

## **TEACHER'S NOTES**

### **ETHNIC MINORITIES**

### **VIDEO VAULT**

## **VIDEO 3 "AFRICAN"**

### **LEARNING OUTCOMES:**

- Pupils will improve their understanding of what it is like being a member of an ethnic minority in N Ireland
- Pupils will explore some of the negative experiences people from ethnic minorities have had in N Ireland
- Pupils will think about the consequences of these experiences
- Pupils will begin to realise that people can consider themselves Irish or British regardless of what colour they are or where they or their parents were born

### **SUGGESTED STRUCTURED ACTIVITIES TO REINFORCE LEARNING OUTCOMES:**

- Debate
- Workshops
- Role play
- Pupil journal
- Collages

### **RESOURCES:**

Video clip - African (2 mins 39 secs) Located in Video vault, Ethnic minorities section.

Criteria scroll template (Appendix 2)

Role cards (Appendix 1)

**SUGGESTED TIMING:** 2 x 40 minutes  
(depending on size, receptivity and ability of class)

### **LESSON SEQUENCE:**

#### **LESSON ONE**

##### **Preparation**

- Write the following questions up on the whiteboard:
  - How did this man feel when he first arrived in N Ireland?
  - Why is St George's Market so special to this man?
  - Do you think that people who come from another country should bring their culture with them or adopt the Irish or British culture?

- How did the man describe himself at the end?  
(born in Nigeria / Irish by choice)
- Would you describe this man as Irish or British? (ask this question later to see if there are any changes in the pupils' opinions)
- Pupils are asked to brainstorm their experience/perceptions of African culture
- Explain to the pupils that we are going to watch a short video clip and consider what life is like for people of African origin living in Northern Ireland
- Students watch video clip
- Consideration of questions asked  
(including help with lesson glossary if required)

### **Task**

Teacher-led discussion about the fact that a number of ethnic minority communities have been established in Northern Ireland for quite some time. Many children believe that these minorities have only just arrived in Northern Ireland and do not realise that many ethnic minority members were born here – hence the Northern Ireland accents! (Information on ethnic minorities in Northern Ireland can be found in the 'Who Lives here?' section of this site as well as in the accompanying teacher's notes.)

### **Homework**

Pupils write into their pupil journal their thoughts on the lesson in general and think about what people coming to Northern Ireland would need to do to be considered Irish/British.

## **LESSON TWO**

### **Preparation**

- Students watch video clip again (useful recap)

### **Task**

- Put a table in the centre of the room, with pupils sitting in a circle around it
- Brief character summaries of people are written on cards  
(These are available for printing at end of this lesson plan – Appendix 1)
- Put cards on the table in the centre
- Each pupil takes a turn to go to the centre desk, choose a character summary (cards are face down) and then read out their character summary
- The class will be asked the following after each character summary

Do you think this person is Irish or British?

- The surrounding pupils will put up their hand if they wish to speak and the pupil in

the centre will choose who is to respond. The pupils who speak must give a reason for their answer.

- Teacher records responses on whiteboard under the headings

REASONS FOR YES

REASONS FOR NO

- The class discuss/review their responses (written up on the whiteboard) ie what criteria they came up with for being classified as Irish/British

PROMPTS – born here / lived here for a certain time / currently living here/ parents from here / white / 'Irish looking' / Catholic or Protestant / speak English / offer something to country / knows the National Anthem or local culture / do not try to dilute 'our' local culture / have done something great for Ireland / married to someone 'Irish' / keep links with Ireland/Britain / have blood relatives from Ireland

## **Conclusion**

Each pupil is given a blank CRITERIA SCROLL and is asked to write down a list of things that allow someone to claim they are Irish or British.

(Criteria scroll is available at end of this lesson plan for printing off – Appendix 2)

## **Homework**

Pupils write into pupil journal their thoughts on the lesson in general and ask themselves what they feel they would need to do to be considered part of another country.

## **EXTENSION ACTIVITIES:**

**Class criteria scroll:** through a discussion involving the whole class a compromised criteria scroll could be created for display in the classroom

**Citizenship test:** create one for people to take to prove how Irish or British they are

**Culture watch:** explore other websites to find out more about Nigeria and other African countries (below are some suggestions)

[http://news.bbc.co.uk/1/hi/world/africa/country\\_profiles/1064557.stm](http://news.bbc.co.uk/1/hi/world/africa/country_profiles/1064557.stm)

Nigeria country profile, which includes facts and figures as well as information on the leadership.

[http://news.bbc.co.uk/1/hi/country\\_profiles/default.stm](http://news.bbc.co.uk/1/hi/country_profiles/default.stm)

Portal page for more country profiles of African countries.

<http://www.nigeria.com/>

Website devoted to everything Nigerian including politics, sports, news and business.

(The BBC is not responsible for the content of external websites)

**Guest speaker:** think about contacting the Northern Ireland African Culture Centre and requesting a guest speaker to visit the school

NIACC, 12 Upper Crescent, Belfast, BT7 1NT Tel: (028) 9023 8742.

[bbc.co.uk/ni/learning/ks3citizenship](http://bbc.co.uk/ni/learning/ks3citizenship)

**African school:** explore the possibility of establishing links with a school in Africa

<http://www.britishcouncil.org/globalschools.htm>

Provides help and advice on how partnerships can be established between schools in the UK and schools in Africa, Asia, Latin America and the Caribbean.

<http://www.globalgateway.org.uk/>

Visit the "Young people's Zone" where there is information on how Global Gateway supports young people in the UK to work on projects with schools and colleges around the world.

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### **LESSON GLOSSARY:**

**Ethnic minority:** People of a certain race, religion or nationality who live in a country where the majority of the population belong to a different race/religion/nationality.

For example, white people in India would be considered an ethnic minority just like a person of Indian race would be considered an ethnic minority in Northern Ireland because the people here are mostly white.

**Nigeria:** A large country situated in Western Africa. Nigeria had suffered nearly 16 years of military rule up to 1999 before a civilian government was introduced. Nigeria has attracted much media attention during recent years due to violence over religious issues.

**Prejudice:** When a person dislikes another for no good reason, or has formed a hostile opinion of someone before even getting to know them.

**Racism:** The belief that one group of people is inferior to another because of the race they belong to.

**APPENDIX 1****CHARACTER SUMMARIES**

John is a black baby who was born in the Belfast City Hospital last week. His mother recently arrived from Nigeria.	Tsan is a 50 year old man of Chinese origin who came to Northern Ireland with his parents when he was 7 years old.
Mohammed is a Muslim man who set up a business in Northern Ireland three years ago that created 300 jobs.	Sam is a black doctor at the Mater Hospital in Belfast and has been living here for 10 years. He has one pre-school and one 16 year old daughter.
Tandhi is a 4 year old black child who was born here. Her daddy is originally from Zimbabwe and has worked here for 10 years.	Sandhi is a 16 year old black female student who was born in Zimbabwe and has lived here for 10 years.
Mya is originally from India, has lived here for 5 years and is looking forward to her arranged and traditional Indian wedding.	Violet is an American woman whose great-grandmother was born in Newry. She loves St Patrick's Day in New York.
Hank is a Jewish politician from Chicago who helped in the attempt to gain peace for Northern Ireland in 1998. He comes to Portrush once a year to play golf.	Roger is a Hari Krishna who was born in Liverpool and married a Belfast girl two years ago. He has lived here since.
The man in the video clip is from Nigeria. He has lived here for five years with his wife and two children. He loves Nigerian culture.	Sinitta is a young Muslim woman who fled from Afghanistan during the war and has been living unemployed in Belfast for one year. She is trying hard to learn English.

<p>Ryan is a man who emigrated from Belfast to Australia when he was just one year old. He has never been back to Northern Ireland.</p>	<p>Kieran is a man who emigrated with his family to Boston, USA 20 years ago. He comes to Ireland every other year to visit his family.</p>
<p>Yan is a man who has moved here permanently to set up a catering business (Chinese restaurants) in Belfast. It will create 30 jobs.</p>	<p>Scot is a young man who was born in Derry/Londonderry but moved to London to live seven years ago. He intends to stay there.</p>
<p>Kosi is a young Buddhist woman working here as a nurse for six months. She is from the Philippines and intends to stay here.</p>	

**APPENDIX 2****CRITERIA SCROLL**

We \_\_\_\_\_

believe that people need to fulfil the following criteria to claim themselves to be  
IRISH / BRITISH

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_