

TEACHER'S NOTES

ETHNIC MINORITIES

VIDEO VAULT

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LEARNING OUTCOMES:

- Pupils will improve their skills including: communication, initiative, teamwork, ICT, community awareness
- Pupils will explore some of the experiences people from ethnic minorities have had in N Ireland
- Pupils will think about the diversity of culture within ethnic groups
- Pupils will begin to realise that this richness of culture is something that can benefit everyone in N Ireland

SUGGESTED STRUCTURED ACTIVITIES TO REINFORCE LEARNING OUTCOMES:

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

RESOURCES:

Video clips – Located in Video vault, Ethnic minorities section.

Indian (1 min 17 secs)

Chinese (2 mins 0 secs)

African (2 mins 39 secs)

Filipino (2 mins 1 sec)

Travellers (2 mins 21 secs)

SUGGESTED TIMING: 5 lessons

(depending on size, receptivity and ability of class)

LESSON SEQUENCE:

Preparation

- Even if the pupils have completed the individual lessons in the Ethnic minorities section of this site it may be useful for them to view the video clips again
- Explain to the pupils that we are going to watch a number of short video clips looking at the experiences of people belonging to minority ethnic groups living in the UK and Ireland
- Write the following question up on the whiteboard:

What does life seem to be like for the people in the video clips?

- Students watch video clips
(If facilities available it may be preferable to watch clips in groups of two)
- Consideration of question asked
(including help with Glossary if required)

Task

- Pupils should be told that they have a number of resources at their disposal on this website.
 1. Video vault clips in the Racism and Ethnic minorities sections of this site
 2. Newsstand - the newspaper articles in the Racism section
 3. Who lives here? in Ethnic minorities section (maps)
 4. Fly on the wall in the Ethnic minorities section (panoramic photographs)
 5. The interactive activity A balanced view in the Racism section
 6. The Act now! section which gives contacts and ideas
 7. Religion section of this website - info on 7 main religions not to mention
 8. The extensive range of BBC websites and associated links

(Could set aside one lesson for this and, if facilities available, use an ICT suite.)

- Pupils should be split into groups (or classes if you wish to go macro and use the whole of Year 8) to complete a project on

"Life in N Ireland for Indian people"

or

"Life in N Ireland for Chinese people"

or

"Life in N Ireland for African people"

or

"Life in N Ireland for Muslim people"

or

"Life in N Ireland for Portuguese people"

etc..

- There will be a number of tasks to carry out within groups (or classes)
 1. Explore the interests, activities and attitudes of their chosen ethnic or religious group
 2. Depict visually the religion, culture, food, music, dance, etc of their chosen group (could be more than one group)
 3. Get across the negative experiences that your chosen ethnic or religious group have had in N Ireland
 4. Show the kind of positive contributions their chosen group has made in N Ireland
 5. Make contact with an organisation relevant to your choice (use Directory in Act now! section)
- Pupils should put together an exhibition or presentation

Ultimately, the group / class can go for a micro option and present their group project to their own class

However they could take the macro option of using an assembly hall for displays from each Year 8 class and having exhibition stalls displayed around the hall for viewing by all/part of the school AND / OR they could have Year 8 presentations performed in front of part/all of the school on an assembly hall stage

Methods of presentation could vary from ICT Power Point presentations, to fashion shows, to religious services, to drama sketches, to performance of song and dance, cooking displays, to storytelling etc...

Cultural exhibitions could include – language, music, dance, food, information on home country, ethnic dress, sports, artefacts, 'Day in Life of a _____ in N Ireland, etc...

Pupils could invite representatives from their chosen ethnic or religious group to take part in the exhibition and/or presentation

CONCLUSION:

- Student evaluation: when project is completed it is a good idea that the pupils evaluate their experience. They could write their thoughts into their pupil journal.
- Awards ceremony: give prizes for different categories. It's best to have as many prizes as groups to ensure equal distribution, with maybe an overall winner prize. (What you award would depend on whether you go for the micro or macro option.)

NB – If you are interested in going for the MACRO option you could inquire about BT Awards that would get you some financial assistance for such a project.