no one should experience discrimination. From the late 1990s, the Irish government set about introducing comprehensive legislation to ensure equality. The Equality Acts ensure equal treatment in employment and also in access to goods and services and specifically education.

The nine grounds on which discrimination is outlawed by the Equality Acts 2004-2015 are:

- Gender
- Civil status
- Family status
- Sexual orientation
- Religious belief
- Age
- Disability
- Race, colour, nationality, ethnicity
- Membership of the Traveller community

The Irish Human Rights & Equality Commission was established to ensure public awareness and ensure that people are able to have their rights vindicated. Their website includes information on a person’s rights to equality with regards to employment, access to goods and services and education. More information can be accessed here www.ihrec.ie/

**Criminal legislation**

Racism can occur in the form of discrimination and the Equality Act covers this aspect of racism. The following are examples of how racism can be understood as a crime:

- Racist graffiti can be prosecuted under the Criminal Damage Act 2009
- Racist abuse or threatening or insulting language can be prosecuted under the Public Order Act 1994, Section 6
- Racist violence could be prosecuted under the Public Order Act 1994 Section 15 or it could be pursued through the Non-Fatal Offences Against the Person Act 1997, which also covers areas such as harassment.

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**Show Racism the Red Card**

Show Racism the Red Card (SRTRC) programmes offer an opportunity to integrate anti-racism education into the learning experiences of pupils. This engagement can be in the form of a workshop, watching the SRTRC video, or through the context or involvement in a creative project. We strongly encourage you to consider using this education pack in the context of one or more of our programmes.

- www.theredcard.competition - Anti Racism Creative Competition
- www.theredcard.ie/fare - Football Fortnight of Action against Racism (FARE)
- www.theredcard.ie/wear-red-day - Wear Red against Racism

**SRTRC programmes include:**

- Education workshops
- ‘Football Against Racism in Europe’ Fortnight
- Anti-Racism Creative Competition
- Club Welcome for Refugees
- Anti-Racism Creative Competition
- Wear Red against Racism
Curriculum links

Anti-Racism education is relevant across the curriculum. We understand the pressures within education but it is possible to plan anti-racism education to impact on curriculum learning outcome objectives. We have reviewed subjects of the curriculum and found the following links. There are opportunities to further impact on curriculum objectives through participating in SRTRC programmes, as outlined above.

https://curriculumonline.ie/Senior-cycle/Curriculum
https://curriculumonline.ie/Junior-cycle/Junior-Cycle-Subjects

English

JUNIOR CYCLE
• The following statements of learning are linked directly to discourse and learning around the themes presenting in this education resource.
• Statement of Learning 3. The student creates, appreciates and critically interprets a wide range of texts.

Statement of Learning (SOL) 4 The student creates and presents artistic works and appreciates the process and skills involved.

SOL 6 The student appreciates and respects how diverse values, beliefs and traditions have contributed to the community and culture in which he/she lives.

SENIOR CYCLE
• This syllabus builds on the aims of the Junior certificate syllabus, which emphasise development of a range of literacy and oral skills in a variety of domains (p4).
• Language is not a neutral medium of communication. It is embedded in history, culture, society and ultimately personal subjectivity. A range of resources selected from different periods, cultures where students are encouraged to approach in a comparative manner. Students should develop understanding of how the language a person uses shapes the way that person views the world (p5)
• Develop the language of information, argument, persuasion, narration and the aesthetic use of language.

Irish

• In both junior and senior cycle, topical issues are beneficial to study during the Irish course. Exam titles are often topical issues and racism is one of these issues.

Statement of Learning 3 The student creates, appreciates and critically interprets a wide range of texts

SOL 4 The student creates and presents artistic works and appreciates the process and skills involved

SOL 6 The student appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives

Geography

JUNIOR CYCLE
SOL 9 The student understands the origins and impacts of social, economic, and environmental aspects of the world around her/him.

SOL 6 The student appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives.

SOL 7 The student understands what it means to be an active citizen, with rights and responsibilities in local and wider contexts

SENIOR CYCLE
Learning around this topic links to
Elective 5
• Patterns and process in human environment
• Optional units
• global interdependence
• culture and identity

History

Statement of Learning 6 The student appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which he/she lives.

SOL 7 The student values what it means to be an active citizen, with rights and responsibilities to local and wider contexts

SOL 8 The student values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change.

Science

• There is no scientific verification for race. Race is a social construct. This can be discussed with students and further could be explored through study of areas such as genetics.
Curriculum links

Politics & Society

- Develop a sense of care and respect for others within the parameters of human rights principles
- Intercultural skills to enable interaction with those from different backgrounds (p9)
- Foster imagination and create a new future (p9)
- Active citizenship
- Human rights & Responsibilities and the wider world
- Globalisation & Localisation
- Citizenship project to be carried out

Religion

The search for meaning and values (p 10)
- World religions (p33)
- Issues of justice and peace (p 59)
- Young people can explore morality in religion and link that to the study of racism and our moral stance on this issues and how we should treat others like how we would like to be treated

CSPE

Anti-Racism education is relevant to the aspects of CSPE covering Rights & Responsibilities, Human Dignity, Interdependence and Development.

SPHE

Addressing racism is relevant in the following modules of the SPHE curriculum:
- Belonging and integrating
- Communications
- Friendship

PE

- Through games, there is the opportunity for experiential learning around topics such as fair play, teamwork, communication and discrimination
- Encourage an appreciation of physical activity and of the benefits of an active lifestyle, promote positive attitudes towards participation in physical activity and towards co-operation with others in that participation, enable students to take responsibility for the organisation and development of their learning within the framework provided

Prior to delivery

While the activities and resources of this pack are designed to facilitate understanding and broaden young people’s perspectives with regards to racism and related issues, some of the themes may cause prejudice and stereotypes to surface. It is important to be mindful of the context of using this resource within your setting. No one should feel picked on because they have views that a different. Particularly if there are underlying tensions or discrimination within a group, it is advisable to establish ground rules. Educators will have to work hard to ensure discussions are on an objective level.

It is important that the lesson does not become a platform for racist or similar remarks and the need for balance should not be regarded as inhibiting a clear stand against racism. Instead, students need to understand that there are certain behaviours, such as racism and bullying, which are not to be tolerated.

Respect others and their views.

Establish rules about agreeing/ disagreeing with others.

Challenge opinions, not people.
Show Racism the Red Card

VIDEO

Section 1
Welcome to Show Racism the Red Card
In this video, we will look at the issue of racism, what it is, how it happens, its impact and how we can respond. We will also look at how we live, work, study and play together. We spoke to Irish international soccer players, coaches, young people from Hansfield ETSS and St Pauls CBS secondary schools and others about their views on racism. Racism is a word we hear a lot, but what exactly is it and how do we recognise it? Who experiences it?

Section 2
How does racism happen? Let’s hear some more.

Section 3
We have looked at what racism is, what it looks like and what it sounds like. What is the impact?

Section 4
Ireland is a changed country. We have people from different nationalities, religions and various backgrounds. What is it like to live with this diversity?

Section 5
If we work together, we can tackle racism.
Thank you for watching. We hope it has helped you to understand and learn. We hope that we can all work together and Remember- Show Racism the Red Card!

Activities

Racism, Prejudice and Stereotyping

Activity 1 What is racism?

Time: 15 minutes

Learning Focus: Understanding racism

On your white board, write

Racism is __________

On the grounds of

Ask the young people to fill in the gaps to help us come to a definition of racism. Explore the action of racism and what it involves and who is affected by racism. Sometimes different words are thrown up to help answer but while racism is broader than on the grounds of skin colour, it is a specific form of discrimination. Racism happens through Discrimination on the grounds of skin colour, nationality, religion and culture.

What is Race?
The term ‘race’ is often mentioned when trying to understand racism. ‘Race’ is an arbitrary meaningless term and this needs explaining. In the past, people believed there were different races of people. Racists have used this idea to label certain ‘races’ as fundamentally different and inferior. However, we now know through genetics that is just one species to which we all belong and that people of all colours and appearances have similar potential. There is only one race- the human race!
Activity 2 Exploring Prejudice

Time: 15 minutes
Learning Focus: Understanding racism

Separate the participants into groups and discuss three questions in relation to the three pictures.

- What is the name of the person in the picture?
- Where do they come from?
- What job do they have?

Name: Kathleen Lawrence
Irish and member of the Irish Travelling community. Kathleen is studying for a Masters Degree in Human Rights at UCD. Her undergraduate degree was in Civil Law and Sociology. Being a Traveller is ‘vital part of my identity and the culture, heritage and traditions are important to protect’.

Name: Ibraheem Mu’azzam Tunau
Ibraheem is Nigerian and his religion is Islam. His religion is very important to him. He is a medical surgeon at the Mater Hospital in Dublin. He is living in Ireland for 18 years but sometimes he still misses his home in Nigeria.

Name: Razan Ibraheem
Razan is a journalist with online platform Storyful. She is from Syria, is not religious, and has been living in Ireland since 2011. She came to Ireland to study for a Masters degree but could not return home due to war. Razan is optimistic about the future of Ireland and hopes one day to go back to Syria and help rebuild the country after years of war.

This activity reveals a lot of opinions we have are based on assumptions. These assumptions are not necessarily true. However, it is important to be aware that we can all have prejudicial views. It is important that we are aware of our prejudice before we act.
Activity 3  **Walking debate**  

*Time: 15 minutes*

*Learning Focus: Understanding stereotyping*

Stand to the left side if you agree with the following statements and to the right side if you disagree with the statement:

- Irish people are friendly
- Black people are better athletes than white people
- People who are gay have great fashion sense
- The Germans are boring
- Irish people drink too much
- Asians are good at maths

**Related questions:**
- Why are you standing there?
- What is your opinion about the statement?
- Would you agree with that opinion?
- Are there situations when this might not be the case?

**Reflection:**

Stereotypes are assumptions made that people from a social group are all the same and based on incorrect information. Stereotypes tend to focus on just one aspect of a person's identity. Stereotypes can be positive and negative. It is important to recognize that while positive stereotypes may seem harmless, they are problematic because they tend to be patronizing in tone and damaging in effect. Stereotypes are expressions for people based on their perceived association with a given group, but stereotypes do not account for difference within a group. The Holocaust occurred in the 1940s but in the 1920s, stereotypes about Jews pervaded and were not challenged.

Activity 4  **Agree/ Disagree Statements**  

*Time: 15 minutes*

*Learning Focus: Understanding aspects of immigration*

Ask all students to stand up. Read out each of the statements below one at a time allowing some time for participants to discuss each with each other. Are they reasonable statements?

- There should be open borders
- There should be strict controls at the border
- You should only have full citizenship if you are economically useful
- Having a variety of cultures in Ireland benefits the country

**Reflection:**

Convene whole group and take feedback on what students thought about the activity. Consider the complexity of issues such as immigration. Irish people live in other countries both in Europe and outside. People have come to live in Ireland from all over the world. They work in global oriented employments where languages are required.
Activity 5  New Neighbours

Time: 30 minutes
Learning Focus: Understanding stereotypes

Divide students into small groups and distribute sets of potential neighbours, ask 'Who would you like to live next door to?' Get them to work together to decide on a top three and a bottom three and encourage them to consider reasons behind their decisions.

- A family with several hoodie-wearing sons
- A group of five adults with learning difficulties
- A born-again Christian couple
- A large extended Muslim family
- A newspaper journalist
- A group of animal rights activists
- An asylum-seeking family from Eastern Europe
- A Roma family
- An elderly gay couple
- A single teenage mother
- A bald man covered in tattoos
- A black African family
- A Traveller family
- A retired headteacher
- A group of students

Discussion:
Facilitate a discussion on each group’s choices and question their decisions. How did you choose? Where did you get your ideas from? Are your opinions about these groups based on fact? Can you be more than one of the above? What is a stereotype? How is it connected to racism?

Explore stereotypes and emphasise that we must never judge, a stereotype doesn't allow for any individual characteristics, can we really generalise about an entire group of people just because they have one thing in common? Do we really know which of the options would be a good or bad neighbour?

Discuss the damaging effects that stereotypes held by teachers could have on pupils e.g. black children are better at sport, Travellers are not interested in education.

Activity 6  Myths and Truths

Time: 15 minutes
Learning Focus: Understanding stereotypes

Ask all students to stand up. Read out each of the statements below one at a time allowing some time for participants to discuss each with each other. Are they reasonable statements?

The Statements

Muslims worship a different god to Christians and Jews.
FALSE  Allah’ simply means god and the roots of the Islamic, Jewish and Christian faiths are the same

In recent history women have been head of state in four Islamic countries.
TRUE  Contemporary Muslim women heads of state have included Megawati Sukarnoputri of Indonesia, Benazir Bhutto of Pakistan, Tansu Ciller of Turkey, and Khaleda Zia and Sheik Hasina Wazed of Bangladesh

Muslims believe in forced marriage.
FALSE  The Qur’an states that a woman has the right to choose her own partner and the vast majority of Muslims do not believe in forced marriages. Muslims that do practice this don’t use Islam to justify it but local cultural practices.

Refugees come to Ireland because it is seen as a soft touch.
FALSE  Ireland has taken in 4,000 refugees in between 2015-2018. Lebanon, which is smaller than the province of Leinster, has taken 1.2 million, Turkey has 3 million, Jordan 1 million and similarly other countries close to conflicts, take on many more refugees than European countries.

Providing rescue of refugees attracts more.
FALSE  The European Union cut the rescue operation in the Mediterranean in 2015 in this belief. People still came and many drowned. When 900 migrants died near the Italian island of Lampedusa on 19th April 2015, the EU increased its rescue operation again. The Irish navy has been involved and they have rescued more than 25,000 migrants since.

Irish people can experience racism.
TRUE  Irish people have a long experience of racism in the United Kingdom and other countries. Until the 1960’s, it was common to see notices in relation to jobs and accommodation declaring ‘No Jobs, NO Blacks, No Irish’. In the 1970’s and 1980’s, Irish people were seen as terrorists and treated with hostility and harassment. More recently, Australian Minister Marlene Kairouz advised people that ‘if an Irish person calls to your door, tell them to leave’. This was in the context of raising awareness about scams.
How does racism happen?

Activity 7 Pyramid of Hate

Time: 30 minutes

Learning Focus: Understanding the importance of responding to racism at all levels.

The purpose of this activity is to provide an illustration as to how racism happens, of where it starts and where it can lead. Ask the participants to draw a pyramid or a ladder and ask them to identify different levels of racism and how they impact. Ask if they can provide examples from their own lives or from times throughout history.

Top to bottom of the pyramid

1. Holocaust/ Genocide: we must destroy everyone of them
2. War / Terrorism: we hate them so much
3. Slavery: They are different so do not deserve the same rights as us
4. Violence and Crime: Smash their windows/ assault
5. Discrimination: 'Irish jobs for Irish people' / 'No Blacks, Dogs or Irish'
6. Verbal acts of racism: telling racist jokes or name calling
7. Bullying/ Exclusion
8. Accepting stereotypes
9. Not challenging racism

Discussion point to conclude:

If there was no stereotyping, racist bullying or exclusion, would the extremely serious incidents be possible? Racist behaviour that’s maybe considered ‘low level’ paves the way for more serious acts. By not challenging this type of behaviour, we are creating a society where the violent attacks or discrimination can take place. Racism happens at different levels and if we do not challenge stereotyping, verbal abuse and bullying, this could pave the way open for racism at a deeper and more destructive level.

Activity 8 Treasure chest

Time: 20 minutes

Learning Focus: understanding the impact of discrimination

Ask your participants, at least 12, to form into four groups at each corner of the hall. Place balls or bean bags in the middle of the hall. The task upon a countdown to three is to collect in relay as many balls as possible and the group with the highest number is the winner.

Facilitator sets up drill so that 2 teams are further away from the “Chest” than the other 2 teams. On the coaches whistle the 1st player from each group runs into the chest, picks up 1 football and runs back to their teammates. 2nd player can only go when tagged by player 1. Player 2 runs towards the Chest, picks up 1 football and runs back to his/her teammates. Player 2 tags player 3 etc and play continues until all of the football in the “Chest” are gone. The team that returns the quickest with most footballs at the end is the winner.

Teachable Moment: Coach should watch for reaction/comments from the teams that are furthest away from the chest (i.e. teams being discriminated against), denotes the individual players and their starting positions.
Activity 6 Bureaucracy

Time: 45-50 minutes
Learning Focus: Understanding the experience and impact of discrimination and building empathy

Note: Numbers required for this game are 20+ including bureaucrats and citizens.

Select:

• 6-8 bureaucrats
• Tax office
• Passport office
• Bank
• Garda
• Social Welfare (PPSN number)
• Birth Cert Office
• ESB office
• Bord Gais

Explain to the bureaucrats the role of a bureaucrat and that those with hands marked blue and red are to be treated differently.

Those with hand marked red will find it more difficult to get a signature from the bureaucrat than those with their hand marked blue. The citizens will call to each bureaucrat to seek their signature as part of their path to full integration. If the hand is blue, you can sign without asking too many questions. You can even exchange pleasantries. If the hand is marked red, the bureaucrat will be stricter with the rules. Ask the bureaucrats to design their signs and set up an office with desk and chair. Each bureaucrat should be in a different part of the building but close enough to teacher can recall everyone to assemble.

Return to the main group. Mark half with red mark and half with blue mark. Do not explain why you are marking. If anyone asks, just say that it is for the game. Explain that the aim of the game is to become an integrated citizen.

Play the game with bureaucrats in different parts of the building at different ‘offices’ and citizens earnestly going about becoming integrated citizens by getting the signature stamps they need.

While these are all essential in life, participants will find that it might not be so straightforward. The winner of the game is the person who becomes fully integrated with signature from all the bureaucrats.

Play the game with bureaucrats in different parts of the building at different ‘offices’ and citizens earnestly going about becoming integrated citizens by getting the signature stamps they need.

Times: 10 minutes to prepare bureaucrats and explain, 30 minutes play and 10 minutes reflection at the end.

Activity 10 What if you witnessed racism

Time: 15 minutes
Learning Focus: understanding other people’s perspectives and responsibilities in responding to racism

Break your class into six groups and give each group a role card.

Reflection: The GAA have implemented change to their rule book, whereby incidents of racism are a red card offence, while the FAI sets it out as a red card offence combined with match ban and/or fine to club or player involved. The governing bodies can also decide additional measure in response, which help create a safe environment for all to play. Players, umpires and others have been subject to red cards, match bans and barred from activity.

(activities sheet next pages)
Group 1  Teammates
You are members of the team and have heard racist abuse directed at one of your teammates
  • How do you feel?
  • How do you react?
  • What should be done to stop this kind of behaviour, whether from other players or from supporters?
  • What should the coach/club do?

Group 2  You are members of the team management and have heard racist abuse directed at one of your players.
  • How do you react?
  • What should be done to stop this kind of behaviour?

Do you:
  • Substitute the player who is the target of abuse?
  • Take your team off the pitch?
  • Support the player who has been abused?
  • Ignore it?
  • Talk to the team as a whole about the abuse- what would you say?

Group 3  You are the referee and have heard racist abuse during the game. How do you react?

Do you:
  • Abandon the game?
  • Mention the abuse in your match report?
  • Talk to a member of club from which abuse came?

Group 4  Supporters
You are a supporter of either side and have heard racist abuse during the game. How do you react?

Do you:
  • Shout abuse at those shouting, so as to outshout them?
  • Gesture or throw objects at them?
  • Complain to a steward or Garda?
  • Complain to your club officials?

Group 5  FAI/ GAA/ IRFU or governing body of sport
You are members of the disciplinary board of your sport and have received reports of racism during a game. How do you react?

Do you:
  • Ignore it and deal with other correspondence
  • Investigate it. How do you investigate?
  • Come up with a different plan. What is this?
Activity 11 Why don’t we challenge racism?

Time: 15 minutes
Learning Focus: Understanding appropriate responses

Break your class into pairs or groups. Everyone has a right to go to school, work or participate in their daily activities free from the impact of racism and the right to be treated equally. Discuss:

Why don’t people challenge racism?

Reflection:
There are a number of difference reasons why we may not respond

• It’s uncomfortable
• Fear of repercussions
• It’s easier to avoid it
• Someone else’s problem
• Feel intimidated

Remaining silent or doing nothing contributes to the behaviour continuing and can be a form of collusion. Collusion is defined as the:

“Cooperation with others, knowingly or unknowingly, to reinforce stereotypical attitudes, particularly behaviours or norms”.

Three forms of collusion:

1) Silence
2) Denial
3) Active cooperation

Silence is the most common form. By saying nothing when people tell jokes, exclude others and exhibit inappropriate behaviours, we reinforce the status quo.

Activity 12 Power of words

Time: 15 minutes
Learning Focus: Building empathy and understanding the impact of positive and negative words

All participants have a sheet of paper and tape on their back.

For a period, participants write something positive on the back of each other. It could be something they have learned about them or just an attribute they like about them. Give the group enough time so that they get a chance to ask most people within the group. At the end of the activity, each participant should have a lot of affirming statements about them. Facilitator asks: how do you feel?

Participants respond. They are likely to express positive emotions.

After the response are given by the young people, they are then asked to consider the impact of negative statements and how they would have made them feel.
Activity 13 Helium stick

Time: 10 minutes
Learning Focus: Promote teamwork and communication

- Line up participants (6 plus) on both sides of the stick.
- Ask participants to hold out arms and extend their index finger.
- Lay the stick on the index fingers of the participants.
- Explain that the challenge of this activity is to get the stick to the ground with fingers touching the stick at all times. (watch for the stick to rise)

Activity 14 Fear in a hat

Time: 15 minutes
Learning Focus: Understanding interdependence

Suitable ideally to first years starting secondary school or a group of young people who are new to each other.

All participants write down on a sheet the one fear they have as a result of their participation in the group/activity.

Facilitator on receipt of all sheets, reads out the fears and this lays the basis for writing up a group behaviour contract, which can allay the fears and ensure an environment free from bullying and racism.

Activity 15 Secret friend

Time: 1 week/ 1 month/ 1 term
Learning Focus: Team building and encourage friendship

At the start of the week or term, all participants including teacher enter their name into a hat and on explanation of the game each participant is given a name from the hat.

This person is their secret friend.

Note that it is secret.

A friend is nice, supportive, trusting, helpful, kind and generous. Not until the end of the week/ month/ term, do participants find out in a 'curtain raising' presentation who is their secret friend.

Activity 16 Clocks

Time: 45- 60 minutes
Learning Focus: Getting to know each other/team building/communicating with those who you don’t usually communicate

Ask all participants to draw a clock indicating times 1, 2, 3, 4 etc. Then explain that the participants have a number of hour long meetings according to their clock during which time they will discuss the topics. Give the participants ten to fifteen minutes to fill their clock with twelve appointments.

After they have filled their schedule in so far as possible with appointments with other participants, the facilitator will explain the game.

‘It is now 1 o’clock and you have a meeting to discuss ‘your school’, 2 o’clock ‘your hobbies’, 3 o clock ‘your family’, 4 o’clock ‘favourite book’ etc. For each topic, give participants 3-4 minutes for the ‘hour’.
Activity 17  Walk the line

Time: 15 minutes
Learning Focus: Understanding communication & teamwork

Involve at least 8/9 participants.

Equipment: Masking Tape

Set Up: Put a stretch of masking tape down on the floor to make a line. Alternatively use benches to form the line and ask everyone to stand on the bench/line.

Participants stand in no particular order along the line.

Rules: Participants must reorganise themselves in whatever order the facilitator is looking for but at all times must have at least one foot on the line.

Examples: - Tallest in height to the smallest in height and vice versa. Dates of Birth for those born in January through to December and vice versa.

Activity 18  Exploring ways to embed equality within education

Time: 15 minutes
Learning Focus: Examples in which equality is delivered and understanding issues that can arise

Suitied to teachers/ student teachers

Discuss the following statements as to whether they are Appropriate actions, Inappropriate actions or where you should Proceed with caution. On reading each statement, ask participants to move to left, write or middle as to whether then think the activity is Appropriate, Inappropriate or it should Proceed with caution.

‘A diversity/multicultural day is planned for Autumn’.

Proceed with caution. This can be a very worthwhile activity and benefit pupils from all backgrounds. However, it is important that it does not happen in isolation and be aware of the risk of this activity contributing to ‘them’ and ‘us’ mentality. Be careful not to portray entire continents as homogenous. There can be vast differences within countries and continents.

‘The terms ‘We’ and ‘They’ are used when discussing cultures’.

Inappropriate. It assumes that the group are all from one culture and thus are of one mind. Not every Irish person does Irish dancing or plays Gaelic games. It is the same for people from other countries.

‘A pupil from a minority background is asked to come to the front of class and explain his culture’.

Inappropriate. It applies pressure to the pupil and assumes that he is able to speak for an entire group. Pupils may wish to share things and this should be encouraged in a safe context.

The school is twinned with another school in Africa. Pupils are encouraged to donate old clothes and shoes’.

Proceed with caution. It can be extremely worthwhile to twin with a school from another country and to undertake activities which benefit others. However, this can encourage a deficit model of understanding and lead pupils to believe that all of Africa is poor and dependent. Care should be taken to ensure relationship is understood to be mutually beneficial and that anything donated is good quality and required.
ISRAEL AND ZIONISM

Zionism is a national movement of Jewish people which supported the re-establishment of a Jewish homeland in the ancient land of Palestine (now Israel). These Jews wanted to return to the biblical land of Zion; they were called Zionists. From 1882 onwards, large numbers of European Jews began to emigrate to this region. Not all Jews are Zionists but the demand for a Jewish homeland increased after the Holocaust. The majority of the Jewish Holocaust survivors had no home or family to return to after the war. They sought to establish a safe country for Jewish people in what was then British-controlled Palestine. This was not an empty land, a large Arab/Palestinian population lived there, and feared an influx of Jewish people to the area. They opposed Zionism, Jewish immigration and the foundation of the State of Israel.

The different desires and ideals of these two peoples, Israelis and Palestinians, is still a cause of conflict today.

Factsheets

ANTISEMITISM

Antisemitism is racism. It is generally understood to mean hatred of Jewish people. But it goes further than that. It is a certain perception of Jewish people which can be expressed by hatred of, hostility towards, or discrimination against Jews. A person who holds such positions is called an anti-Semite. Antisemitism developed over many centuries of anti-Jewish hatred which took many forms; discrimination, persecution, segregation, forced conversion and murder. Despite waves of persecution, Jews have lived and flourished in Europe for hundreds of years. Although they were given freedom to worship and trade, they were not allowed to own land or join any of the Christian Guilds, so it was difficult for them to farm or become craftspeople. Many of them became peddlers and others did the jobs their Christian neighbours did not want to do; they became tax collectors and money lenders. This generated the belief that Jews were associated with money.

After the French Revolution in 1791, freedom, equality and respect of all people was declared and Jewish people became active in all spheres of life and society.

THE NAZI PARTY AND THE NAZI ERA

Germany suffered defeat in World War I, and punitive measures were imposed. Thousands of people were hungry and out of work. The National Socialists, or ‘Nazis’ as they became known, said they could solve Germany’s problems which they claimed were caused by Jews. In 1933, Hitler was appointed Chancellor of Germany, he was a rabid anti-Semite. The Nazi era was from 1933-1945 and it is during these years that the Holocaust took place.

ANTI-JEWISH LAWS AND DISCRIMINATION

The Nuremberg laws of 1935 institutionalised many of the racist theories of Nazi ideology. Jews were deprived of their German citizenship and forbidden to marry non-Jewish Germans. Laws were imposed on Jewish people making it very difficult for them to work, study, attend public places, or run their businesses. On 01 September 1939, Germany invaded Poland and World War II began. The largest Jewish community in Europe lived in Poland (3.3 million). Ghettos were established by the Nazis in most countries occupied by Germany where Jewish people and others were held in very severe living conditions. Brutality, starvation rations, poor sanitation, cold and disease, contributed to the death toll. From the ghettos, Jews and other victims were deported to concentration, labour and death camps. Six million Jews were murdered by the Nazis and their collaborators. Other victims who were targeted were: Roma, people with disabilities, homosexuals, Communists, political dissidents, Jehovah’s Witnesses.

ANTISEMITISM CONTINUES

Antisemitism did not stop with the end of the war. Pogroms continued in Eastern Europe and Russia after the war. This prompted more than 100,000 Jewish Holocaust survivors who had returned home to Poland to leave in search of safety in new lands.

Factsheets

ISRAEL AND ZIONISM

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What you can do?

Contact Holocaust Education Trust Ireland to learn about the Holocaust and its consequences

Holocaust Education Trust Ireland invites you to participate in their programmes to help us all remember the Holocaust and learn the lessons from the past.

- Participate in The Crocus Project; planting yellow crocuses in memory of 1.5 million Jewish children who perished in the Holocaust and thousands of other children who were victims of Nazi atrocities.
- Survivor testimony; invite a speaker to recount their experience of the Holocaust
- Teacher education: understanding, learning and teaching about the Holocaust
- Holocaust Education Trust Ireland: www.hetireland.org
ISLAMOPHOBIA

The term Islamophobia became more common particularly after the attack on New York on September 11th 2001, when more than 3,000 people were killed in a series of atrocities including plane crashes into what were the ‘twin towers’. Islamophobia is more than just the fear and hatred of Muslims. It is the phenomenon of anti-Muslim racism.

Manifestation of Islamophobia are various including the ‘Muslim ban’ by President Trump in the United States, which sought to prevent all immigration of Muslims from six countries.

Islam is seen as a monolithic block unresponsive to change, as aggressive, violent and primitive in comparison to others. Hostility to Islam is used to justify discrimination and exclusion of Muslims from mainstream society.

There are significant similarities in Islamophobic discourse and European pre-Nazi anti-Semitism. Among the concerns are imagined threats of minority growth and domination, threats to traditional institutions and customs, scepticism of integration, threats to secularism, fears of sexual crimes, fears of misogyny, fears based on historical cultural inferiority, hostility to modern Western Enlightenment values, etc.

ISLAM AND TERRORISM

The rise in Islamophobia has been connected to international politics and specifically to a rising fear of terrorism, which has been linked to the religion of Islam.

SEPTEMBER 11TH 2001: terrorists flew planes into the twin towers of the national trade centre in New York killing thousands of people.

JULY 7TH 2005: terrorists killed 55 people and injured hundreds more on the London Underground by blowing up bombs that they were carrying in their rucksacks.

November 2015: A series of coordinated attacks consisting of mass shootings and suicide bombings killing 137 and wounds 387 including at Bataclan theatre where 89 people attending a concert were killed.

June 2016: 87 killed and 434 injured when Mohammed Lahouaiej-Bouhlel drove a truck along the Nice promenade in southern France.

May 2017: A suicide bomber kills 22 and injures 129 at an Ariana Grande concert at Manchester Arena

While the above incidents are cited to have connections with Islam, the reality can sometimes be different. In the case of Mohammed Lahouaiej-Bouhlel, his family said he had a nervous breakdown in 2004 and had suffered for years with depression and addiction. They said his motives had nothing to do with religion.

Islamophobic sentiment echoes anti-Irish sentiment in the United Kingdom.

While earlier manifestations of anti-Irish racism appeared in the form of signs such as ‘No Dogs, No Blacks, No Irish’, the context of the troubles in Northern Ireland from 1969-1994 was the background for shift in view. Such was the outrage in response to IRA bombings in Guildford and Birmingham, police arrested innocent Irish people, who subsequently spend 15 years in jail.

The IRA campaign was highly successful in creating fear and this impacted on the Irish and people presumed to be Irish living in mainland Britain at the time. Attacks on Irish people often went unreported, Irish people were regularly stopped and interrogated at ports and airports; their houses were raided; they were held for anything from a few hours to seven days, then usually let go without charge. 7,052 people were detained under the Prevention of Terrorism Act between 1974 and 1991; of those, 86 per cent were released without charge. Between 2001 and 2004, 609 were arrested under anti-terror legislation and only 15 were actually prosecuted.

What you can do?

The Irish Muslim Peace & Integration Council is just one organisation who work to educate people about Islam and work to contribute to the integration of Muslims in Ireland.

• Invite a speaker from the Muslim community so as to learn more
• Invite relative of students, if they had experience of anti-Irish racism in England, and compare experience of Irish in 70s/80s to Muslim experience today

www.impic.ie

IMMIGRATION & REFUGEES

In 1996, less than 1% of Ireland’s population was from outside Ireland. Today, over 12% are from overseas. Ireland is a changed country. People have moved to Ireland from all over the world. Since 2011, more than 130,000 people from outside Ireland have become Irish citizens.

People come to Ireland for different reasons. Some come to work and others come to study, while others come to seek asylum as refugees in Ireland. At the end of 2017, Ireland’s population was 4,792,500. In 2017, there was net immigration of 19,000 as
compared to 16,000 in 2016. 64,800 left Ireland in 2017 and 84,600 migrated into Ireland in 2017. Between the years 2009 and 2014, there was net emigration each year.

The 2016 census found 535,475 non-Irish nationals living in Ireland in April 2016 came from 200 different nations. Polish nationals were the largest group with 122,515 persons followed by 103,113 UK nationals and 36,552 Lithuanians. Just twelve nations each with over 10,000 residents – America, Brazil, France, Germany, India, Italy, Latvia, Lithuania, Poland, Romania, Spain and the UK – accounted for 73.6% of the total non-Irish national population.

People from the United Kingdom and live, work and vote in Ireland and likewise Irish people can leave Ireland to live, work and vote in the United Kingdom. This is a result of an Anglo-Irish agreement prior to 1973. People from the European Union can live and work in Ireland and likewise people from Ireland can live and work in any other European Union country. While European Union citizens can vote in European elections in Ireland, they do not have a right to vote in general elections in Ireland. They can also vote in local elections.

**ASYLUM SEEKERS/REFUGEES**

An asylum seeker is someone who seeks asylum in order to become a refugee. Once a person attains refugee status, they have the right to work, live and vote as anyone else. People seeking asylum live in what is called ‘Direct Provision’ accommodation. These accommodation centres provide asylum-seekers with 3-meals a day and a small cash allowance of €21.60 per adult and €21.60 for children.

Asylum seekers can also apply for exceptional needs payments but the payments are discretionary and in recent years, these have been drastically reduced or cut off.

Being confined to designated accommodation centres and dependent on hostel staff has a clear impact on the self-sufficiency of asylum seekers and their ability to regain their independence and autonomy.

The lack of personal space and privacy tends to become a source of friction and contribute to stress and frustration. Financially impeded from accessing suitable private accommodation many asylum seekers have no control over many fundamental aspects of their daily life.

While refugees as part of the immigrant population have a high profile, as a result of the crisis in responding to refugees in 2015, when thousands died trying to reach Europe, refugees are a small proportion of the overall immigrant population.

**What you can do?**

Register your sports club interest to get involved with the Show Racism the Red Card Club Welcome Refugees programme

www.theredcard.ie/clubwelcome

- Host a Solidarity Dinner in your area, so that refugees and locals can get to know each other; contact RAMSI for more information about how to do this www.ramsi.info
- Invite a speaker to your school to talk about refugee issues; www.irishrefugeecouncil.ie www.unhcr.org/en-ie/
- Listen to this documentary to hear the experience of young people living in direct provision www.rte.ie/radio1/doconone/2014/1212/666539-the-outsiders-our-teenage-life-behind-barriers/

**TRAVELLERS/ ROMA**

Racism is discrimination on the grounds of nationality, skin colour, religion or culture/ethnicity. Culture tells us about people and the way they live. Culture crosscuts with other aspects such as nationality and religion.

Travellers are an indigenous Irish ethnic group with a distinct history in Ireland going back hundreds of years who have maintained their identity through the industrial revolution and into modern times. Travellers ethnic minority status was officially recognised by the Irish government on 1 March 2017. While Travellers have much in common with settled Irish people, Traveller culture is distinct and based on shared values around family ties, a historical nomadic lifestyle, language (Cant), music and storytelling.

Travellers were recognised as an ethnic minority cultural group in 2017 by the Irish government. Sometimes culture is more prominent in a person’s identity than another aspect. Travellers are Irish, mostly Catholic and white but their traveller status is a distinct cultural group.

There are a number of theories about the origins of the Irish Travelling people. One theory is that they are descendants of people who lost their land during the Irish potato famine of 1847; but there is quite a lot of evidence to show that their language,
culture and lifestyle predate the famine by several hundred years. Laws had already been passed in England during the 13th and 15th Centuries designed to curtail the “wandering Irish”. The word “tinker”, which means tin craft, appeared in documents as early as the 12th century and referred to travelling craftsmen who played an important role in Irish society and the Irish economy.

For a long time, there was a view that Ireland did not have a problem of racism. Travellers are a minority with a distinct history in Ireland going back hundreds of years who have maintained their identity through the industrial revolution and into modern times.

The levels of deprivation, sub-standard accommodation, low educational outcomes, poor health and life expectancy amongst travellers in Ireland is a reflection of the problematic relationship that they have had with the state and others in Irish society. This relationship has been characterised by prejudice and has long been adversarial leading to isolation and exclusion from society for many Travellers.

Examples of Travellers experience of racism at an individual level:

- Settled people march on or attack Travellers’ sites
- Travellers are harassed out of housing estates
- Travellers are refused service in shops or pubs
- Anti-Traveller literature is printed or distributed.

At an institutional level, when:

- The educational system makes little provision, in either content or structure, for the culture of Travellers or other minority ethnic groups
- The media often reinforces negative stereotypes
- The laws and practices of local authorities actively discourage nomadism.

In 2015, ten members of traveller families died in a fire. While initially there was an outpouring of public sympathy in response, local residents objected to Travellers being accommodated nearby.

In November 2017, a pub in Maynooth was fined €20,000 for refusing access to its services to a group of people from traveller background.

In spite of these obstacles, many Travellers lead successful lives and are increasingly participating in 3rd level education, employment, professions such as the law and medicine and the arts. Travellers are strong advocates for the human rights of their community and work tirelessly to improve the outcomes for the community.

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**Factsheets**

**What you can do?**

- Respond and challenge racism against travellers when it occurs.
- Get to know more about traveller culture
- Invite a local traveller organisation to your school
- Ensure your school includes Traveller culture when working on interculturalism/anti-racism
- More information at [www.paveepoint.ie](http://www.paveepoint.ie) and [www.itmtrav.ie](http://www.itmtrav.ie)

**ROMA PEOPLE**

It is estimated that there is 3000 Roma living in Ireland. Many arrive here having suffered discrimination in central and eastern European countries. Roma people have a common language, culture and traditions. They are noted for particular styles of dress, music and storytelling.

For a long time the origins of the Roma people were shrouded in mystery, but through study of the spoken Romani language, which is very close to Sanskrit and to such living languages as Hindi, Punjabi, Bengali or Gujerati, we can trace the origins of the Roma to India. At the beginning of the 11th Century an army assembled from different ethnic groups within India, fought the invading forces of General Mahmud of Ghazni who wanted to push Islam eastwards into India. The army moved out of India and west into Persia, battling Muslim forces on the way.

This was the beginnings of the Roma people, assembled from diverse groups who spoke different languages and dialects, who as they moved further and further from their land of origin, began to acquire their own ethnic identity and develop their own Romani language. The Roma arrived in the Byzantine Empire, (modern day Greece and Turkey) by c.1000 and crossed into southeast Europe in about the year 1300.

**Early Persecution in Europe**

Since the arrival of the Roma in Europe, there have been many large-scale state-sponsored persecutions against them. The earliest laws against Roma were passed in Lucerne, Switzerland in 1471. Enslavement of the Roma had already taken place by this point in parts of Europe. The first recorded transaction of Roma slaves, was in Romania in 1385. Other European countries also enslaved the Roma and sent them to work in their colonies, the English sent them to Barbados, Australia and North America. The French sent many of their Roma to Louisiana in the early 19th Century, the Portuguese sent many of their Roma to Brazil and Spain deported many to South America.

**Genocide of the Roma in the Holocaust**

Roma were the only other population besides the Jews who were targeted for...
extermination on racial grounds in the Final Solution. Up to one and a half million Romani lives were lost by 1945.

Determining the number of Roma who died in the Holocaust is not easy. Many of the murders were not recorded, since they took place in forests and fields, where the Roma were apprehended. Nobody was called to testify on behalf of the Romani victims at the Nuremburg Trials and no war crimes reparations have ever been made to the Roma as a people.

Persecution of the Roma today

The Roma people remain one of the main victims of racism in Europe today. Many Governments still legislate against sites for the Roma and as in parts of Europe in earlier times a policy of trying to get travellers to give up a mobile life and remain sedentary is still enforced by some countries. Roma are still targeted for racial violence throughout Europe as prejudice and stereotypes about the Roma, as a people are still prevalent. Today neo-Nazi activity in some parts of Europe makes the Roma its prime target of racial violence.

What you can do?

- Learn Roma music style with Musicantia
  [http://www.musicantia.com/]

Factsheets

PROMOTING A CULTURE OF INCLUSION IN YOUR SCHOOL

Activities you can do to promote inclusion in your school:

1. Anti-racism world cup

   Pick teams to represent nationalities of your school/community (if your school/community does not have many nationalities, pick teams to represent the most common nationalities in Ireland)

   Put the names of all participants into a hat and pick out names at random and allocate a country for each team. Give each pupil a worksheet to fill out about the country to include:
   - longest river
   - highest mountain
   - traditional foods
   - population
   - popular sports

   (make activity difficult or simple depending on group)

   Present display of information about the country. Play football tournament - Have fun!

2. Produce a school cookery book

   Produce a school cookery book with recipes from different countries representing the diversity of the school. Invite parents and children from your school to provide a recipe for the book. Once all countries recipes have been decided, then research information about the countries. Produce multiple copies of the book for sale within the school and wider community. Host a day to launch the book with displays and opportunities for food tasting too!

3. Organise a show/event

   Organise a show/event which showcases traditions of different cultures of your school or community.

4. Carry out a survey

   Carry out a survey in your school/community to find out what people know about racism and then write a report for your school newsletter or website with findings from the survey.
5. Yellow Flag Programme

Apply to become involved in the Yellow Flag Programme. Just as schools do work in order to get their green flag, so as to show commitment to the environment, schools can demonstrate commitment to interculturalism with the Yellow Flag. www.yellowflag.ie This is an opportunity to embed equality in your school. Below are further opportunities to embed the message.

Equality Policy

Equality Policy

The aim of this policy is to ensure that everyone is treated fairly and with respect and that [insert club name here] (the Club hereafter) is equally accessible to all. The school is responsible for setting standards and values to apply throughout the club at every level. Education belongs to, and should be enjoyed by, anyone who wants to participate in it.

Our commitment is to encourage equal opportunities, and confront and eliminate discrimination by reason of:

• Gender
• Sexual orientation
• Marital status
• Nationality
• Ethnic origin
• Colour, religion or belief
• Ability or disability

We do not tolerate harassment, bullying, abuse or victimisation of an individual, which for the purposes of this policy and the actions and sanctions applicable is regarded as discrimination. This includes sexual or racial harassment or other discriminatory behaviour, whether physical or verbal. Our school will work to ensure that such behaviour is met with appropriate action in whatever context it occurs.

The school is committed to taking positive action where inequalities exist, and to the development of a programme of ongoing training and awareness raising events and activities in order to promote the eradication of discrimination.

The school is committed to a policy of equal treatment of all members and requires all members to abide by and adhere to the policies and the requirements of the relevant legislation:

• Equal Status Acts, 2000-2008
• Prohibition of Incitement to Hatred Act, 1989
• Any amendments to these acts and any new legislation.

The school commits itself to the immediate investigation of any claims, when it is brought to its attention, of discrimination on the above grounds and where such is found to be the case, a requirement that the practice stop and sanctions imposed as appropriate.
**Equality Audit**

Subjects across the curriculum contain opportunities for anti-racism education and promoting a culture of inclusion.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visiting speakers to school are from a range of cultures and traditions</td>
<td>Various</td>
</tr>
<tr>
<td>Links made with another school in another country</td>
<td>Various</td>
</tr>
<tr>
<td>Pupils learn about diverse nationalities, ethnic composition of Ireland</td>
<td>Various</td>
</tr>
<tr>
<td>Pupils learn about structures, governance and politics of other countries</td>
<td>(CSPE &amp; Politics)</td>
</tr>
<tr>
<td>Pupils learn about different faiths</td>
<td>(Religion)</td>
</tr>
<tr>
<td>Pupils visit a range of places of worship</td>
<td>(Religion)</td>
</tr>
<tr>
<td>Moral stories from different faiths used to teach about struggle for justice</td>
<td>(Religion)</td>
</tr>
<tr>
<td>Pupils critically explore media representations and stereotyping of different faith communities</td>
<td>(Religion)</td>
</tr>
<tr>
<td>Physical activities and games are drawn from a range of cultures, not just</td>
<td>Irish or European (PE)</td>
</tr>
<tr>
<td>Pupils learn about sport and games from around the world and how sport can</td>
<td>transcend cultural and other boundaries (PE)</td>
</tr>
<tr>
<td>Pupils learn ways in which sports have borrowed from and influenced each</td>
<td>other (PE)</td>
</tr>
<tr>
<td>Pupils become familiar with music and instruments from a variety of cultures</td>
<td>(Music)</td>
</tr>
<tr>
<td>Different music traditions explored and identify how some aspects change</td>
<td>or stay the same (Music)</td>
</tr>
<tr>
<td>Attitudes and behaviour towards linguistic traditions are explored and</td>
<td>stereotypes challenged. Pupils develop positive attitudes towards the cultures and societies where there language is spoken (Language)</td>
</tr>
<tr>
<td>Pupils learn ways in which languages have borrowed from and influenced</td>
<td>each other (Language)</td>
</tr>
<tr>
<td>Explore contemporary social issues through art</td>
<td>(Art)</td>
</tr>
<tr>
<td>Shared human values are shown to be reflected in different artistic</td>
<td>traditions, stress on common elements and concerns reflecting universal human values (Art)</td>
</tr>
<tr>
<td>Irish history is taught in a world perspective, related to events in other</td>
<td>countries (History)</td>
</tr>
<tr>
<td>Non-European civilisations feature in the study of cultures, beliefs and</td>
<td>historic achievements (History)</td>
</tr>
<tr>
<td>Pupils learn from different cultures, countries and societies and explore</td>
<td>how they have borrowed from and influenced each other (History).</td>
</tr>
<tr>
<td>Pupils study bias in accounts and narratives about the past. Pupils learn</td>
<td>ways in which events in the past have affected current stereotypes, ideas and controversies (History)</td>
</tr>
<tr>
<td>The variety of human relationships with the physical environment is</td>
<td>explored by looking at commonalities and differences (Geography)</td>
</tr>
<tr>
<td>Global interdependence is a theme. Pupils learn how people from different</td>
<td>cultures, countries and habitats have borrowed from and learned from each other (Geography)</td>
</tr>
<tr>
<td>Migration and settlement are explored as common human experience</td>
<td>(Geography)</td>
</tr>
<tr>
<td>A range of images of developing countries are used to offset preponderance</td>
<td>of negative representations. Pupils see images that counter the portrayal of adults and children from the developing world as people to be pitied (Geography)</td>
</tr>
<tr>
<td>Visiting speakers who come into the school are from a range of cultures</td>
<td>and traditions (Geography)</td>
</tr>
<tr>
<td>Reference is made to the contribution of scientists from many cultures to</td>
<td>the development of science (Science)</td>
</tr>
<tr>
<td>Scientific methods of observing, hypothesising, reasoning and testing are</td>
<td>seen as universal, used in all societies and not as distinctively Western (Science)</td>
</tr>
<tr>
<td>Pupils learn how mathematicians from different cultures have borrowed from</td>
<td>and influenced each other (Maths)</td>
</tr>
<tr>
<td>Maths is used as tool to develop understanding of `race' relations eg</td>
<td>statistical analysis of schools, number of racist incidences, survey of pupil backgrounds (Maths)</td>
</tr>
<tr>
<td>Literature, storytelling and drama from a range of cultures, traditions</td>
<td>are used in the study of language (English)</td>
</tr>
<tr>
<td>Literature and creative writing are used to explore issues of contemporary</td>
<td>social concern (English)</td>
</tr>
</tbody>
</table>
10-POINT GUIDE
TO CHALLENGE DISCRIMINATION

1 Challenge the discriminatory attitudes and behaviour, rather than the person. Ignoring issues won't make them go away and silence sends the message that you are in agreement with such attitudes and behaviours. Make it clear that you will not tolerate racist, ethnic, religious or cultural jokes or slurs, or any actions that demean any person or group.

2 Expect tension and conflict and learn to manage it. Sensitive and deep-rooted issues are unlikely to change without some struggle and in some situations, conflict is unavoidable. Tension and conflict, if harnessed correctly, can be positive forces that foster growth.

3 Be aware of your own attitudes, stereotypes and expectations. Be open to the limitations your own attitudes and expectations can place on your perspective. Be honest about your own prejudices and biases. It is important not to get defensive when discriminatory attitudes or behaviours are brought to your attention.

4 Actively listen to and learn from others' experiences. Don't minimise, trivialise or deny other people's concerns and feelings.

5 Use language and behaviour that is nonbiased and inclusive. Modelling an inclusive way of being is important when educating young people, and the words we choose to use, even in a light-hearted manner, give loud messages to what we feel is acceptable or otherwise.

6 Provide accurate information to challenge stereotypes and biases. Take responsibility for educating yourself about your own and other people's cultures. Don't expect people from different backgrounds to always educate you about their culture or history, or to explain their own prejudices and biases. It is important not to get defensive when discriminatory attitudes or behaviours are brought to your attention.

7 Acknowledge diversity and avoid stereotypical thinking. Don't ignore or pretend not to see our rich differences. Acknowledging obvious differences is not the problem, but placing negative value judgements on those differences is! Stereotypes about those differences are hurtful because they generalise, limit and deny people's full potential.

8 Be aware of your own hesitancies. Acknowledge that it is not always easy to intervene, but if you can confront your own fears it will become easier.

9 Project a feeling of understanding, respect and support. When confronting individuals, firmly address the behaviour or attitude whilst supporting the dignity of the person.

10 Establish standards of responsibility and behaviour working collectively with others. Hold yourself and others accountable. Demonstrate your personal and organisational commitment in practice, both formally and informally. Maintain high expectations of all people and be a role model and reflect anti-bias multicultural values in all aspects of your life.

Key Terms

ASYLUM SEEKER
An asylum seeker is a person seeking to be recognised as a refugee under the 1951 United Nations Convention Relating to the Status of Refugees, to which Ireland is a signatory. If someone is granted this recognition, they are granted refugee status and are no longer considered to be an asylum seeker.

BLACK
People can describe themselves as black for a number of reasons, for example, in relation to their physical appearance, their ancestry, or as a political term. Some people use the word Black to mean ‘of African origin’; whereas others mean non-white and would include people from Asia for example. Black is not generally considered to be a derogatory term and in Ireland, the term Black and Minority Ethnic group is often used.

COLOURED
The word 'coloured' is now considered to be a derogatory term in Ireland and many other countries. It was frequently used in the US in the past and was enshrined in law in South Africa during the apartheid era when the term Coloureds was one of the four main racial groups identified by law (Blacks, Whites, Coloureds and Indians). People of colour is an accepted term in some countries but is not commonly used in Ireland.

ETHNIC GROUP
An ethnic group is a group that is regarded as a distinct community by virtue of certain characteristics that will help to distinguish it from the surrounding community.

FOREIGN NATIONAL/ NON-IRISH NATIONAL/ NON-NATIONAL
These terms are increasingly used in Ireland, particularly in a legislative context. However, such terminology can be limited in other contexts. Terminology that solely focuses on nationality will become obsolete for most second and third generation migrants living in Ireland. The term 'non-national' should be avoided altogether as it is both inaccurate (most people have a nationality from their country of origin) and has negative connotations.

'Foreign national' has most recently been used in draft legislation to refer only to people who are not EU citizens and so using the term to refer to all migrants may also cause confusion. 'Non-Irish national' may be least problematic but again we must remember that many migrants choose to become Irish citizens once they fulfil all the required conditions. Outside of a legislative context where nationality is relevant, it is useful to ask why the word 'national' is required. Would I describe people from the UK or USA as 'non-Irish nationals'? Where possible, the preferred is 'minority ethnic groups'.
INSTITUTIONAL RACISM
The collective failure of an organisation to provide service or product to people due to racism as a feature (either conscious or subconscious) within the institution.

INTEGRATION
The concept of integration is a complex one and while there are many different views as to what constitutes integration, it is still part of an ongoing debate in Ireland. In the most simplistic terms, integration can be a one-way process (in effect assimilation) where minority communities are expected to adapt or change without any expectation of change from the state or majority community. On the other hand, integration can be a multi-faceted, intercultural process that requires the state, majority, minority ethnic communities to work together and make accommodation of diversity, without glossing over challenges and barriers such as extremism or racism.

INTERCULTURALISM
Interculturalism is essentially about interaction between majority and minority cultures to foster understanding and respect. It is about ensuring that cultural diversity is acknowledged and catered for. Developing a more inclusive and intercultural society is about inclusion by design, not as an add-on or afterthought. It is essentially about creating the conditions for interaction, equality of opportunity, understanding and respect.

RACE
The term ‘race’ is a social construct used to classify people. Originally race was based on a false belief that biologically there were different species of humans, with the implication that some ‘races’ were superior to others. However, research has proved that there is no single race-defining gene and therefore no biological basis for dividing the human population into different ‘races’. The term race is still widely used in legislation. In Irish equality legislation, the ‘race’ ground is described as “race, colour, nationality or ethnic or national origins”. The use of inverted commas is encouraged when use of the word ‘race’ is unavoidable.

TRAVELLER
‘Travellers are an indigenous minority, documented as being part of Irish society for centuries. Travellers have a long shared history and value system which make them a distinct group. They have their own language, customs and traditions. Travellers may or may not live a nomadic lifestyle’
Notes

Relevant books & useful links

Jodi Picoult (2016) *Small great things*, London Ballantine
Tomi Reichenthal (2015) *I was a boy in Belsen*, Dublin O’ Brien

Useful links

Anti Racism training course
*Training.theredcard.ie*

Holocaust Education Trust
*http://hetireland.org/*

Show Racism the Red Card Ireland education
*www.theredcard.ie/teachers*

Yellow Flag Programme
*www.yellowflag.ie*


‘Don’t ignore it by thinking this is the other guy and I cannot be involved. I would say, you have to be involved because if not, God forbid, the same thing can happen again. No matter how wonderful a country is, you only need a couple of people to start spreading rumours and the whole darn thing can come tumbling down worse than an earthquake’

Molly Stanber Holocaust Survivor