

**TEACHER'S NOTES**

**ETHNIC MINORITIES**

**VIDEO VAULT**

**VIDEO 4 "INDIAN"**

**LEARNING OUTCOMES:**

- Pupils will improve their understanding of how ethnic minorities came to live 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 offer a lot to N Ireland regardless of where they or their parents come from

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

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

**RESOURCES:**

Video clip - Indian (1 min 17 secs) Located in Video vault, Ethnic minorities section.

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

**LESSON SEQUENCE:**

**Preparation**

- Write the following questions up on the whiteboard:
  - Did anything surprise you about the man in the film?
  - Did you like the man?
  - How long has his family run a dry-cleaning business in N Ireland?
  - Does this surprise you?
  - Why do you think the young man calls himself a 'coconut'?
  - Do you think that is an appropriate description of him?
- Pupils are asked to brainstorm their experience/perceptions of Indian culture
- Explain to pupils that we are going to watch a short video clip and consider what life is

like for people of Indian origin living in Northern Ireland

- Students watch video clip
- Consideration of questions asked  
(including help with lesson glossary if required)

### **Task**

- Discussion

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 'Who Lives here?', part of the Ethnic Minorities section of this site, as well as in the accompanying teacher's notes.)

and / or

- Activity

Split the class into two sets of groups.

- (1) One set should look at what positive things the Indian community can bring to Northern Ireland.
- (2) One set should look at what negative things the Indian community might bring to Northern Ireland.

List the POSITIVES versus the NEGATIVES on the whiteboard.  
A representative from each group writes their group's ideas onto the board.

When the groups are finished there is a 'free for all' to allow students to

EITHER

- (a) Add one more positive or negative contribution to the list

OR

- (b) Put an 'X' beside one statement that they disagree with.

Pupils should be given an opportunity to explain their amendments.  
(Make sure pupils initial their amendments on the whiteboard.)

### **Conclusion**

Use 'Circle Time' exercise (ie pass the ball / soft toy ) to carry out a group discussion involving the whole class. During the discussion they should consider:

How difficult would it be to live as part of an ethnic minority in Northern Ireland?

The pupil with the ball / toy reacts first and then throws the ball to someone else in the circle. They then react to the question and throw the ball / toy to someone else. Continue this process until every pupil has responded.

The teacher records the responses on the whiteboard.  
(If you have completed the lesson plan based on the Chinese video clip in this section you may want to compare its responses with those recorded in this lesson)

### **Homework**

Pupils write into pupil journal their thoughts on the lesson in general and ask themselves how they would feel to be part of an ethnic minority in another country.

### **EXTENSION ACTIVITIES:**

**Fly on the wall:** visit this section of the site to view a panorama photograph of the Hindu temple at Belfast's Indian Community Centre and background information on the Hindu festival of Diwali.

**Guest speaker:** organise a guest speaker from the Indian community to visit the school or their class (Suggestions of useful organisations to contact can be found in the Act now! section of this site)

**Culture watch:** explore other websites to find out more about Indian culture and the Hindu religion (BBC website has links to Indian culture and Hindu religion -below are some suggestions)

Fast facts in the Religion section of this website has information on Hinduism (with more in-depth information in the accompanying teacher's notes).

[http://news.bbc.co.uk/1/hi/world/south\\_asia/country\\_profiles/1154019.stm](http://news.bbc.co.uk/1/hi/world/south_asia/country_profiles/1154019.stm)  
Country profile of India, including main facts and figures.

[http://www.bbc.co.uk/northernireland/schools/4\\_11/pfocus/citizenship/spring2001/index.shtml](http://www.bbc.co.uk/northernireland/schools/4_11/pfocus/citizenship/spring2001/index.shtml) Information on why members of the Indian community decided to settle in Northern Ireland.

<http://www.bbc.co.uk/religion/religions/hinduism/index.shtml>  
An overview of Hinduism including its history, beliefs, worship, holy days and customs.

[http://www.bbc.co.uk/worldservice/people/features/world\\_religions/hinduism.shtml](http://www.bbc.co.uk/worldservice/people/features/world_religions/hinduism.shtml)  
An introductory guide to the practice of Hinduism, its elements, gods and scriptures.

**Collage:** using the web links above or from contact with the local Indian community in Northern Ireland create a collage of culture

**School links:** explore the possibility of establishing links with a school in another country

<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.

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

**LESSON GLOSSARY:**

**Civil war:** When the people in a country are so divided over an issue that they go to war against each other. It can involve brothers fighting brothers, fathers fighting sons. It can be one religion or race against another.

**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.

**Exodus:** The movement of a large number of people away from somewhere. It is normally associated with masses of people fleeing war, famine or flood.

**Partition:** When a country is divided into two or more parts (eg Ireland is partitioned into Northern Ireland and the Republic of Ireland).

**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.

**Refugees:** People who have fled their home country to find safety in another.

**Safe haven:** Places of security and refuge. Often a term used to describe countries that refugees flee to – a place where they can feel safe.