



LET'S MAKE A DIFFERENCE

Teaching Anti-racism in Primary Schools A Jewish Perspective

Written by

Dr. Edie Friedman, Hazel Woolfson, Sheila Freedman and Shirley Murgraff

ALL ABOUT ME



Published by



The Jewish Council for Racial Equality

WORKING WITH

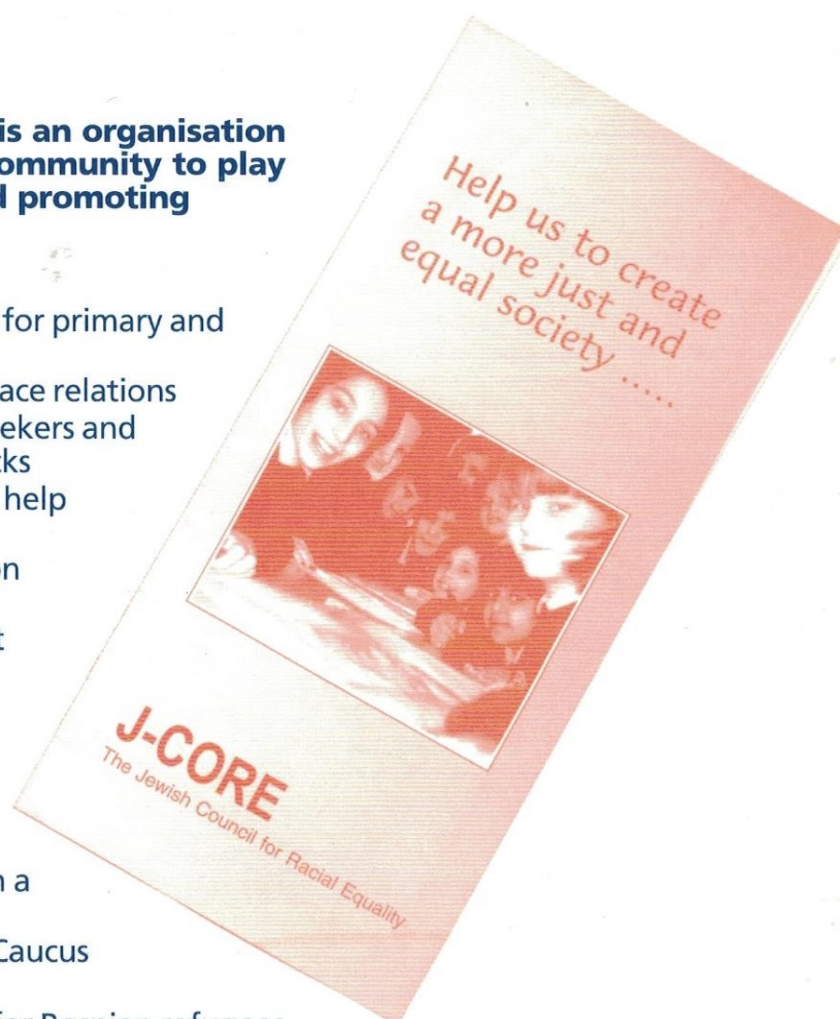
PEOPLE WHO ARE

WHAT IS J-CORE?

The Jewish Council for Racial Equality is an organisation established to encourage the Jewish community to play an active role in combating racism and promoting equality of opportunity.

Our activities include:

- producing anti-racist educational packs for primary and secondary school children
- seminars for Jewish people working in race relations
- campaigning for the rights of asylum seekers and for changes to legislation on racial attacks
- setting up a Refugee Doctors Project to help those wanting to requalify in the UK
- a lawyers' project to tackle discrimination within the legal profession
- a Black, Asian and Jewish history project culminating in an exhibition and book examining the relationship between Blacks, Asians and Jews in Britain
- Black-Jewish Forum - a group where Blacks, Asians and Jews can meet to tackle areas of common concern
- courses at Jews College on 'The Rabbi in a Multiracial Society'
- joint meetings with the National Black Caucus
- lectures on racism
- setting up a mobile counselling service for Bosnian refugees



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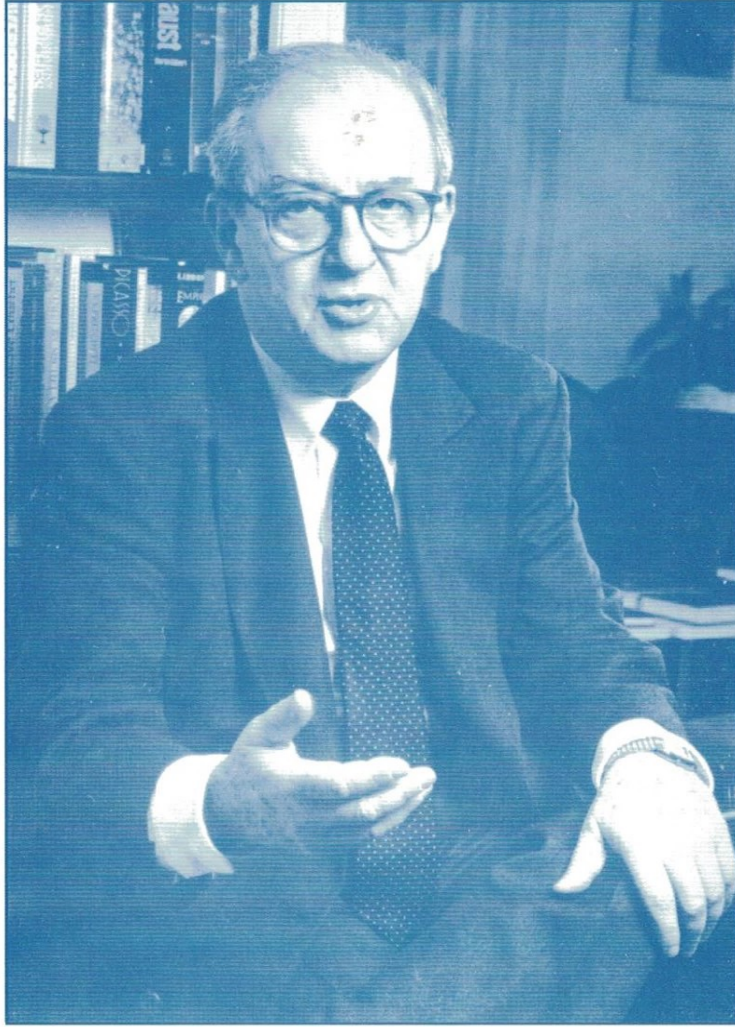
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DEDICATION



This pack is dedicated to the life and work of

Rabbi Hugo Gryn (1930-1996)

whose humanity transcended differences, whose life personified the struggle against racism and who brought Jewish values into the public arena.

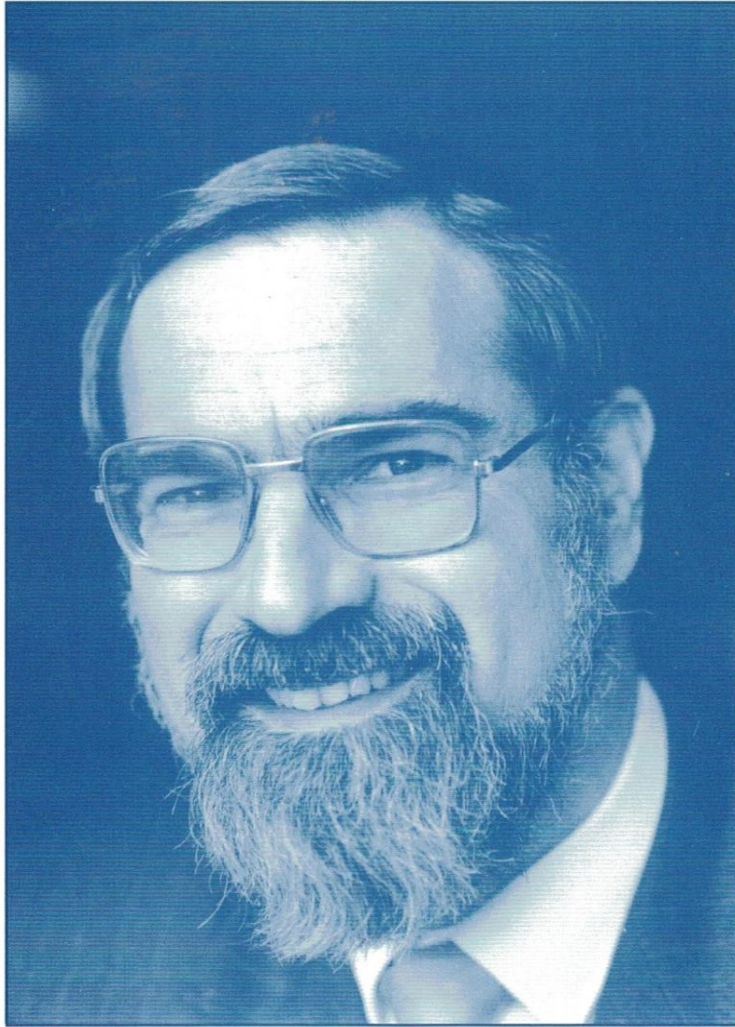
The following text is extracted from his last speech.

"It seems to me that true religion begins with the law about protecting and shielding the alien and the stranger. It's there in practically every religious tradition and it is there that men and women discover the idea of humanity.

How you are with the one to whom you owe nothing, that is a grave test and not only as an index of our tragic past. I always think that the real offenders at the halfway mark of the century were the bystanders, all those who let things happen because it didn't affect them directly.

I believe that the line our society will take in this matter on how you are to people to whom you owe nothing is a signal. It is the critical signal that we give to our young, and I hope and pray it is a test we shall not fail."

FOREWORD



For over 20 years J-Core has been at the forefront of work to enhance better relations between the different groups who make up our multiracial society. They have drawn attention to the plight of those who suffer from prejudice and discrimination. I warmly appreciate their work, which, I believe, deserves widespread support. In producing this pack they have recognised the power of education as a tool to improve our lives. I sincerely hope that the pack becomes a catalyst for good relations between different communities and helps to shape a generation of children who grow up opposed to all forms of discrimination in our diverse and often divided world.

Rabbi Dr. Jonathan Sacks

Chief Rabbi of the United Hebrew Congregation of the Commonwealth

ACKNOWLEDGEMENTS

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Appendix 8 has been adapted with the kind permission of Save the Children.

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We apologise for anyone we may have inadvertently omitted to mention.

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INTRODUCTION

Too many Jews grow up in an environment that does not encourage any connection to be made between Judaism and social issues such as racism. Perhaps one important reason is our failure within Jewish education, both formally and informally, to demonstrate the connections between being a Jew and being socially concerned, involved and responsible.

Although primarily intended for Jewish children this teaching pack is an invaluable and timely resource for all teachers and youth leaders. It has been designed to help teachers at Key Stages one and two tackle the difficult topic of racism. The authors believe that the insights of Jewish teaching and experiences have an important contribution to make to this issue and are concerned that there should be an opportunity to combat racism, mindful of the Jewish perspective.

The first chapter of the pack suggests activities to help children consider their own identities. The succeeding chapters progress from the close family and its roots to the wider issues of why people move and what it is like to be somewhere new as an immigrant, a refugee or an asylum seeker. There follow activities to introduce children to multiculturalism before tackling stereotyping, scapegoating and racism. Finally we look at ways to encourage children to take an active part in making their world a fairer place.

During the amassing of the material for these activities, we found ourselves involved in many debates about issues that were raised by the subject matter. We have added a small selection of these conversations to the beginning of each chapter to share with teachers some of the thoughts stimulated by the material.

Aware of teachers' serious time constraints, we have designed this pack to be adaptable to the needs of different classroom situations. At both infant and junior level the pack can be used in sequence, or specific individual activities can be selected. We have defined the activities according to whether they are practical, discussion-based, out-of-school, or specifically related to Jewish themes. At the back of the pack, resources are listed to help the teacher to programme additional activities and lessons. There is also a teachers' guide, which underpins the National Curriculum.

For Jewish children to take their place in today's society they need to be aware of their own traditions and culture. However they also need to understand that their religion and culture are part of a larger picture and that all individuals should have the same equality of opportunity to develop to their full potential. Living in Britain today means struggling to ensure that all peoples and traditions are cherished and respected. Our ability to embrace diversity is one important measure of our maturity as individuals, as a society and as Jews. Jewish children like all others need to play their part in creating a truly multicultural society.

In the light of the Stephen Lawrence enquiry this has become urgent.

AIMS OF THE PACK

To help the child begin to:

- understand the relevance of Jewish values and Jewish historical experience to the issue of racism
- become aware of some of the similarities and differences between her/his experience of being a Jew, Jewish experience generally and that of other minority groups
- understand the damage which prejudice, stereotyping, scapegoating and racism can do to individuals and to society
- develop an awareness of and a positive commitment to understanding their responsibilities as young Jews to combat prejudice and racism and make the world a fairer place
- develop an awareness and appreciation of the benefits of living in a multiracial society.



THE NATIONAL CURRICULUM

Teachers will find that many National Curriculum requirements for Key Stages 1 & 2 are met under the following headings:

English: Reading & writing, which comprises text level, sentence level and word level work. Speaking and listening is also a very important component.

History: Teaching about past events of different types, chronology.

Art: Development of appreciation of the richness of our diverse cultural heritage.

Music: Styles from different times, cultures and places.

Religious Education: Religious literacy, spiritual development.

HOW TO USE THIS PACK

The pack is divided into chapters, each subdivided into material suitable for infants followed by juniors. Teachers may choose from either section.

To enable you to go quickly to what you are looking for, the activities are labelled with letters followed by numbers e.g. **03**, **D6**, **P1**, **J2**.

The letters define the type of activity as follows:

- O** Some or all of the activity is undertaken outside school, or a speaker is contacted and brought into school.
- D** Indicates that the activity involves discussion, written work or drama.
- P** The activity is a practical one and may, for example involve artwork.
- J** The activity relates particularly to Jewish themes.

The numbers identify the order of the activities in each section, e.g. **P1**, **P2**, **P3**, etc.

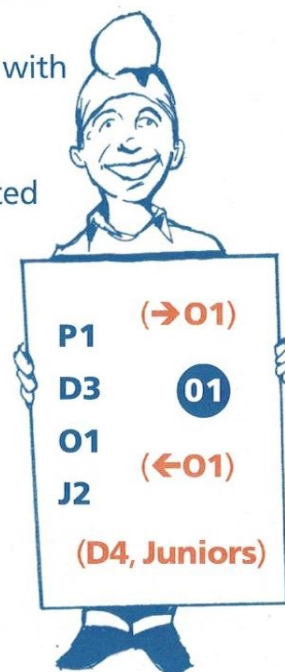
Most exercises are complete in themselves and may therefore be chosen at random. However, a certain number are interrelated. A prefixed arrow indicates those as follows:

(←**01**) at the start of an activity indicates that the current exercise **follows on** directly from **01**.

(→**01**) at the end of an activity indicates that the current exercise **introduces 01**.

01 A solid black circle round a letter and number indicates that an associated worksheet is provided.

Relevant exercises are highlighted in the Resources section at the end of each chapter i.e. (**D4, Juniors**).



SOME JEWISH ETHICAL PRINCIPLES ON WHICH OUR EDUCATION PACK IS BASED

"If I am not for myself who is for me? But if I am only for myself, what am I? And if not now, when?"

Ethics of the Fathers 1:14

"It is not your duty to finish the work, but you are not free to neglect it."

Ethics of the Fathers, 2: 21

"You shall not stand idly by when your neighbour's blood is being shed."

Leviticus 19:16

"You shall love your neighbour as yourself."

Leviticus 19:18

"Are you not like the Ethiopians to Me, Oh Children of Israel, says the Eternal One?"

Amos 9:7

"Hospitality to strangers."

Genesis 18:1-8

"The strangers who live with you shall be to you like the natives among you. And you shall love them as yourselves, for you were strangers in the land of Egypt."

Leviticus 19:34



CHAPTER 1

WHO AM I?

The material in this section will help children consider their own different characteristics as a first step to celebrating the similarities and differences of other people in our multi-cultural society.

Infants will think about physical appearance. The **juniors** will look at the emotional differences that surface in our likes, dislikes and attitudes. We want to help juniors understand their own responses and feel comfortable when others may disagree with them.

TALKING POINTS

1

How do we begin?

You start from the familiar.

You mean, get the children to look at themselves first

Exactly. Like hair and eye colour.

And skin colour.

In a Jewish school won't all the children be white?

No, there may well be Black and Asian Jewish children too. And there are all sorts of other ways of being different.

You mean like wearing glasses, or being very tall?

Exactly, you need to think about all the differences in **your** class, and plan to use them positively.

But for juniors we're tackling more than just physical differences.

Yes, but the same care and planning will apply.

'Who am I?' is not just about how people differ.

Correct, it's also about what we all have in common.

IN FACT IT IS A CELEBRATION OF SIMILARITIES AND DIFFERENCES.



স্টাফরুম
કર્મચારીખંડ
Staff Room
Stanza per
Personale ed'Ufficio
ਸਟਾਫ ਰੂਮ
سٹاف روم



Out of school activities/ Speakers

- 01** Using **Worksheet 1**, ask the children to find out from home if they are named after someone from their family, and if so, bring a story about that person back to the class. Try to find out why they have been named after that person. If they have not been named after someone, how was their name chosen and what does it mean? (→D1)



Practical activities

- P1** Using **Worksheet 2**, help each child to design the cover of an 'All About Me' book or folder, which can be compiled over the course of the project.
- P2** Make a pie chart, bar graph or pictogram demonstrating the variety of some physical features within the class, e.g. eye colour.
- P3** Look through magazines and cut out pictures which illustrate the three themes of food, shelter and love.

Make collages for the wall under the titles:
 'We all need food',
 'We all need shelter',
 'We all need love'.



Practical activities

- P4** Ask the children to draw a picture of themselves wearing clothes that are appropriate to a given situation e.g. when it's raining, when it's Yom Tov (see **Definitions**), at school.
- P5** Arranging them in pairs, ask the children to paint a portrait of their partner on a paper plate. Make sure you provide paints and crayons that are designed to reflect skin colour (see **Resources**).
- P6** Using **Worksheet 3**, ask the children to cut out the characters and the clothes and then dress them in appropriate clothes for school, synagogue or sport.



**Discussion/
Drama
based
activities**

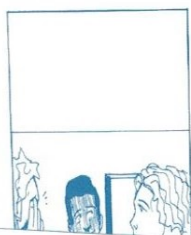
D1 (**←01**) Ask the children to tell the story of their name.

D2 In pairs, ask the children to describe their partners, e.g. eye/hair/skin colour, height, gender etc. Discuss the terminology that we use to show how people differ i.e. green eyes, blonde hair.

D3 Using a mirror, ask the children to take turns to describe themselves. Encourage the class to add to that description.

D4 Help the children to talk about who they look like in class and why, and in what ways they are different.

D5 Discuss and make a list of ways in which everybody in the whole world is the same and has the same needs, e.g. the need for food, shelter and love (**→P3**).



**Jewish
themes
and ideas**

J1 Brainstorm with the children their favourite festival. Ask them why they like it. Prepare an illustrated wall chart of the different festivals showing who likes what.

**WHO
AM I?**

1

**WHERE
ARE MY
ROOTS?**

MOVING

**BEING NEW,
BEING
DIFFERENT**

**BRITAIN AS A
MULTI-
CULTURAL
SOCIETY**

**STEREOTYPING,
PREJUDICE &
RACISM**

**SO WHAT
CAN I DO?**

You can also use
ideas from the
JUNIORS overleaf



**Out of
school
activities/
Speakers**

- 01** Ask the children to listen to the news, or look through newspapers supplied in class, and find a topic which made them feel angry, scared, sad, happy. The teacher could give an example.

Ask the children to record their feelings about their chosen topic using **Worksheet 4** and add this to their 'All About Me' books (**→D1**).



**Practical
activities**

- P1** Split the class into groups and ask each group to conduct a class survey, then a school survey. Choose a topic e.g. my favourite/least favourite food, television programmes, sport, subject at school, comics/authors. Record the findings and compare the school's likes and dislikes with those of the class (see **Worksheet 5**).

Some of the areas can be explored further, e.g. food - are different tastes derived from home or elsewhere? Comics/authors - do some appeal more to girls or boys? Discuss the best way of displaying the information by means of graphs, pie charts etc.

- P2** (**←D4**) Encourage the children to think of a situation when they felt one of the emotions that has been discussed. Write a story entitled 'When I felt ...'.



**Practical
activities**

- P3** Ask the children to make a book called 'All About Me' with suggested page headings: What I look like; What I like and what I dislike; Things that matter to me; My home; Where I was born; Where my grandparents were born (see **Worksheet 6**).

- P4** (**←D3**) Ask the children to design a questionnaire (or use **Worksheet 7**) to find out more about a classmate. The children should write a profile of their classmate, including the new information they have learnt.

You can also use
ideas from the
INFANTS overleaf



**Discussion/
Drama
based
activities**

- D1 (←01)** Ask for volunteers to talk about their chosen story. Invite the class to say how the issue makes them feel.
- D2** Read a story to the children that talks about differences and similarities (e.g. 'The Rainbow People' by Caroline Askar, see **Appendix 12**). Discuss when it feels good and when it feels bad to be different from others.
- D3** Make lists of the ways in which children in the class differ. Use headings such as home language, favourite sports or books, likes and dislikes and personality.

Ask the children to identify which groups they belong to and include this in their 'All About Me' books. Compile a class Venn Diagram showing different children within the groups (→P4).



**Discussion/
Drama
based
activities**

- D4** Make a list of emotions on the board. In a circle give each child a card with one of the emotions written on it. Play charades showing the emotion written on the card. Ask the children to describe how and why they made the face they did to express that emotion (→P2).
- D5** Discuss how people can show what they feel and how, sometimes, not show what they feel.



**Jewish
themes
and ideas**

- J1** Retell the story of Purim recording the various emotions that the characters feel at different times: These might include:
- | | |
|-----------|---|
| Esther | Confidence, pride, love, fear, relief, excitement |
| Ahasuerus | Curiosity, anger, confusion, surprise |
| Mordechai | Worry, pride, sadness |
| Haman | Greed, hatred, intolerance, surprise |
- J2** Ask each child to design a mask showing an emotion. Use the masks to re-enact the story of Purim. Alternatively encourage the children to make up or act out other stories showing danger and intolerance and showing how people react to such situations.

**WHO
AM I?**

1

**WHERE
ARE MY
ROOTS?**

MOVING

**BEING NEW,
BEING
DIFFERENT**

**BRITAIN AS A
MULTI-
CULTURAL
SOCIETY**

**STEREOTYPING,
PREJUDICE &
RACISM**

**SO WHAT
CAN I DO?**

THE STORY OF MY NAME

Ask your family, or someone who knows you well, to tell you about your name. Were you named after someone from your family or someone else? If so, write about that person in the space below.

If you were not named after a special person, find out from your family how your name was chosen and what it means.

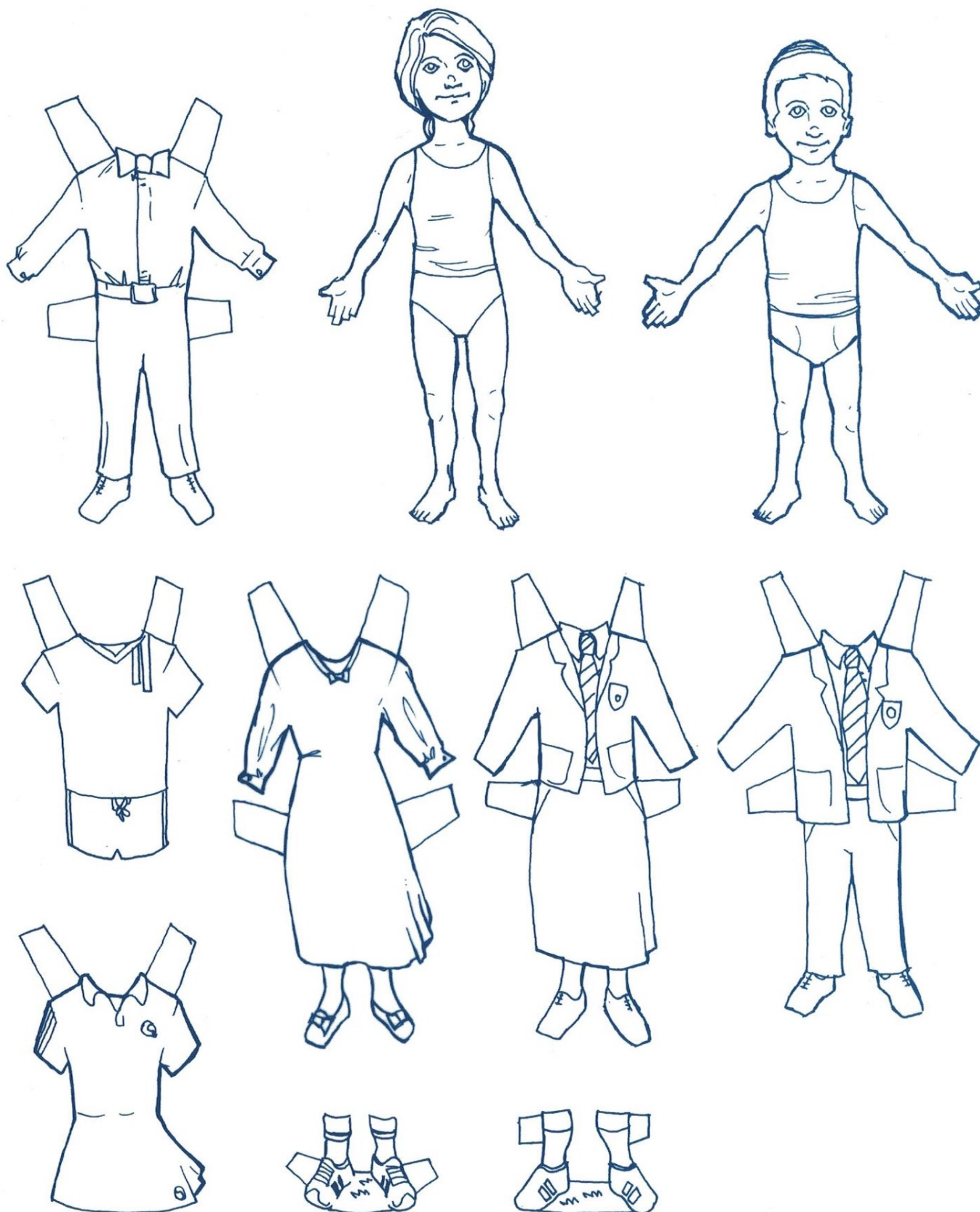


ALL ABOUT ME

Draw or paint a picture of yourself in the space below.

WHAT PEOPLE WEAR

Cut out the characters and the clothes and then dress them in appropriate clothes for school, synagogue or sport. You can colour them in.



HOW I FEEL





LIKES & DISLIKES - A SURVEY

After your class/school survey, use the worksheet to record your findings.



ALL ABOUT ME

Colour this in.

Things that matter to me

My home

What I look like

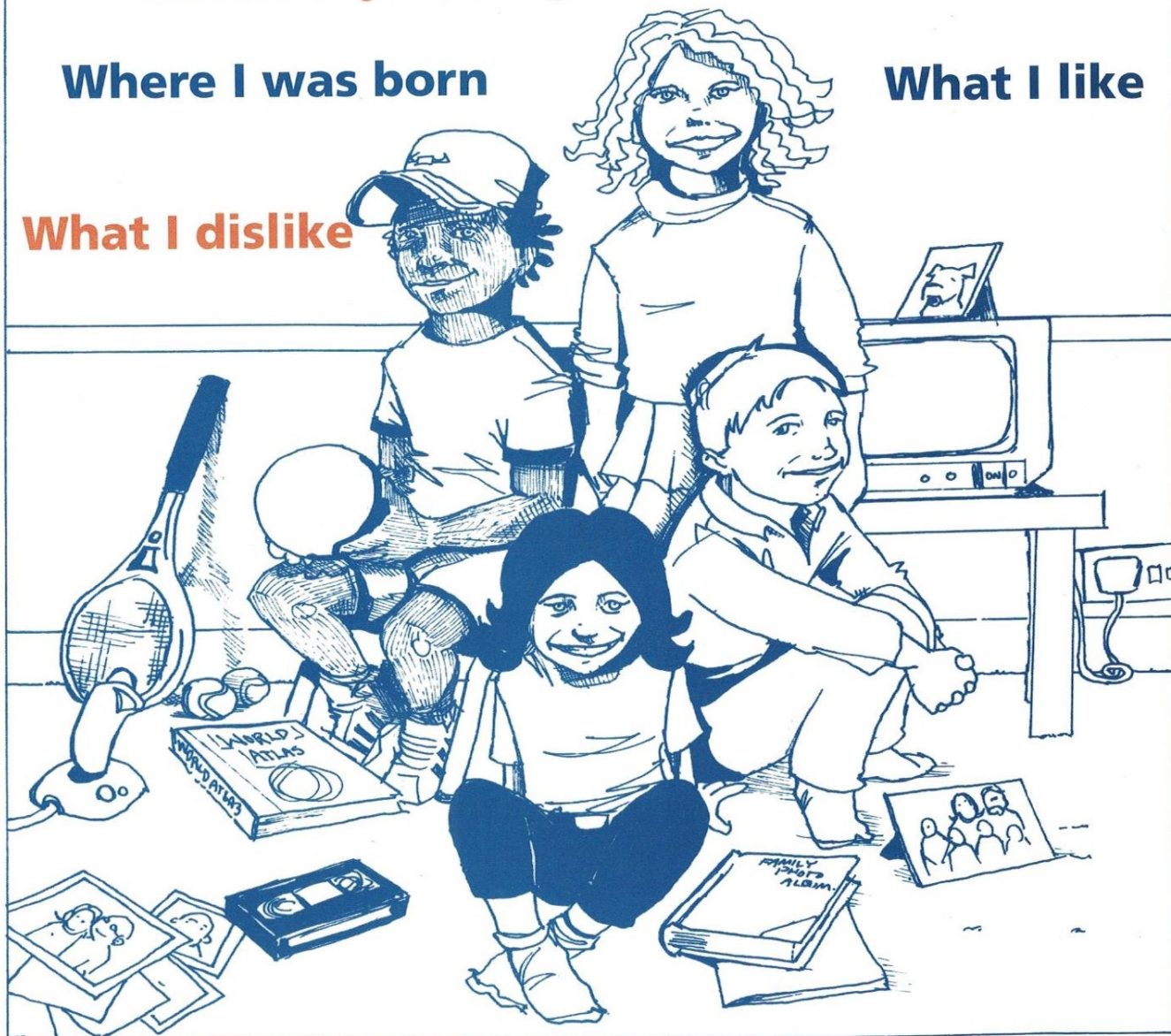
Where I was born

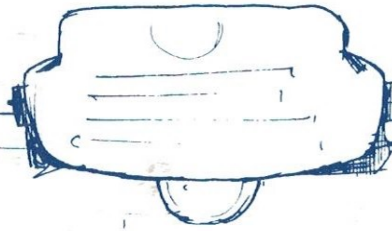
Where my Grandparents were born

Where I was born

What I like

What I dislike





ALL ABOUT MY FRIEND

Name of friend

My friend's birthday is on ...

My friend's hair is ...

My friend's eyes are ...

My friend lives at ...

My friend's family includes ...

Does my friend have any pets or not?

My friend likes eating ...

My friend does not like eating ...

RESOURCES

WHO
AM I?

1



Books

- Althea
- Askar, C.
- Birmingham Development Education Council
- Cole, T.
- Dale, P.
- Kaganoff, B. C.
- Kreuger, D. W.
- Mackinnon, D. & Sieveking, A.
- Resource Centre for Multi-cultural Education
- Tarpley, N. A.
- Feeling Shy**, A. & C. Black, London, 1997
- Telling the Truth**, A. & C. Black, London, 1997
- Feeling Angry**, A. & C. Black, London, 1997
- Being Friends**, A. & C. Black, London, 1997
- Rainbow People**, in Brown C. et al., **Spanner in the Works**, Trentham Books, 1990
- Start with a Story**, (4-7), uses story to explore children's concerns, B.E.B.C. Distribution, Poole, Dorset
- Why do We Wear That?**, Franklin Watt
- Bet You Can't**, Walker Books, London
- A Dictionary of Jewish Names and Their History**, Routledge & Kegan Paul
- What is a Feeling?**, Parenting Press Inc.
- What am I?**, Frances Lincoln Ltd.
- All About Me**, getting children to talk positively about themselves, Forest Lodge Education Centre, Leicester
- I Love My Hair**, Little Brown & Co., 1998



Frieze/Sign

Mantra (Publisher)

Ourselves, a multilingual frieze using Indian dance to highlight body parts



Catalogues

Educational Supplies

People Paint - Skin Tones of the World, pencils, crayons, pens (sets of eight) (**Infants, P5**)

A young boy with short dark hair is looking directly at the camera. He is standing in front of a display board. On the board, there is a large world map on the left and a poster on the right titled "EXTINCTION OF WILDLIFE" which features images of a starfish and a bird. The entire image has a blue tint and a film strip border on the right side.

CHAPTER 2

WHERE ARE MY ROOTS?

This section concentrates on exploring the different meanings of the word 'Family'.

Infants will be encouraged to look at their own and each other's family structure or, if appropriate, a famous family. At **junior** level, the aim is to begin to introduce historical and geographical perspectives to the children, an understanding of their own and other people's families, and how to research and record personal information.

TALKING POINTS

2

In today's society the big question must be "What is a family?"

You mean because there are so many definitions of a family?

Yes, like one-parent, foster and step families as well as 'conventional' families and issues such as adoption and mixed faith families.

What is it we are trying to achieve here?

We want the children to look at their own backgrounds.

Why?

So that they can recognise and accept diversity.

How?

By helping children to learn about research and looking under the surface.

What will this achieve?

An awareness of self and of the variation within and between Jewish communities

So really this section looks at two areas - differences within families and differences within communities.

স্টাফরুম
કર્મચારીખંડ
Staff Room
Stanza per
Personale d'Ufficio
ਸਟਾਫ ਰੂਮ
سٹاف روم

SUGGESTIONS FOR USE WITH INFANTS



**Out of
school
activities/
Speakers**

- 01** Give each child a copy of the questionnaire 'My Early Years'. Ask them to take it home and complete it as far as they can (see **Worksheet 8**)
- 02** Ask the children to collect and bring in family photographs to use on their family tree. This could include extended family, more distant ancestors and family friends (**→P1**).



**Practical
activities**

- P1** (**←02**) Use **Worksheet 9** to help the children complete their own family tree (**→D2**).
- P2** Ask each child to draw a picture entitled 'When Grandma/Grandpa was young'.
- P3** Ask the children to write a poem (or even a limerick) entitled 'My ' (insert a relative) and encourage them to read them aloud to the class.
- P4** Ask the children to draw themselves at the centre of a piece of paper. Then add significant people in their lives, around the outside, making a wheel.
- P5** Hold a concert or assembly where the children have thought of songs they know which refer to a member or members of a family, e.g. Daddy's taking us to the zoo tomorrow.



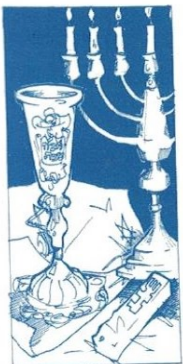
**Discussion/
Drama
based
activities**

D1 Form a human graph. Organise the children and the teacher in lines according to the number of brothers and sisters they have.

Use this activity to lead on to recording work, i.e. on the board, in books, drawings, number work, etc.

D2 (←P1) Use the childrens' family trees to initiate a discussion about the differences between the children's families and how families differ.

D3 Using local, city, country and world maps, pin the name of each child on the places where they were born. Discuss who has moved the most, travelled the farthest, stayed in the same place longest etc. Remind the children this is not a competition!



**Jewish
themes
and ideas**

J1 Tell the story of Ruth. Look at the family responsibility she takes upon herself with regard to her mother-in-law. Brainstorm how family members care for each other.

J2 Create a Western Wall frieze using the stones featured on **Worksheet 10**. After talking about family responsibility ask the children to think of a special 'wish' for a member of their family or close friend. Children place their wish on the frieze as if they were at the Western Wall themselves.

**WHO
AM I?**

**WHERE
ARE MY
ROOTS?**

MOVING

**BEING NEW,
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DIFFERENT**

**BRITAIN AS A
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SOCIETY**

**STEREOTYPING,
PREJUDICE &
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**SO WHAT
CAN I DO?**

You can also use
ideas from the
JUNIORS overleaf



**Out of
school
activities/
Speakers**

01 Ask children to bring back to the classroom stories of when, where, how and why their families came to live in Britain.
For children who cannot find this information, suggest they find a story about their family from before they were born.

Ask the children to write a story in their 'All about Me' books (see **P3, Chapter 1**) based on the information they have found.

Select some of these stories and in groups, ask the children to act them out.



**Out of
school
activities/
Speakers**

02 Collect photocopies of birth, death and marriage certificates. Compare the information recorded on the documents (**→P1**).

Discuss why these documents are important (e.g. what happens if you lose one?)



**Practical
activities**

P1 (**←02**) Ask the children to record as many names as possible of their immediate and extended family. Using this information, let the children construct their own family tree. Include ways of recording births, marriages and deaths. Completed family trees should be inserted into their 'All about Me' books.

P2. Using a world map, help the children to locate places around the world where they have relatives. The children can add this information to their 'All About Me' books.

P3 Ask the children to find any family stories that show how surnames have changed and relate these stories to the class (see **Worksheet 11 & Appendix 1**).

You can also use
ideas from the
INFANTS overleaf



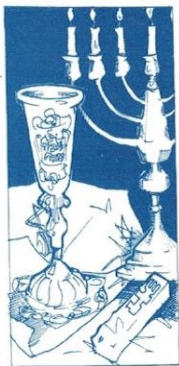
P4 Find out the naming traditions of other communities, for example Muslim, Tamil and Chinese (see **Resources**).

Practical activities



Discussion/ Drama based activities

D1 Using your own, or a fictional extended family, show the children how to construct a family tree. Include ways of recording births, deaths and marriages.



Jewish themes and ideas

J1. Tell the story of Joseph and how he retained his link to his roots despite many years of absence in a foreign land.

J2 After a Yom Tov, e.g. Pesach or Chanukah (see **Definitions**), ask each child to interview a classmate about his/her celebrations. Find out what the other family customs are, either religious or secular. In a circle, ask the children to talk about each other's customs.

J3 Arrange a class outing to two synagogues, one Sephardi and one Ashkenazi (see **Definitions**), to see some differences.

After the visits, discuss with the children similarities and differences between the communities' customs and histories. Use **Worksheet 12** to show the comparisons.

WHO AM I?

WHERE ARE MY ROOTS?

2

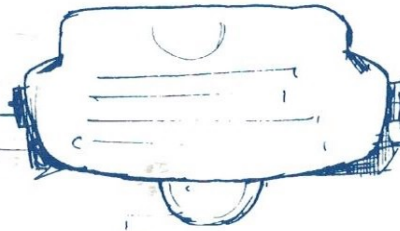
MOVING

BEING NEW, BEING DIFFERENT

BRITAIN AS A MULTI-CULTURAL SOCIETY

STEREOTYPING, PREJUDICE & RACISM

SO WHAT CAN I DO?



MY EARLY YEARS

Ask your family these questions about you when you were very young.

Where was I born?

Who was with me and my mother when I was born?

Did I sleep well when I was a small baby?

What was the first solid food I ate when I was a baby?

What food did I like when I was a baby?

What food didn't I like?

How old was I before I could sit up?

What was my first word?

What were the names of my first friends?

How old was I when I learnt to walk?

How old was I when I learnt to use a potty?

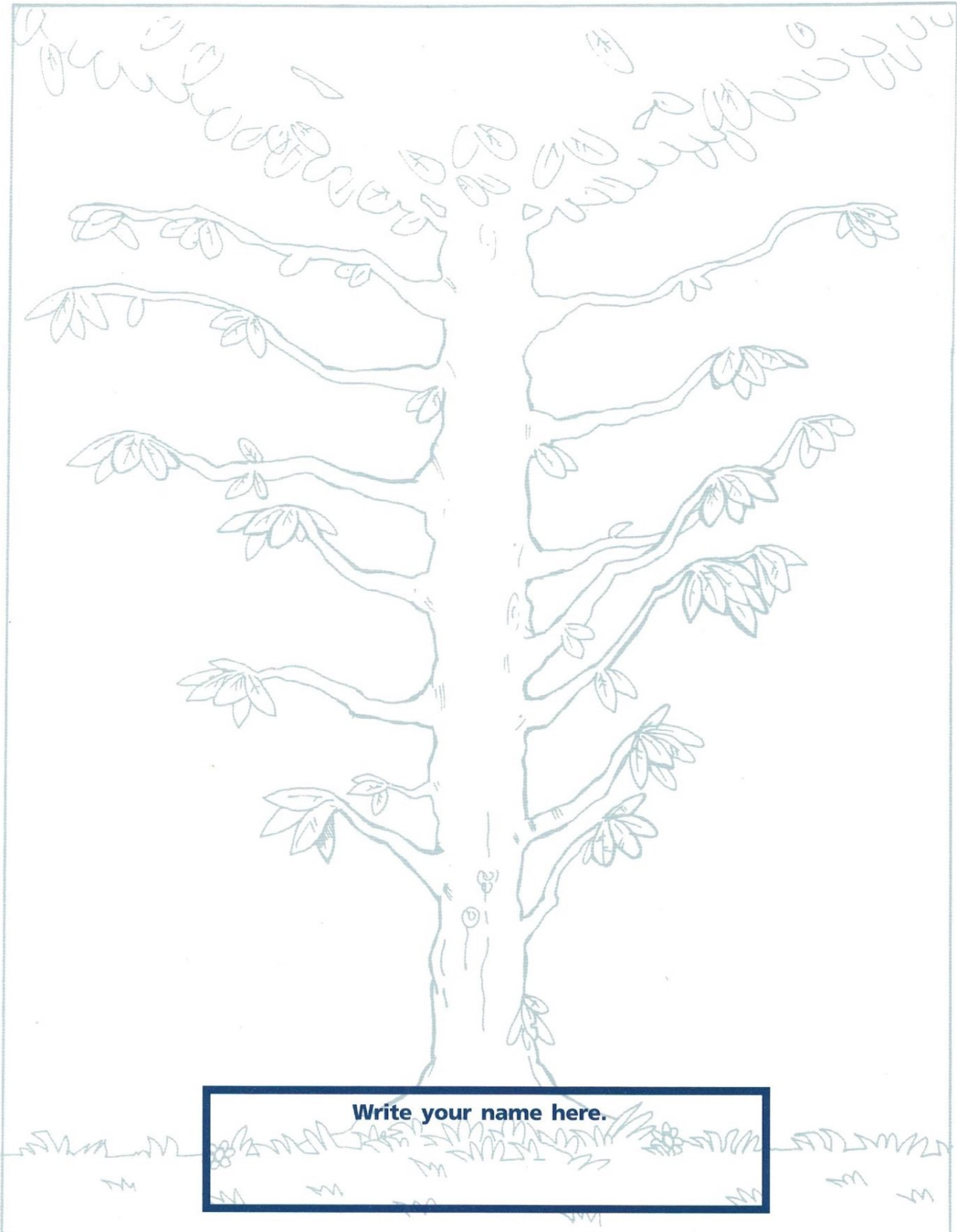
What were my favourite toys when I was a baby?

How old was I when I first got ill?

You can stick photographs of yourself as a baby here.

MY FAMILY TREE

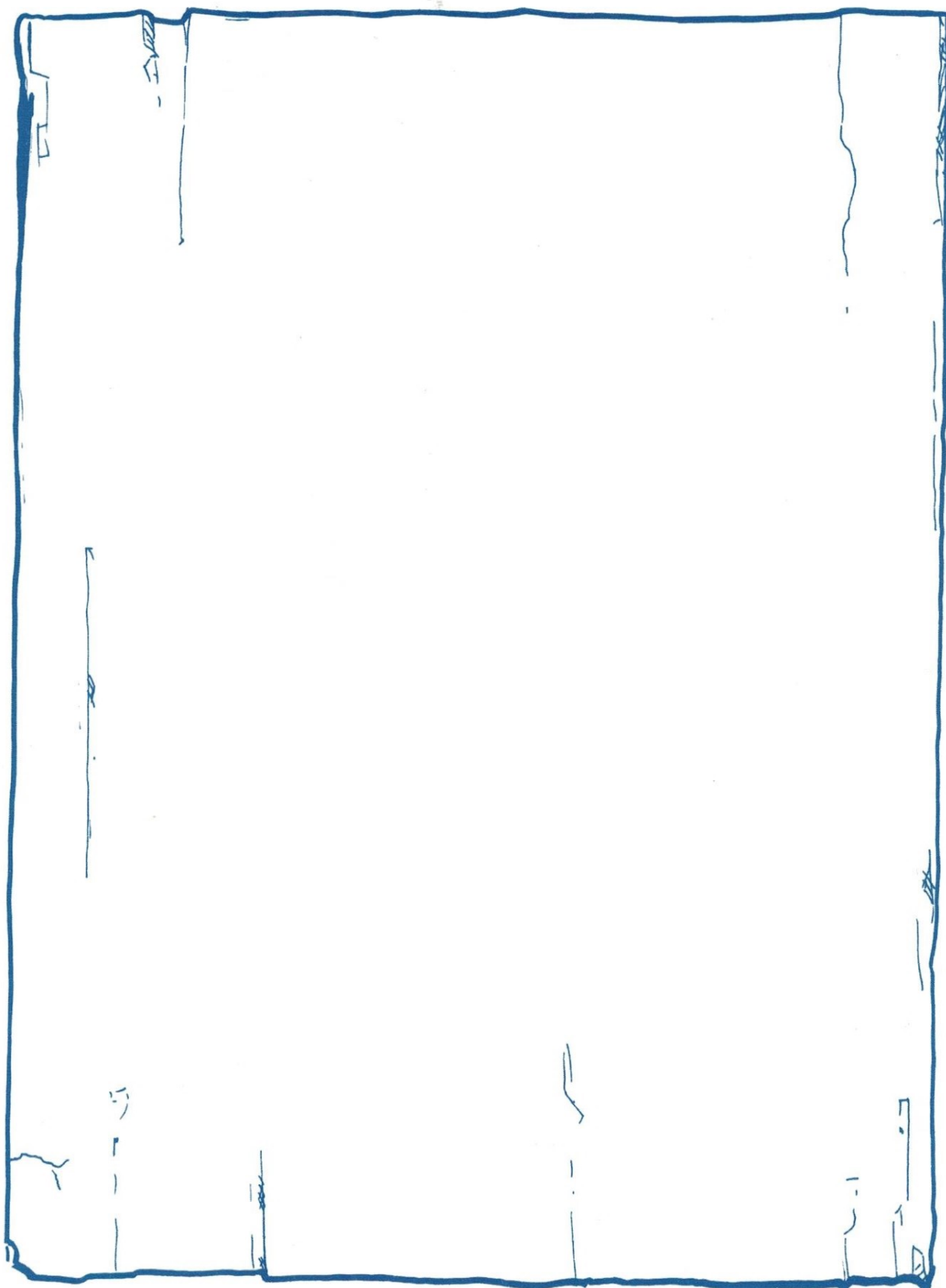
Make your own family tree. Start with yourself and see how far back you can go. You may need to talk to your parents and grandparents about who they can remember.



2

WESTERN WALL FRIEZE

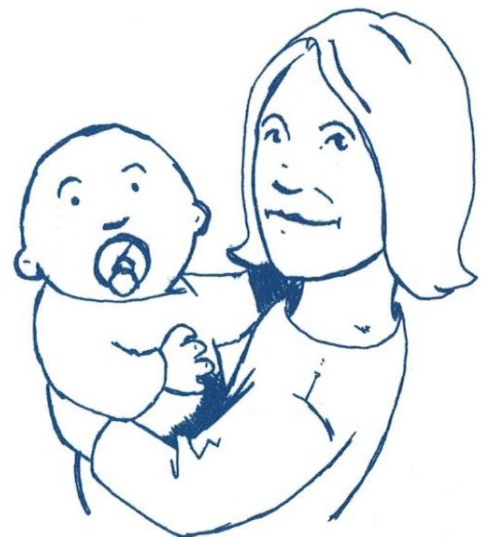
Colour in and cut out this picture of a stone from the Western Wall and use it as part of a frieze with the rest of the class.



THE STORY OF MY NAME

Find out about your family name. Does it have a meaning? Where did it come from? Have any members of your family changed their family names? Write down the story of your family name in the space below.

2



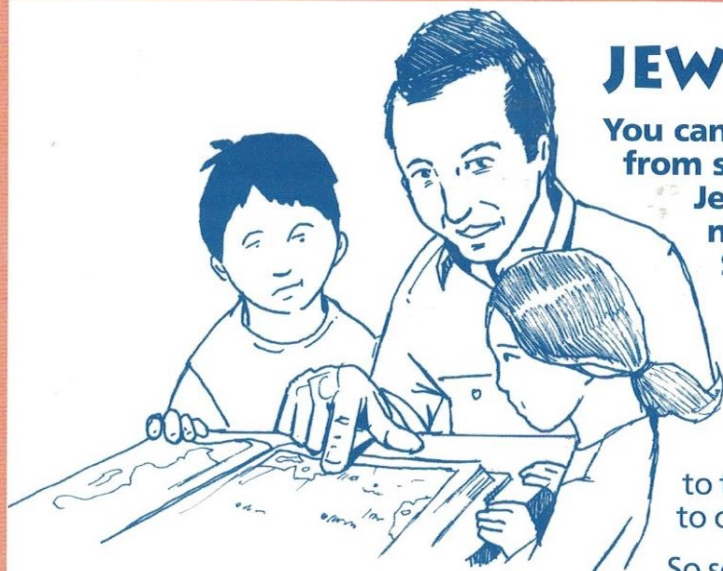
ASHKENAZI AND SEPHARDI HISTORIES

Fill in the table after you have made your synagogue visits

	 SEPHARDI	 ASHKENAZI
When did the community arrive in Britain?		
From which countries?		
What languages did they speak when they arrived here?		
Name two famous members of the community.		
Name the synagogue you visited.		
When someone is called to the Torah, who else stands up?		
During the mourner's Kaddish where does the mourner stand?		
How do the silver coverings on the scrolls differ?		
Which foods do Ashkenazi & Sephardi families eat at Pesach?		

JEWISH FAMILY NAMES

You can learn a lot about Jewish migration from studying Jewish family names. Many Jewish people have changed their family names at various times in history. Sometimes they were forced to do so.



In Poland, Russia, Romania, Germany and Austria many Jewish people living in villages and small towns did not have family names until about 1700. Then laws were passed which ordered Jewish people to take family names. This was to make it easier to collect taxes and to call up men for the army.

So some Jewish people took family names from the place they lived, others from their

occupations or ancestors. Some people took their family names from existing nicknames. In parts of eastern Europe some people were forced to take names that were based on how they looked.

Some examples of the names used:

Berliner, named after **Berlin** in Germany

Minsky, named after **Minsk** in Russia

Portnoy, from the Russian word for **tailor**

Schneider, from the German word for **tailor**

Davidovich from the Russian, **son of David**

Samuel, from the Hebrew name **Shmuel**, meaning 'G-d hears'

Klein, from the German and Yiddish word meaning **small**

Schwarz, from the German and Yiddish word meaning **black**



In Germany, Jewish people were charged a tax for their new family name. Sometimes they were charged more money for a name that sounded nice.

In 19th century Russia some young Jewish men changed their names to avoid being forced into the Russian Army. In many parts of Europe Jews were forbidden to have Hebrew family names, so they would often choose a European name with the same meaning.

Sometimes, when they migrated they translated their name into their new language, or used a name which sounded like their old name. Or they might choose an entirely new name that they liked.

For example:

Schneider in German becomes **Taylor** in English, **Polak** in Polish becomes **Pollock** in English.

Some Jewish immigrants to Britain and the USA had their names altered for them by officials who did not bother to write down their real names. For instance, a man called Rosenberg might have been written down as Rose.

When Jewish people moved to Israel they were often encouraged to take Hebrew names. They translated their own names into Hebrew or sometimes took new names that they liked.

For example:

Fried, a word meaning peace in German becomes **Shalom** in Hebrew

Jung, a word meaning young in German becomes **Elem** in Hebrew.

Adapted from *Jewish Migrations* by Jill Rutter, published by Wayland.

RESOURCES

WHERE
ARE MY
ROOTS?



Books

Boyd, H.

Burns Knight, M.

Das, P.

Feldman, S.

Kurweil, A.

Messaoudi, M.

Murad, K.

Onyefulu, I.

Pelizzoli, F.

Portnoy, M. A. & Hass, S.O.

Shapiro, A. & M

Sungwan, So

Warner, R.

African History for Beginners, (8+), Letterbox Library

Welcoming Babies, on names and naming systems, Tilbury House
(P4, Juniors)

I is for India, Letterbox Library

The Life Cycle – Let's Explore Being Jewish, Behrman House

My Generations – A Course on Jewish Family History, Behrman House, 1983

My Mother is Wonderful, KS1 & 2, Islamic Foundation, Leicester, 1998

Love at Home, KS2, Islamic Foundation, Leicester, 1983

A is for Africa, Letterbox Library

Chidi Only Likes Blue, Letterbox Library

Emeka's Gift, Letterbox Library

One Big Family, Letterbox Library

Lao Lao of Dragon Mountain, Zero to Ten Ltd., 1998

Mommy Never Went to Hebrew School, Kar-Ben Copies Inc., 1989

The Jewish East End - Then and Now, Springboard Education Trust, 1994

C is for China, Letterbox Library

Codad Ka Yimi Soomaliya - Voices from Somalia, Minority Rights Group, 1991



Charts

Weiss, G.

My Family, genealogy chart for children to complete, B'nei B'rith Museum, 1981



Photopacks

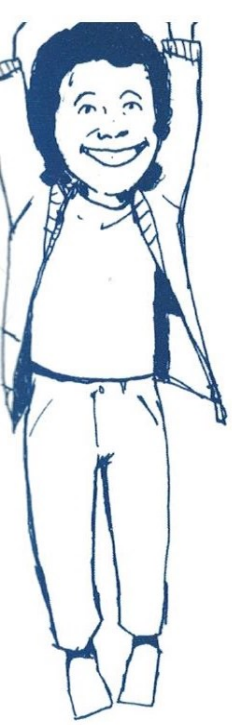
N.E.S. Arnold

OXFAM

Further Family Photographs, six work cards of various family groupings, Basil Sage, 1996

The Big City Pack, photographs of cities & activities linking children's knowledge of cities with the wider world, KS1 & 2

Homes, (6-12), explores homes, family roles, community, issues of discrimination and rights to shelter





CHAPTER 3

MOVING

Having explored with the children how their own Jewish families came to Britain, this chapter introduces other communities' experiences of moving here.

At **infant** level the children will explore why people move, whilst the **juniors** will consider the feelings people have when they move from one country to another.

TALKING POINTS

Today, Jews sometimes forget that they were once immigrants.

You mean both as refugees and for economic reasons?

Yes, just like people who have come here for centuries...

And are still coming today.

But Jews sometimes think that they were once all refugees escaping from persecution and that all other immigrants come for economic reasons.

The truth is that all migrants come for all sort of reasons.

That's true for Jews and non-Jews alike.

And that's what children need to appreciate...

... the common experience all people have when moving.

3

N.B. Many of the activities in this section refer to moving between countries. Teachers should use their discretion about the appropriateness of using more localised journeys, depending on the experiences and developmental level of the class.

স্টাফরুম
કર્મચારીખંડ
Staff Room
Stanza per
Personale ed'Ufficio
ਸਟਾਫ ਰੂਮ
سٹاف روم



**Out of
school
activities/
Speakers**

- O1** Plan a visit to a local library. Ask the librarian to help the children choose books about people moving from one country to another (**→P1 + D2**).

(See also **Appendix 2** 'A Brief History of the Slave Trade').



**Practical
activities**

- P1** (**←O1**) Collect as many travel tickets/ brochures/postcards as possible to create a wall frieze entitled 'Journeys'.

- P2** (**←D2**) Create a classroom poster entitled 'We Came Because...'. Help the children to
a) write down, on separate pieces of paper, various reasons for coming to Britain
b) stick the reasons on the poster.

As the children learn more about the various reasons, they can add details to the appropriate section on the poster.



**Practical
activities**

- P3** Emphasising the slaves' restricted space on the slave ships (see **Appendix 2**), ask the children to mark on the floor or paper several spaces just large enough for them to lie down. Then in small groups talk about what it might feel like, physically and psychologically, to be restricted to one of these spaces for a long journey.



**Discussion/
Drama
based
activities**

D1 Ask the children if they know of anyone who has moved from one country to another. Let them find out and recount stories from within their own circle of relatives and friends.

D2 (←01) Using current news items, biblical stories, slave trade stories and the books from the library, show the reasons for journeys now and in former times (→P2).

D3 Play a version of the memory game which starts: If I had to move to a new country I would take:

Going around the room, ask each child to repeat the list so far, adding their own item at the end.



**Discussion/
Drama
based
activities**

D4 Ask the children to imagine they are stranded on a desert island. Using **Worksheet 13**, ask each child to think of five things they would take with them and why, and five other things they would miss.

D5 In groups ask the children to consider all the examples of moving they have had in this section. Let each group choose one story to mime while the rest of the class guesses which account they are depicting.



**Jewish
themes
and ideas**

J1 Tell the children the following stories and discuss the different reasons why the people moved:

- Joseph and his family (famine).
- Moses, leading the Children of Israel out of Egypt (slavery).
- Noah and his family (natural disaster).

**WHO
AM I?**

**WHERE
ARE MY
ROOTS?**

MOVING 3

**BEING NEW,
BEING
DIFFERENT**

**BRITAIN AS A
MULTI-
CULTURAL
SOCIETY**

**STEREOTYPING,
PREJUDICE &
RACISM**

**SO WHAT
CAN I DO?**

You can also use
ideas from the
JUNIORS overleaf



Out of school activities/ Speakers

- O1** Invite someone not born in this country to come to the class to talk about their memories of leaving home, travelling, and their first experiences of Britain. Ask the children to interview the visitor about the experiences of coming here.



Practical activities

- P1** Pin up the Time Line (see **Appendix 3**) or copy it for the children. Next, cut up and place in a 'hat' individual historical items from the time-line. Then ask each child to select an item and find out, from the library or other sources, about the people mentioned.

- P2** Using time-line examples or other material, categorise the different reasons why people have moved and suggest headings for each category (see **Appendix 4** 'We Came Because...'). Make a wall-chart showing the categories, and use this to list further examples as they arise in different activities.



Practical activities

- P3** Ask the children to think carefully about something that they would particularly want to bring if they had to leave their home forever and/or something they would be really glad to leave behind. Invite children to tell the class about their choices and the reasons for them. Then complete **Worksheet 14** 'Becoming A Refugee'.

- P4** (**←D2**) Ask the children to collect examples from newspapers of the terms in **Appendix 5** and discuss how the press has used these words.

You can also use ideas from the INFANTS overleaf



**Discussion/
Drama
based
activities**

- D1** Show the last scene of 'Fiddler on the Roof', portraying the departure from Anatevka, and the scene from 'The Sound of Music' of the family Von Trapp escaping from the concert to the Alps.

Brainstorm with the children the emotions that the characters from both films might have felt:

- when they were leaving
- when they were travelling
- when they arrived at their final destinations.

- D2** Discuss with the class the definitions in **Appendix 5 (→P4)**.



**Discussion/
Drama
based
activities**

- D3** Having looked at their own families in 'Where Are My Roots?' ask the children to try to decide under which definition their own family members or friends would be listed (see **Appendix 5**).

- D4** Using the balloon quotations in **Appendix 6**, ask the children to pretend to be one of the speakers. Ask them to write a letter to a friend whom they have left behind, telling about their feelings on the journey and about their new life.



**Jewish
themes
and ideas**

- J1** Prepare an assembly on the story of Pesach, concentrating on the reasons why the Jews wanted to move and the time it took after the Exodus for them to come to a settled place.

- J2** Use **Worksheet 15** to help the children mark the events on the map of the Children of Israel's journey from Egypt.

- J3** Ask if any child in the class has travelled alone. Discuss with the children:

- the 'Kindertransporte' (see **Appendix 7**) and
- the arrival in Britain every year of about 400 refugee children from all backgrounds, who come alone.

Ask the children to write a poem expressing how it might feel to be one of these children.

**WHO
AM I?**

**WHERE
ARE MY
ROOTS?**

MOVING 3

**BEING NEW,
BEING
DIFFERENT**

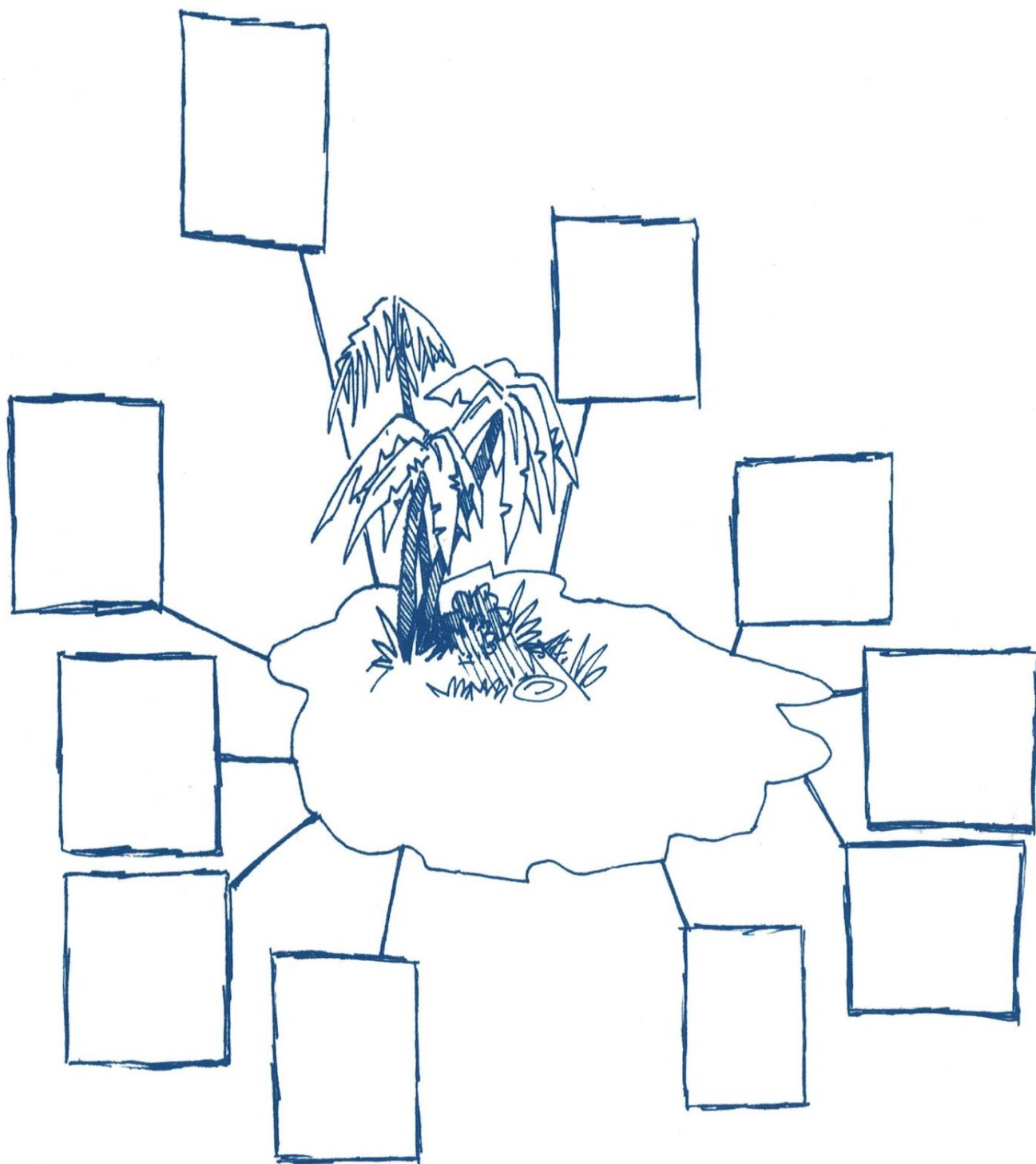
**BRITAIN AS A
MULTI-
CULTURAL
SOCIETY**

**STEREOTYPING,
PREJUDICE &
RACISM**

**SO WHAT
CAN I DO?**

THE DESERT ISLAND GAME

Think about and write in the boxes below five things you would take with you if you had to go and live on a desert island. Fill the remaining five boxes with other things you would miss.



BECOMING A REFUGEE

Refugees leave their homes in fear and some of them have to depart very quickly, leaving many things behind. Imagine that you have 30 minutes to pack a small bag. Make a list of the things that you would take with you. Then make a list of the things of value that you would have to leave behind. Compare your list with that of your friends.

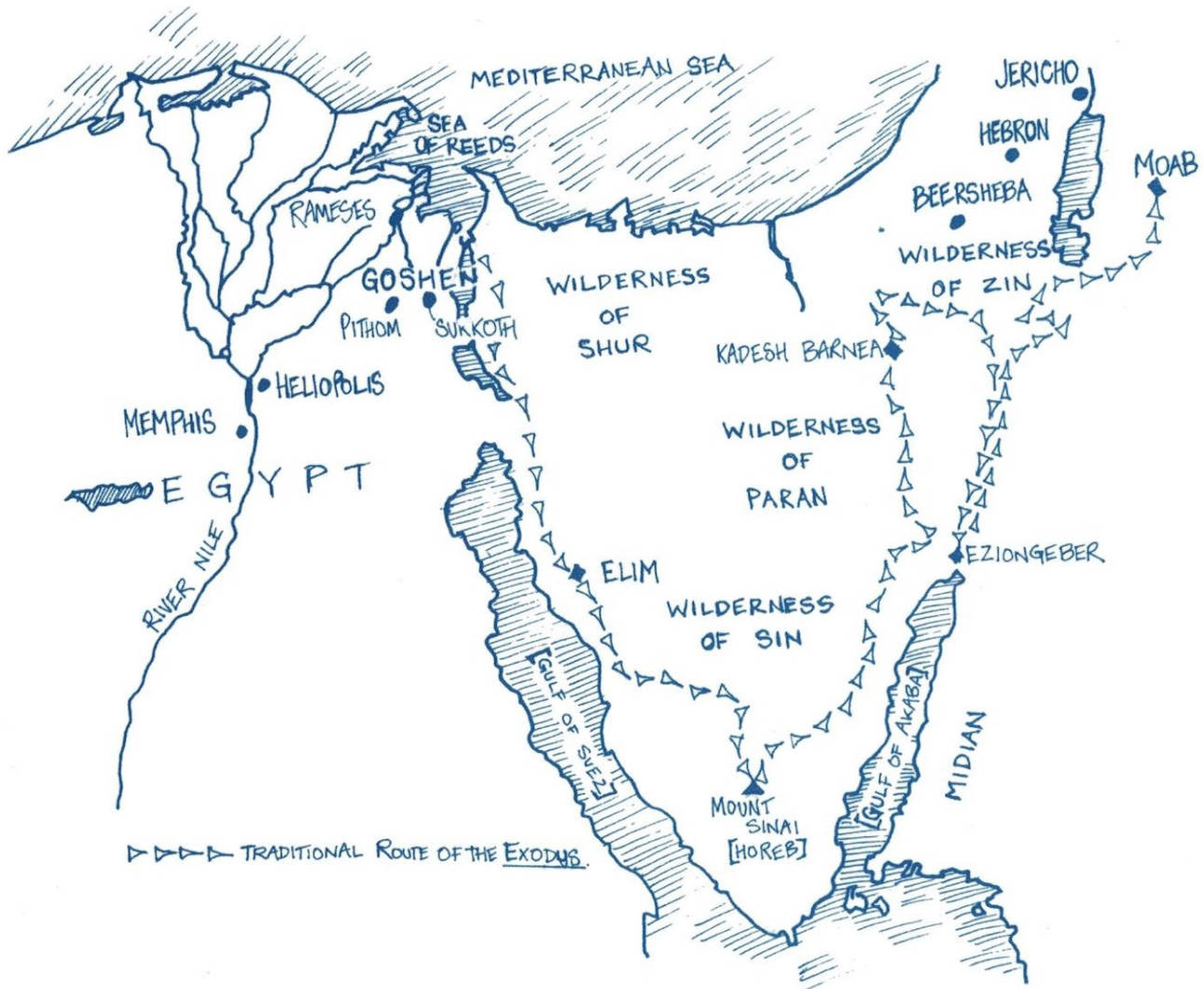
Things I would take with me

Things I would leave behind.



THE STORY OF PESACH

The map below shows the journey from Egypt to the Promised Land. Underneath it, write down what happened at three of the places.



A BRIEF HISTORY OF THE SLAVE TRADE

At the time of the birth of Moses, the Hebrews were a community of slaves in bondage to one of the Pharaohs, the Egyptian rulers (Book of Exodus (1.9-12). Archaeologists are not in agreement as to which Pharaoh ruled at the times of the Hebrew enslavement and subsequent exodus from Egypt, but many modern scholars believe that he was Sethos I (1309-1290 BCE) son of Rameses I and father of Rameses II.

One of the biggest migrations in later history resulted from the creation of the trade in human beings. African slaves were brought to England from 1570. It was considered a smart thing for titled and propertied families in England to have a slave (or two) among their household servants.

Although they were not generally as brutal as slave owners in America and the Caribbean, British slave owners attempted to humiliate 'their' slaves with a cruel workload and by replacing African names with Greek or Roman ones, such as Zeno, Socrates, or Pompey. In addition, in order to display their wealth, slave owners dressed 'their' slaves in outlandish costumes; and many had to wear a metal collar around their necks.

The slave trade, which lasted in Britain for around 150 years, developed because of the growing demand for sugar. As historian Peter Fryer has observed, "What started the process was the simple, everyday act of putting a spoonful of sugar into tea, coffee or chocolate."

To obtain the sugar, a triangular trading system was created. Ships left Liverpool, Bristol, or London carrying textiles, silk, and gunpowder, which were traded for African slaves. The slaves were taken to the Caribbean and America to work on plantations (the Middle Passage) where they were exchanged for sugar, spices and rum. These goods were then taken back to Britain and sold.

This system was very profitable. The ships never travelled empty and were designed to carry the maximum number of slaves. For example in 1771:

Liverpool	sent 106 ships	carrying 28,200 slaves
Bristol	sent 23 ships	carrying 8,810 slaves
London	sent 58 ships	carrying 8,136 slaves

It is estimated that between 20-30 million people were taken from West Africa and sold into slavery. The slaves were usually chained below decks for the entire journey, with only just enough space to lie down. Sadistic brutality was quite commonplace on the ships and it is estimated that one in five slaves did not survive the journey. Resistance from the slaves in the form of attempted escapes, suicide and rebellion were quite common.

In practical terms enslavement of Africans died away between 1740 and 1790, although the Emancipation Acts did not come in to force until 1833. A number of factors contributed to its abolition:

- The slaves' own resistance culminated in slave revolts (amongst other action) in the British Caribbean colonies in 1808, 1816, 1823, 1824 and 1831.
- An abolitionist movement in England was led by William Wilberforce and was greatly augmented by a working class movement to end slavery.
- Slavery was no longer profitable.
- By 1807, Caribbean sugar was considered too expensive.





Slavery has been common in many societies and historian Peter Fryer tells us of Africans involved in the buying and selling of slaves. However, the largest trade in human lives, which we now call the 'slave trade' began in North America in 1619, when a Dutch ship landed 20 black slaves in Jamestown. This was the beginning of a process in which many millions of African men, women and children were kidnapped, forced from their homes and transplanted to America and the Caribbean to work as slaves on plantations and farms. Millions of

people died because of brutal conditions, both on the journey and on the plantations. Forced to work from sunrise to sunset, the slaves had few human rights and they could be sold by their owners, like animals. Beaten and whipped, they could not openly complain or vote and they formed the basis of the system of cheap forced labour which enabled the plantation owners to become rich.

To protect their economic position, the Southern states of the U.S.A. had laws known as slave codes based on the idea that slaves were not human beings but property. The laws denied slaves any legal standing in American courts, and any rights to property.

These were the conditions when, in 1817, one Frederick Douglass was born on a plantation in Tuckahoe, Talbot County, Maryland. Like many slave children, his birth was never registered. Frederick's mother was a slave called Harriet Bailey, who was owned by Captain Aaron Anthony, possibly Frederick's father.

Soon after Frederick's birth, his mother was hired out as a field hand to a neighbour, Mr. Stewart, who lived twelve miles away. That was the last time Frederick saw his mother properly. The only other meetings took place four or five times over the next seven years when his mother walked the twelve miles to the damp hut where Frederick slept. He later wrote:

"I do not recollect ever seeing my mother by the light of day. She was with me in the night. She would lie down with me, and get me to sleep, but before I waked she was gone."

She had to leave while it was still dark so that she could get back into the fields for work at daybreak. If she was late she would have been whipped. Frederick also wrote with emotion when remembering the death of his mother when he was seven:

"Death soon ended what little we could have had while she lived and with it her hardship and suffering. She died when I was about seven years old, on one of my master's farms near Lee's mill. I was not allowed to be present during her illness, at her death or burial. She was gone long before I knew anything about it."

A MIGRATION TIME LINE

1300 B.C.E. (approx)

Hebrews were slaves in Egypt, probably during the rule of the Pharaoh (Sethos, son of Ramesis I). The slaves took flight, wandered in the wilderness and eventually entered Canaan

43 C.E.

Romans invaded Britain and ruled until 410

210

African soldier in Roman Emperor's army in Britain. Division of North African Moors among troops defending Hadrian's wall in third century

410 - 1066

Invasions by Saxons (who came from Germany & Holland) Vikings (from Scandinavia) Normans (from France). Most of this immigration was of white people

1066

The first Jews came to England from Rouen with William The Conqueror around 1066

1288 - 1485

Small Irish Community in London

1290

Jews expelled from England by decree of King

1550 - 1750

French-speaking Huguenots, came to escape religious persecution

1555

First group of Black-Africans came to England (nine years before Shakespeare was born)

1570

African slaves brought to England

1596 & 1601

Queen Elizabeth expelled Black people from England

1656

Cromwell allowed the Jews to come back to England

1660

Small but flourishing Jewish community established in London (mainly Sephardi, of Portuguese and Spanish origin)

1690

Asians were among Black pageant performers in London

1750

Population of Black communities (mainly African) was about 10,000. In spite of slavery, there was evidence of development of social and political life

1780s

Indian seamen, known as Lascars, were among London's minority population

1833

Slavery officially ended in the British Empire

1845-1850

Many Irish people came to Britain to escape the Irish famine

1850s

Arab immigration into Britain

1880 - 1914

Major Jewish immigration from Eastern Europe

1880s

Chinese quarter established in Limehouse, London

1880s - 90s

Wave of Italian immigration

1905

Aliens Act - restricted 'destitute aliens' (mainly Jews)

1933 - 1939

Jews from Germany & Austria sought asylum in Britain from mounting Nazi persecution

1938

Evian Conference: International decision to close door to Jewish refugees

1945 - 1950

Wave of Czechs, Hungarians & Romanian refugees came to Britain fleeing Stalinist oppression

1948

Nationality Act became law - giving U.K. citizenship to citizens of Britain's colonies

Mid 1950s - 1960

Emigration from Caribbean

1960s

Emigration from Indian sub continent

1968

Commonwealth Immigrants Act: East African Asians lost automatic right to stay in U.K.

1971

Immigration Act allowed entry only to those born here or whose parents or grandparents were of British origin. All others needed permission to enter the U.K.

1972

6,000 Ugandan Asians came to Britain fleeing persecution of dictator Idi Amin

1981

British Nationality Act abolished automatic right to U.K. citizenship for immigrants' children born in the U.K. and introduced three new classes of citizenship based on immigration status.

1987

Over 10,000 Kurds sought asylum in the United Kingdom from Turkish & Iraqi persecution

1988

Somali asylum seekers began to arrive in United Kingdom, fleeing war

1989

Over 3,000 Sudanese claimed asylum in the United Kingdom, fleeing war and famine

1992

Algerians arrived in this country in response to civil war

1993

Asylum and Immigration Appeals Act 1993 set out practice for dealing with asylum seekers

1996

Asylum and Immigration Act 1996 increased restrictions and created new offences in relation to asylum seekers

"WE CAME BECAUSE..."



"We were forced to come, we had no choice"

(e.g. slavery, expulsion, persecution, victimisation.)



"We wanted to be with our family".

(e.g. Ruth and Naomi, Joseph's family, following others who are already here.)



"We were invited here".

(African Caribbean community in 1950s.)

"We were afraid to stay where we were".

(e.g. refugees, famine, war, natural disasters, persecution.)



"We thought it was better here".

(e.g. bigger house, better job.)



DEFINITIONS



A VISITOR

A person who comes to call or stay with another person for business or pleasure; someone who comes to see or inspect or stay at a place, and who intends to return to their home, e.g. holiday-maker, business traveller, reporter



AN IMMIGRANT

Someone born in one country who has come to live in another country for whatever reason.



AN ECONOMIC MIGRANT

Someone who has chosen to come to another country to find better living conditions, work, or education. In the past, many people were encouraged to move to Britain, e.g. recruitment from the Afro-Caribbean in the 1950s.



A REFUGEE

Someone who has been forced to flee their own country because of war, famine or other natural disaster, or because their lives are in danger.



AN ASYLUM SEEKER

A refugee who, on arrival in a new country, asks permission to remain, because to return is likely to lead to political imprisonment, torture or death. People can get caught up in violence in a country without necessarily being involved in politics themselves.



WHY PEOPLE MOVE

People move homes for many different reasons. Here are some people telling their stories.

"The fighting meant that food could not reach the market in our city. We also couldn't leave our homes. We were stuck in our house and running out of food. I felt very scared and ill at this time. Later I heard that some of our neighbours had died as they just couldn't get food. We managed to escape one night and go by truck to Kenya."

Abdy, Somalia

"My parents split up and my dad moved out. My mother couldn't afford to keep our house, so we had to move to a smaller house. But I stayed at the same school as we didn't move far."

Eli, Israel

"My father was taken away, and our house was burned down. We moved to a refugee camp, and then walked to Croatia. From the camp in Croatia we came to London."

Suada, Bosnia

"My dad moved from our farm to try and find work in Nairobi. He got a job as a guard. Me and my brother decided to join him, as we could go to high school in Nairobi."

Jonas, Kenya

"The banks of the Mississippi River burst and very quickly our street flooded. An army boat came to rescue us, and we were taken to stay in a school in another town."

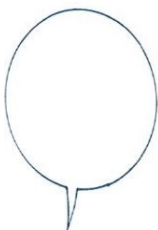
Daniel, USA

"The soldiers came to our town and killed some men. We ran away and hid in the bush. I lost my little sister when we ran away. She was there and then suddenly we could not see her. I don't know whether she is alive or dead. Now we are living in a camp in Guinea."

Zeinab, Sierra Leone

"My dad got a new job in a bank in Glasgow, so we had to move from London."

Charlene, London



THE KINDERTRANSPORTE

Read the passage below, then write a story about a child who arrives in a new country as an unaccompanied refugee.

In 1938 and 1939 nearly 10,000 refugee children from Germany, Austria and Czechoslovakia arrived in Britain. They arrived by themselves and many of them never saw their parents again. This group of children were known as the *Kindertransporte* - the children's transport.

Adolf Hitler had come to power in Germany in 1933. Many new laws made life difficult for Jewish people and anyone who opposed the Nazis. In 1938 Germany and Austria were united in one country. Over 180,000 Austrian Jews then came under Nazi rule.

In early November 1938 Hirsch Grynspan, a young Jewish man, murdered a German diplomat in Paris. In response, the Nazi government organised riots against Jewish people and property. Jewish homes, synagogues and shops were destroyed. Over 20,000 Jewish people were arrested and 91 people were killed. The riots were known as *Kristallnacht* - the night of broken glass.

After *Kristallnacht* more refugees tried to leave Nazi Germany. There was also more international sympathy towards Jewish people living under Nazi rule. The British government decided to allow 10,000 unaccompanied refugee children from Germany and Austria (and later Czechoslovakia) to enter Britain. From November 1938 until May 1939 some 9,732 unaccompanied refugee children arrived in Britain.

Many of the children were housed in church halls when they first arrived. Some of the younger children later moved into foster homes and others stayed in children's homes. Older children were sent out to work.

One of the children who came as part of the *Kindertransporte* was Ron Baker. Here he tells his story.

"I was born as Rudi Aschheim in Berlin in 1932, the year before Hitler came to power. I left Germany in 1938. Because I was so young, I don't have many memories of life in Berlin. But I can remember 'Kristallnacht'. I went with my father, on the Saturday, to the synagogue. The damage was as bad as portrayed. Pews were overturned and chandeliers smashed.

My parents were born in Poland, although they had lived in Germany for a long time. At first it was the Nazi policy to



force Polish Jews to go back to Poland. When I was about five years old my father was sent to Tarnow in Poland. My mother, brother and I continued to live in Berlin. My father returned secretly one Friday to spend the Sabbath with us. I remember my mother very gravely telling me that if anyone asked for my father I was to say I had not seen him for a long time.

In the middle of the evening there was a knock on the door and my mother told me to open it. A smiling army officer stood there, impeccably dressed in his uniform. He quietly asked if my father was at home. I was terrified but said, "No." He then asked quietly, almost gently, when I had last seen my father. I replied that I had not seen him for a long time. He continued to smile, then turned round and left.

Not long after, my mother sent my brother and me to Holland. My brother and I were separated when we got there and fostered by different families. We had very little contact over the next two years. I went to school in Holland and learnt to speak fluent Dutch.

When Hitler invaded Holland I was put on the last boat that left for England.. That was in May 1940. As the Nazis invaded Holland, Jewish refugee children were herded together. We were escorted through the German firing line in the docks. We were put on a Chinese cargo boat. The memories of the boat are quite awful.

It was a boat of children, very few adults. There was a lot of fighting and bombing and we soon moved away from the quay. As the boat steamed out, we passed through bombing for two or three hours. Why the boat did not sink I do not know. It took a week for the boat to get to Liverpool. We must have been a pathetic sight when we reached Liverpool.

We were housed in a church hall in Wigan for six months. We were looked after by volunteers. Although people were very kind, we couldn't actually talk to them, as language was a problem. Gradually the appeal went out to foster refugee children and one by one the hall emptied. I remember being bundled into a car. I was picked up by this family called Baker. Overnight my name changed from Aschheim to Baker.'



3



Ron Baker's father and brother were murdered at Auschwitz. His mother escaped to South America, and then moved to Israel in 1947.

Today unaccompanied refugee children continue to arrive in Britain. Nearly 400 unaccompanied refugee children arrived in Britain in 1996 from countries such as Sri Lanka, Ethiopia, Sudan and Angola. Some, like Ron Baker, had been sent away by their parents when it became too dangerous to remain at home. Other unaccompanied children have been forced to escape after their parents were killed or arrested.

RESOURCES

MOVING



Books

Atlas, S.
Bronford, H.
Harris, C.
Perold, H. (Ed.)

Resource Centre for Multicultural
Education

Rutter, J.

Warner, R.

Wilkes, S.

Winter, J.

The Passover Passage, Torah v'Aura, 1989

Chance of Safety, (11+), Letterbox Library

The Silver Path, Magi Publications, London, 1993

Equiano, First Impressions, ISBN 08 6975 3300 4, 1998

Refugees: A Resource Book for Primary Schools, Nov. 1998

Book About My Journey, KS1

Book About My Journey, KS2

Immigration & The Black Presence, KS2, History Study Unit
3b, Forest Lodge Education Centre, Leicester

Jewish Migrations, Wayland, 1994

Refugees - A Resource Book, (8- 13), Refugee Council

Voices series, (8-18), dual language collection of
autobiographical writing by refugees (children, young people
and adults, from: Kurdistan, Eritrea, Somalia, Angola, Uganda,
Sudan, Zaire), Minority Rights Group.

One Day We Had to Run, U.N.H.C.R. and Save the Children

The Drinking Gourd, Dragonfly, New York, 1983



Video

The Refugee Council
Metro Goldwyn Meyer

20th Century Fox

Refugee Children Video, 45 mins., (8-adult)

Fiddler On The Roof, written by Joseph Stein, directed by
Norman Jewison, 1971 (**D1, Juniors**)

The Sound Of Music, written by Rogers & Hammerstein,
directed by Robert Wise, 1965 (**D1, Juniors**)



Magazine

The Refugee Council

Refugees, a free 16 page magazine for children aged 8-13





CHAPTER 4

BEING NEW, BEING DIFFERENT

This chapter is aimed at sensitising the children to experiences of being new or different.

The children are reminded of the varied feelings of being in an unknown situation. The section also teaches them the importance of making newcomers feel welcome.

TALKING POINTS

When people come to any new place they face many problems.

Like finding their way around, dealing with a new language, or currency, or rules?

Or moving from rural to urban areas.

Surely, though, for a refugee the problems are even more complex.

Yes, there are the further difficulties of being called 'bogus' because of the constant scare stories in the tabloid press.

... which intensifies the feeling of being unwanted and not valued.

... and no one understanding how awful things were and are back home.

How then do we teach children to have such an understanding?

Yet at the same time keep a balance so that they are not left believing that everyone who is Black or Asian is a refugee.

Then there are those who have been victims or witnesses of persecution?

And children who move with their families also have feelings of displacement and helplessness - after all the move may not be their choice.

We have to get across to the children that many people are here for many reasons, some of them very distressing.

And it is important to leave the children with the understanding that everyone's story is different and important.

4

স্টাফরুম
કર્મચારીખંડ
Staff Room
Stanza per
Personale ed'Ufficio
मटाह रुम
سٹاف روم

SUGGESTIONS FOR USE WITH INFANTS



Out of school activities/ Speakers

- 01** Ask the children to find ways of saying 'hello' or 'welcome' - either colloquialisms or in different languages (→P3).



Practical activities

- P1** (→D3) Create a class newspaper. Appoint 3-4 'reporters' to write up 'the left out child' scenarios and to interview the 'witnesses' in the story (see **Worksheet 17**)

- P2** Help the children make puppets using **Worksheet 18** (→D4).

- P3** (→H1) Write down the many ways the children found of saying 'hello' or 'welcome' on large sheets of paper and set up a permanent display in the school entrance or classroom.



Discussion Drama based activities

- D1** Ask all the children to remember one thing about their first day at school. Prompt them to highlight any difficulties they may have had and what made it better for them. The teacher should also relate his/her experiences.

- D2** Read 'Bullying' from the 'What's Happening' series (see **Resources**) to the class and discuss.

- D3** Use the picture of 'the left out child' (see **Appendix 8**). Ask groups of children to say what is happening. Allow each group to re-enact their story (→P1).

Teachers - check that the characters in the picture are not too easily identified within the classroom. This could cause distress to one/some of the children.



**Discussion/
Drama
based
activities**

D4 (→P2) Using the finger puppets in **Worksheet 17**, ask the children to tell and perform a story on the following:

- The class is suspicious and unfriendly to a new child
- The class leaves a new child alone.
- The class welcomes a new child.

Ask the class how the new child will feel in each situation and how the class could have made it better.

D5 Read 'A Bear called Paddington'. Use the Brown family as an example of a 'good neighbour'. Ask the children to describe how Paddington felt when he first arrived.

**Discussion/
Drama
based
activities**

D6 Using **Worksheet 16** ask the children to list the ways in which the classroom can feel friendly or unfriendly. List the ideas on a large piece of card and pin the card up as a reminder to the class. Use this exercise to introduce a discussion that will lead to a class policy on newcomers.



**Jewish
themes
and ideas**

J1 Read the children a potted history of Joseph. Ask them to highlight the ways in which Joseph was treated as an outsider during his lifetime.

J2 Retell the story of the Twelve Spies. Point out why the spies talked about a "land full of giants" and discuss why people invent stories about people they may be scared of.

**WHO
AM I?**

**WHERE
ARE MY
ROOTS?**

MOVING

**BEING NEW,
BEING
DIFFERENT**

**BRITAIN AS A
MULTI-
CULTURAL
SOCIETY**

**STEREOTYPING,
PREJUDICE &
RACISM**

**SO WHAT
CAN I DO?**

You can also use
ideas from the
JUNIORS overleaf

SUGGESTIONS FOR USE WITH JUNIORS



**Out of
school
activities/
Speakers**

O1 Invite a member of the Kindertransporte (the Spiro Institute, the Association of Jewish Refugees or the Holocaust Education Trust can arrange this) to talk about their experiences. Through the Refugee Council, arrange a talk on today's unaccompanied children.



**Practical
activities**

P1 (→D3) After each role-play ask the children to record their feelings (use **Worksheet 19**) and discuss why they behaved the way they did.

P2 Create a postbox where children can anonymously post observations/experiences of bullying and friendly behaviour witnessed in the playground. Using these notes, create a regular forum to discuss how different situations could be handled.

P3 Read 'A Tale of Two Girls' (see **Appendix 9**). Collect newspaper articles on how people of different culture and ethnic origin are treated today. Make a collage of these cuttings.

P4 Providing the children with the information attached (see **Appendix 10**) ask them to begin a project exploring some of the aspects



**Practical
activities**

of a particular refugee community. The information they collect should include:

- a) A map showing where the refugees have come from
- b) Whether they come from rural or city areas
- c) Similarities and differences in housing
- d) The weather in their old country
- e) How they are living now.

NB - Ensure that the children know that they are only portraying some of the aspects of that community and that there is much diversity within every community.

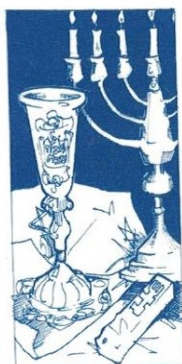
P5 Ask the children to complete **Worksheet 20** - saying 'welcome' in different languages. Then make a poster for the classroom.

You can also use
ideas from the
INFANTS overleaf



Discussion based activities

- D1** In a circle, ask the children to describe their feelings about transferring to the juniors. Top juniors could explore their feelings about transfer to secondary school. Teachers may share their experiences of a new school or new class.
- D2** In groups of three, ask children to role-play a situation that involves a bully, a victim and a bystander. Each child should role-play all three parts.
- D3** Show part of the video 'Blue Eyes/Brown Eyes' or 'A Class Divided' and discuss (see **Resources**).



Jewish themes and ideas

- J1** Retell how Abraham kept 'open house' for strangers to take food and rest. Ask the children to write a story on the theme of kindness to strangers in your community on either a Shabbat or a Yom Tov.
- J2** Referring to the repentance prayers of Yom Kippur, ask the children to find examples in the news of the sin of 'not extending a hand', 'taking advantage of the weak', 'persecution' or 'blameless hatred'. Discuss how the situations should have been handled.
- J3** Using the attached quotes to show how Judaism teaches that all people are equal (see **Appendix 11**) ask the children to find one example where people were not treated as equals. The children should write a story, poem or create a mural entitled 'Inequality'.

WHO
AM I?

WHERE
ARE MY
ROOTS?

MOVING

BEING NEW,
BEING
DIFFERENT

4

BRITAIN AS A
MULTI-
CULTURAL
SOCIETY

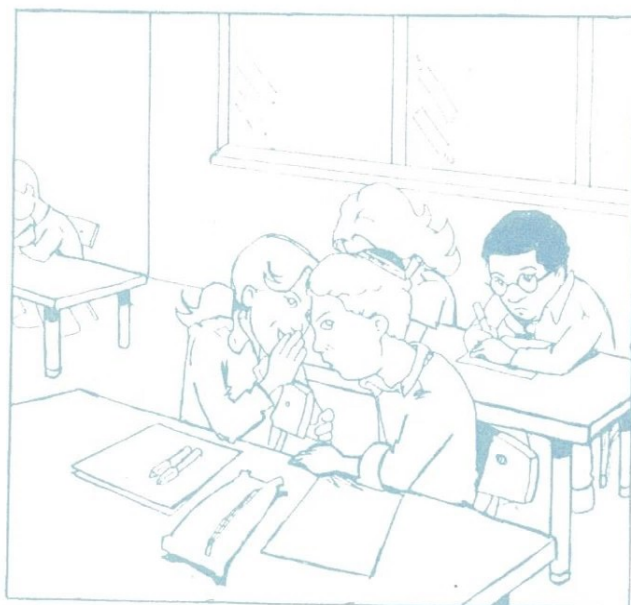
STEREOTYPING,
PREJUDICE &
RACISM

SO WHAT
CAN I DO?

THE CLASSROOM FEELS...

The classroom feels friendly when...

The classroom feels unfriendly when...



The DAILY VOICE



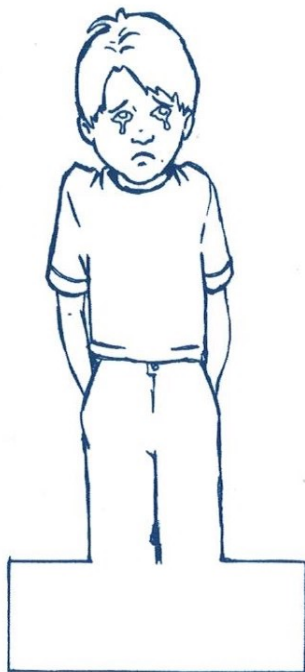
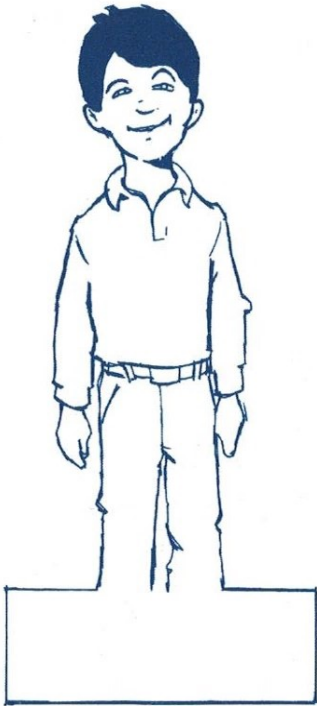
THE LEFT OUT CHILD



4

THE NEW CHILD

Ask the children to use these 'finger puppets' to perform the stories in the exercise.



HOW I FEEL



4

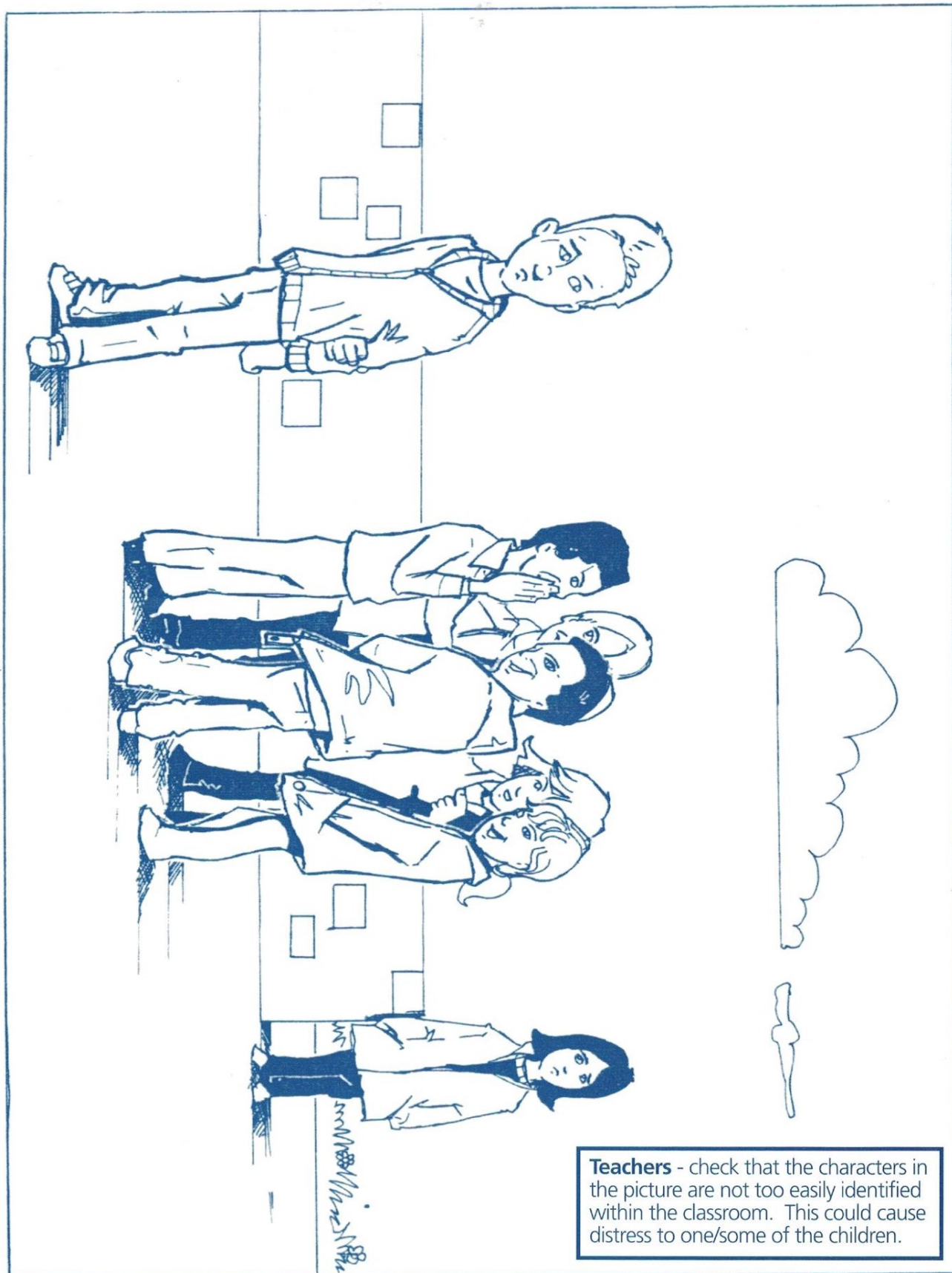
WELCOME

Find as many ways as you can to say 'welcome' in different languages and write them in the speech bubbles below. Then use these different languages to make a classroom poster.



THE LEFT OUT CHILD

Ask the children to discuss what is happening in the picture.



4

A TALE OF TWO GIRLS

On 20th September 1905 a young girl named **Sophie** arrived in Britain with her parents and six brothers and sisters. Sophie was 13 old; her family came on a boat from Odessa with several hundred other Jews. They were among the million Jews who left Russia during the years 1880 to 1920. Over 100,000 came to Britain. The way that Sophie and her family were received, like so many Jews who came from Russia, was not always pleasant. Immigrants had to live in overcrowded, dirty areas in the East End of London as well as in the poorer areas of Leeds and Manchester.



When trying to find housing, they often saw notices saying "No Jews, No Irish". When they tried to get jobs, they were all too often met with the same response: "No Jews, No Irish". When Sophie and her sisters and brothers went to their local school, their fellow classmates often laughed at them and teased them because they spoke in broken English and occasionally in Yiddish. Sophie was beaten up twice and called "a dirty Yid" as she returned home from school one day. On a number of Saturdays, when Sophie and her family were trying to observe Shabbat, Fascists in army-like uniforms marched down their street shouting "Jews out. England for the English". Sophie often heard her parents discussing with fear reports in the newspaper about MPs wanting to limit the number of Jews allowed to come to England. A family friend in Manchester sent them down an editorial from the Manchester Evening News which was entitled "The Unwanted, The Unfed, The Unemployed". It supported an Aliens Bill to limit the immigration of Jews on grounds that it would exclude "the dirty, destitute, diseased, verminous and criminal foreigner".

Sophie is now a retired dentist living in Edgware. Although these bad experiences happened over 80 years ago, she has never forgotten them. In the 1930s she was active in trying to help Jewish refugees fleeing Nazi Germany and she was active again in the 1970s trying to help Ugandan Asia refugees.

Judith came to England from Jamaica in 1952, 60 years after Sophie, with her parents and one brother John. Her parents decided to come here (to Birmingham) because they had seen many notices encouraging them to come to Britain where they could find good jobs for themselves and a good education for their two children. Besides, they felt they knew a lot about Britain. Not only did they speak English but they had been taught English history and literature in their school. Judith's mother was a qualified senior nurse and her father was a bank clerk.

After a long journey from the Caribbean, the reception Judith and her family experienced when they arrived in Britain was not quite what they expected. When they had to find a place to live, they either saw signs that read "No blacks, No Irish", or simply told to their faces "Sorry, we don't take blacks, the neighbours wouldn't like it". Judith's parents had difficulty finding work. Her mother was told that, even after all her training and 15 years of experience, she would have to accept a junior position as assistant nurse, and her father was told by a number of bank managers "Sorry, but our customers wouldn't like to be served by a black man". At school Judith and her brother were often taunted with abuse and told to go back to where they came from. Fascist groups marched near Judith's home shouting 'Blacks Out. England for the English'. Judith's parents often read in the papers of arguments in the House of Commons about limiting the number of Black and Asian people allowed to come to Britain.

So what is it like today, at the end of the 1990s? Well, things have changed a lot since Sophie and Judith came to this country, but not everything has changed in the way some white people in this country behave towards people of a different colour or culture. Let's explore this further.

INTRODUCTORY INFORMATION ON SOME REFUGEES IN BRITAIN

BOSNIANS

In a country then known as Yugoslavia, a civil war (one between different groups in the same country) started in 1990 - mainly between Serbs, Croats and Bosnians. As neighbour fought neighbour, many refugees fled to Britain. Most of these refugees were Bosnian Muslims who were forced to leave their homes in what came to be called 'ethnic cleansing'.

There are about 12,000 Bosnian refugees in Britain, including 200 Jewish families from Sarajevo. Many of those had to come without other members of their families. In some cases, men were allowed to come but not their wives, in others young mothers have come but are now separated from all their relatives. Not knowing when, where, or if you will see your family makes it much harder to get used to living here.

ERITREANS

Eritrea was a part of Ethiopia until it became independent in 1991 after a brutal, thirty-year war with Ethiopia. During that time, Eritreans saw their cities and towns destroyed and suffered drought and food shortages. Many of the 10,000 Eritrean refugees in Britain are young people whose parents saved up enough money to send their children to safety, while they had to stay behind.

"When Monday came I went to school alone. I did not really know the way or which bus to catch. I got lost. I did not ask anyone because I could not speak English. I felt very unhappy. I thought I must find the school, and cannot go back home. At last I arrived at the school at half past ten." 10 year old Eritrean boy, newly arrived in Britain.

HUGUENOTS

In 1685 about 100,000 French Huguenots fled to Britain and Ireland. A large number settled in the East London neighbourhood of Spitalfields, where they established themselves as skilled spinners and weavers of fine materials. Many of the streets in this area still have French names as a result and indeed, this community gave the word 'refugee' to the English language.

IRISH

Between the 1830s and 1850s, hundreds of thousands of Irish families fled from rural poverty and famine to make their lives elsewhere. The vast majority of Irish emigrants went to America, but by 1861, a quarter of Liverpool's population was Irish born and Manchester, London and Glasgow had large Irish populations.

Most British-born Irish people are amongst the poorest in Britain and have little chance of improving their situation. (C.R.E., 1997). The needs of Irish people are often ignored by those organisations providing services to the public and almost 80% of Irish people report having experienced anti-Irish 'jokes' or remarks. Often the Irish are stereotyped as lazy, irresponsible drunks or dishonest tricksters. Such views can result in Irish people not receiving benefits or services to which they are entitled.

JEWS

Between 1870 and 1914 over 200,000 Jewish refugees from Eastern Europe settled in Britain, part of the nearly three million who also went to the USA, Canada, Germany and France. They represented half of the Jewish populations of Russia, Russian Poland, Austro-Hungary and Romania. People left their homes largely because of persecution, expulsion and poverty.

Many people in the receiving countries wrongly blamed the Jewish refugees for causing housing shortages and unemployment and in response to much popular and media agitation, the British Government therefore passed the Aliens Act of 1905 (the first racist immigration legislation in Britain), which denied entry to those considered to be 'undesirable' and placed restrictions on those allowed to enter.

4

This and later legislation (introduced in 1914, 1919 and 1935) was used to prevent the immigration of tens of thousands of Jewish refugees fleeing Nazi persecution in Germany, Austria and Czechoslovakia in the 1930s. With severe restrictions on entry, some 56,000 were allowed in to Britain including, in 1938/39, about 10,000 child refugees, of whom about 7,500 were Jewish.

KURDS

The Kurds, an ancient people, live in a mountainous region called Kurdistan which covers parts of Turkey, Iraq, and Iran. In all of these countries they have been treated very badly, discriminated against, banned from speaking their own language and sometimes the target of Government bombings. There are around 17 million Kurds in total, worldwide, making them the largest stateless people. Many Kurds have fled as refugees, about 27,000 coming to Britain. Living amongst the Kurds of Iraq are Assyrian and Jewish people. Many of them have fled as refugees too.

"Although I am Kurdish, I have never been to Kurdistan. I would like to go there but I cannot because of the fighting." Kurdish girl aged 11.

ROMA

Roma (Gypsies) have always been oppressed and stateless. Although India has recognised their Indian descent, no country in the world has granted them citizenship or protection. In Eastern Europe, the fall of communism resulted in large movements of Roma to the West because of societal discrimination. However, their welcome has been limited and Asylum is rarely granted.

There are approximately 100,000 Roma in the UK, including refugee families from Eastern Europe. Although coming from different countries and speaking different languages, as a minority group they face high unemployment, lack of education, malnutrition, discrimination and sometimes attack. In 1962, the Government stated that 'true' Roma have the rights to follow their traditional ways of life and have a legitimate need for campsites. However, for the past 30 years, whilst the Government has been debating the definition of a 'true' Gypsy, little action has been taken to improve the condition of Roma in Great Britain and less than five authorised sites have been made available. The Criminal Justice Act in 1994 removed a council's obligations to provide sites for caravans and gave police, landowners and councils new powers to move people on. Despite Roma people being widely discriminated against, little is done to support them.

SOMALIS

Britain's first Somalis were sailors who settled in the port cities of London, Cardiff and Liverpool, over 100 years ago. In 1988, Somali refugees, fleeing fighting in northern Somalia, joined this group. Today there is peace in northern Somalia but fighting in the south. About 50,000 Somalis now live in Britain.

"At Heathrow I met two Somali men. They had lived in England before. They asked if I had any money and when I said no they gave me a pound. They said you can phone ten times with a pound in England. They told me to phone my sister. I thanked them but I did not know how to use the phone and I did not ask them." Somali boy aged 10.

TAMILS

Tamil refugees have fled Sri Lanka, where they have been discriminated against since 1958. Tamil people have also been killed in riots. Since 1983, war has raged between the Sri Lankan government and a group of Tamil separatists, demanding an autonomous state. The war has caused many Tamils to flee from their homes, leaving nearly one million refugees, around 26,000 of whom have come to Britain.

VIETNAMESE

In 1954, Vietnam was split into North and South leading to a long and bloody war. Many people were killed and much of both parts was destroyed. In 1976 the government of North Vietnam took over the whole country. Many people in the south feared the Communist regime and fled, often in boats, across the China Sea. The boats were very dangerous and overcrowded and many sank. These people were called the "boat people". They ended up in refugee camps waiting for months, and sometimes years, to learn where they would be allowed to live. 24,000 ethnic Chinese came to Britain.

"Sometimes I get letters from my family in Vietnam. They are all right, luckily. Nowhere is really home for me at the moment. I hope that Vietnam will be my home one day." South Vietnamese boy aged 11.

ALL PEOPLE ARE EQUAL

"The earth is the Lord's and all that is in it - the world and all its inhabitants."

Psalm 24

"Man was made in the image of G-d. Blessed is man."

Bereshit 9:6

(please stress that the generic term 'man' indicates men and women)



"And G-d created man in his own image - all mankind."

Bereshit 1:27

(please stress that the generic term 'mankind' indicates men and women)

"Love your neighbour as yourself."

Vayikra 19:18

"Love the stranger, for you yourselves were strangers in the Land of Egypt"

quoted 36 times throughout the Torah

RESOURCES

**BEING NEW,
BEING
DIFFERENT**



Books

Amos, J.

Hurt, ISBN 0 7451 5099 3

Lonely, ISBN 07451 5101 9

Sad, ISBN 0 7451 5102 7

Afraid, ISBN 0 7451 5097 7

Jealous, ISBN 0 7451 5100 0

Coming to England, (10+), Pavilion, 1995

That New Dress, Simon & Schuster Young Books, 1992

A Bear Called Paddington, Chancellor Press, 1987 **(D5, Infants)**

Bullying, What's Happening series, Wayland **(D2, Infants)**

Smiling for Strangers, Dolphin paperback by Orion, 1998

Wheels, Walker Books Ltd, 1992

Other Colours, (12+), available from Letterbox Library

The Other Way Round, Collins, 1998

Many Rivers to Cross, (12+), available from Letterbox Library

Lost for Words, (10+), available from Letterbox Library

Letang's New Friend, Longman Group Ltd., 1994

Benjamin, F.

Blackman, M.

Bond, M.

Bryant - Mole, T.

Campling, A.

Hughes, S.

Johnson, C.

Kerr, J.

Lloyd, E.

Lutzeier, E.

Naidoo, B.



Video

Knight, P. (Director)
produced by H.P.S.

Concorde Video (Distributer)

Children of Israel, Robin Hood T.V. series, medieval Jewish family in England, available from the Centre for Jewish Education, see Useful Addresses in Resources Aimed At Teachers

Blue Eyes, Brown Eyes & A Class Divided, for details of how to obtain this video contactt Barnet Multi-cultural Centre, see Useful Addresses in Resources Aimed At Teachers **(D3, Juniors)**





CHAPTER 5

BRITAIN AS A MULTICULTURAL SOCIETY

The aim of this section is to help the children value and appreciate their own culture and that of others.

By recognising and valuing the diversity of British society, children will also be able to value their own role within our society.

TALKING POINTS

The idea of multiculturalism is so vast that I am concerned we will be tempted to reduce different cultures to single ideas.

You mean like the 'Fiddler on the Roof' perception of the whole Jewish community for instance?

Yes, but by this stage in the pack the children should understand the variety of traditions within the Jewish community.

Then hopefully this will lead them to understand that other cultures also have variety within them, including those British people who are of Irish, Scottish, English and Welsh origin. Very often there is a tendency to leave them out.

Are we just talking about religious practices? If so, Jewish schools will worry that this will dilute the work they do to increase the children's cultural/religious identity.

No, we are talking on the one hand about all sorts of differences between cultures, for example in food, art and literature ...

And on the other hand, how many of these are already part of our everyday lives - look at food for example, pizzas, falafel, curries, kebabs, etc.

And look at the use of minority ethnic music and instruments in contemporary music.

We want the children to appreciate how enriching it is to live in a multicultural society.

And teachers and parents to be assured that multicultural education is not about making everyone the same.

In fact, it is about strengthening and appreciating one's own identity within a diverse society.

5

স্টাফরুম
કર્મચારીખંડ
Staff Room
Stanza per
Personale ed'Ufficio
मटाह रूम
سٹاف روم

SUGGESTIONS FOR USE WITH INFANTS



**Out of
school
activities/
Speakers**

- 01** Collect as many souvenirs of Britain as possible, or make a list. How do these reflect the children's own experience of life in Britain? (→D1)
- 02** Arrange a trip to the local supermarket and/or Jewish bakery. In groups, look at the different types of bread for sale. Ask the children to list these types of bread and their origins (→D4).



**Practical
activities**

- P1** (←D1) Ask the children to draw the items discussed in D1 in a time capsule (see **Worksheet 21**).
- P2** (←D4) In class make a variety of bread from dough or plasticine e.g. chappatis, chollah, pizza, garlic bread, corn bread, soda bread, ciabatta (see **Appendix 12**).
- P3** Hold a musical assembly with songs from around the world or make simple instruments from other countries (see **Resources**).
- P4** Using **Worksheet 22**, match the costumes to the correct country of origin (see **Resources** for books to help the children). Discuss the difference between national costumes and everyday dress.



**Discussion/
drama based
activities**

D1 (←01) Discuss the reasons for their choices, whether they are really British in origin, and whether they are everyday items (→P1).

D2 In groups, devise a play where the children find the time capsule and wonder about the meaning of the items inside.

D4 (←02) In class, discuss how many of the breads listed are everyday foods, or even occasional foods in the children's homes? Point out how foods originating from other countries have become everyday items in the lives of many people in Britain (→P2).



**Discussion/
drama based
activities**

D5 Begin with a discussion of traditional family foods. Continue with a brainstorm of the children's favourite meals and help them identify where these favourites come from, e.g. spaghetti from Italy, noodles from China. Ask the children to write about their favourite meal and where it originates.



**Jewish
themes
and ideas**

J1 At Pesach time look at different family traditions. For example, ask the children for a family recipe for charoset. Using these recipes, explore with the children the origins of these traditions.

J2 Talk to the children about Rosh Hashanah, other festivals of New Year and who celebrates them e.g. Chinese New Year, Nawroz, Hogmanay.

J3 When talking about Shavuot, look at other harvest celebrations. Stress the importance of food and how it plays such an important part of celebrating festivals in all cultures.

**WHO
AM I?**

**WHERE
ARE MY
ROOTS?**

MOVING

**BEING NEW,
BEING
DIFFERENT**

**BRITAIN AS A
MULTICULTURAL
SOCIETY**

5

**STEREOTYPING,
PREJUDICE &
RACISM**

**SO WHAT
CAN I DO?**

You can also use
ideas from the
JUNIORS overleaf

SUGGESTIONS FOR USE WITH JUNIORS



**Out of
school
activities/
Speakers**

- O1** Ask the children to bring in labels from different dried and tinned food products from around the world that give country of origin e.g. pasta/noodles, pulses, nuts and seeds. Stick the labels with their country of origin on to a large map of the world.



**Practical
activities**

- P1** Using a cup of tea as the example, help the children to think about the different countries that might have been involved in the making of it. Explore both the historical and geographical origins of the 'good, old, British cup of tea' (see **Worksheet 23 & Resources**).
- P2** Using calendars, diaries and **Worksheet 24** ask the children to mark dates for example Jewish, Muslim, Chinese, Hindu, Sikh, Bahai, Rastafarian, Christian festivals using a different colour for each tradition. Also explain about lunar and solar calendars and who uses them (see **Resources**).
- P3** Ask the children to find pictures of different headcoverings important to different religions and traditions, for example kippot, turbans and veils. Make a wall frieze of children's drawings depicting these headcoverings and title it 'British people wear these'.



**Practical
activities**

- P4** Dividing into groups make the following: Rangoli patterns (Hindu), mezuzot, Batik printing, Chinese dragons. Discuss with the children the significance of these (see **Resources**).
- P5** Hold an 'original' Olympic sports day and discuss with the children how sports have changed or remained the same **and/or** look at different sports and games played around the world (see **Resources**).
- P6** Create wall friezes of different alphabets from around the world. Point out to the children how many of these languages are spoken in Britain today (see **Resources**).
- P7** Hold a musical assembly with songs and instruments from other countries, e.g. castanets, Chinese reed pipes, rap music (see **Resources**).

You can also use
ideas from the
INFANTS overleaf



Practical activities

- P8** Ask local communities to come to your school to teach the children national dances and tell stories. Organise a dance festival that could include dances from China, India, Israel, Kurdistan, Bosnia and Britain.
- P9** Ask the children to design a new multicultural flag for the United Kingdom.
- P10** Use **Worksheet 25** to tell the children about the different groups of people who have come to Britain since 210.



Discussion/ drama based activities

- D1** Remind the children of the information they have about the origins of their own name. In groups, let the children explore naming traditions from different cultures (see **Resources**).
- D2** Help the class to explore the original languages that everyday English words have come from e.g. map, alphabet, bungalow, tea, coffee, potato, castle, safari. You can use a dictionary to find the origins of the word.



Jewish themes and ideas

- J1** Using the Maccabees as an example of fighting for cultural heritage, discuss with the children other groups in Britain who wish to preserve their cultural identity, for example the Afro-Caribbean community who celebrate Notting Hill Carnival. Discuss why preserving cultural identity is important to Jews and other groups.
- J2** Using Bat/Bar Mitzvah as a starting point, ask the children to research two other religious initiation ceremonies from different faiths & communities (see **Resources**).

WHO
AM I?

WHERE
ARE MY
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BEING NEW,
BEING
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MULTICULTURAL
SOCIETY

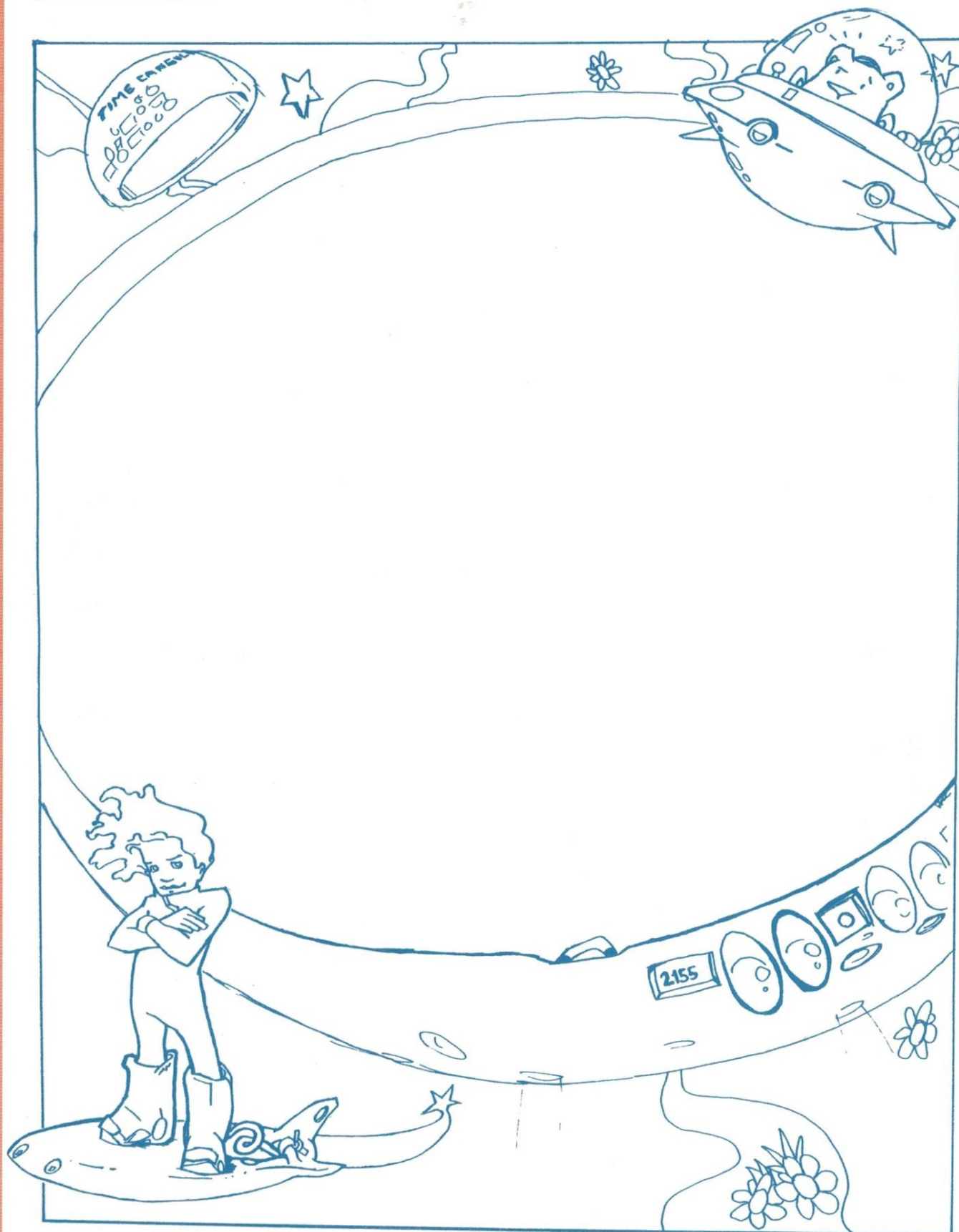
5

STEREOTYPING,
PREJUDICE &
RACISM

SO WHAT
CAN I DO?

TIME CAPSULE

Choose five items of everyday life in Britain to put in the time capsule. Draw your items in it.



NATIONAL COSTUMES

Match the costumes to the correct country of origin and colour in the people and their costumes.



Scotland

North America

India

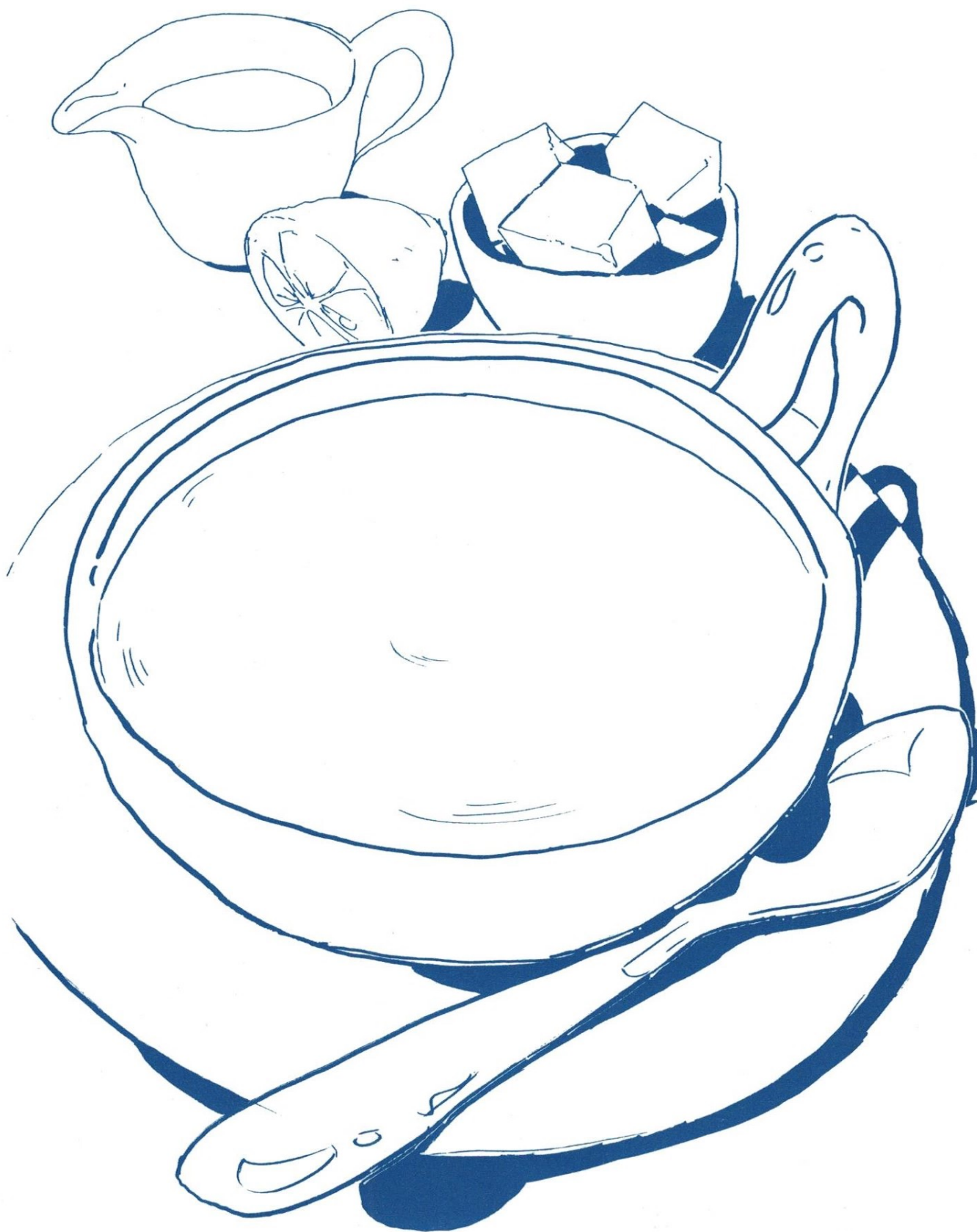
Japan

Holland

Morocco

CUP OF TEA

Think about the different countries that might have been involved in the making of a cup of tea/coffee/cocoa. List the countries in the cup. Find out about the history behind these everyday drinks.



MULTICULTURAL CALENDAR

Mark different festivals on the calendar. Use a different colour for each religion, tradition or culture.

Religion

JUDAISM

Festivals

Rosh Hashanah
Yom Kippur
Succot
Chanukah
Pesach
Shavuot
Purim



JANUARY

FEBRUARY

MARCH

APRIL

MAY

JUNE

SPRING

SUMMER

JULY

AUGUST

SEPTEMBER

OCTOBER

NOVEMBER

DECEMBER

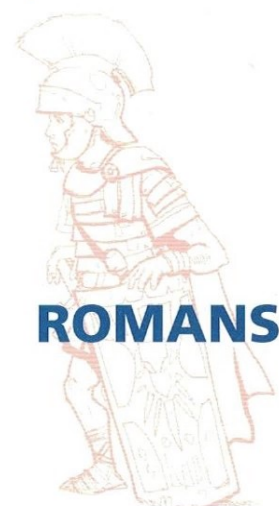
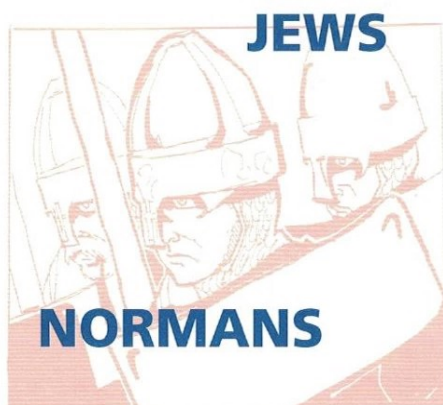
AUTUMN

WINTER

5

PEOPLE WHO HAVE COME TO BRITAIN

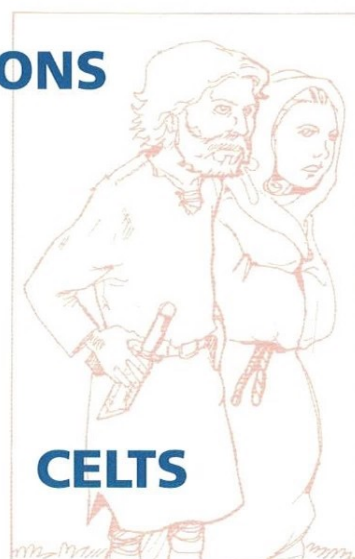
In the 'wordsearch' below, try to find some different groups of people who have come to Britain.



B	R	O	M	A	N	S	D	T	G	D	G	H	C	H	I
N	E	S	E	F	Y	I	A	N	I	N	D	I	A	N	S
D	R	Y	K	J	A	M	A	I	C	A	N	S	J	L	C
V	N	H	D	X	W	S	O	L	K	C	G	J	B	S	H
B	V	I	E	T	N	A	M	E	S	E	L	P	H	U	I
R	R	J	X	A	T	H	G	T	Y	L	K	U	R	D	N
T	M	E	M	S	E	C	S	R	T	K	U	R	D	S	E
K	A	W	J	L	P	W	I	B	O	S	N	I	A	N	S
R	O	S	L	W	Z	X	S	A	S	Q	E	R	F	D	E
N	H	S	A	X	O	N	S	D	E	S	A	W	N	L	S



SAXONS



BREAD RECIPES

Cholla

Ingredients

300 ml warm water
675 g white strong bread flour
1 sachet easy-blend yeast
50g sugar
8 gm (1 ½ teaspoon) salt
6 tablespoons oil
2 large eggs

To Glaze

1 egg yolk mixed with 1 teaspoon water and good pinch of salt
Poppy seeds or sesame seeds

Method

Mixing and kneading

In a mixing bowl, mix the yeast thoroughly with the other dry ingredients, and then add all the remaining ingredients to the bowl. Mix until a sticky ball begins to form then knead for about 10 minutes until the dough leaves the side of the bowl clean. If it still looks sticky after this time gradually work in up to one or two tablespoons of flour. Tip the dough on to a floured board and knead for a further minute until it is tight and springy with a silky feel. Grease a large bowl with oil and turn the dough around in it to coat it (this stops the surface drying out). Cover with clingfilm and leave to rise in a warm place for about one and a half hours. (The dough should double in bulk approximately). Turn on to a board and knead lightly.

Shaping

Divide the dough in half and each piece into three. With the palm of the hands roll each piece into a long thin roll and form into two plaits.

Place on a floured tin in a warm place and leave for 30 or 40 minutes.

Baking

Preheat the oven to Gas No. 7, 425 degrees F, 220 degrees C.

Brush gently with beaten egg and sprinkle with poppy seeds.

Bake for about 25 minutes

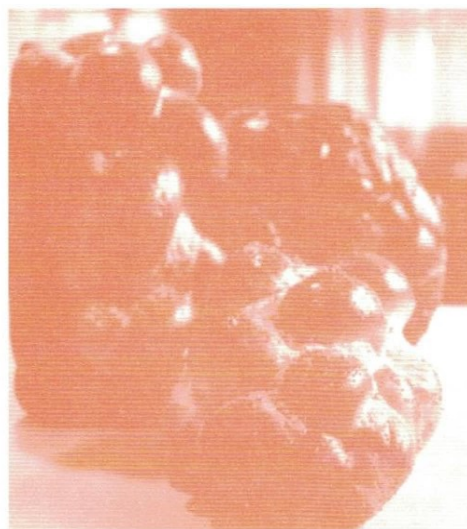
Then turn the oven down to Gas No. 6, 400 degrees F, 200 degrees C for a further 10 to 15 minutes or until the bread is a rich brown.

Lift the loaves off the tray and tap the bottom. If the loaves sound hollow take them out. Otherwise turn them on their sides and leave them in the oven for another 5 minutes before removing them to a cooling tray.

Pitta

Ingredients

2 teaspoons easy-blend yeast
1 teaspoon sugar
Water
450 g refined or wholemeal flour
Pinch of salt
25 g butter or margarine



5

Method

Mixing and kneading

Mix yeast and sugar and add 2 tablespoons of tepid water. Cover and let it rise. When it becomes frothy it is ready for use. Sift the flour and salt. Add the butter or margarine and yeast mixture. Knead with water to make a pliable dough, cover and leave the dough to rest for 1 hour. Knead again.

Shaping and Baking

Divide into 16 even-sized balls.

Preheat the oven to Gas Mark 5, 375 degrees F, 190 degrees C.

Roll each one out on to a lightly floured surface to a 15 cm rectangle or a circle.

Bake in the oven on a tray for 7-10 minutes



Nan

This is normally baked in a clay oven which presumably will not be available in a school environment. A perfectly acceptable result can be obtained in a gas or electric oven though the nan will not have its characteristic charcoal taste.

Ingredients

2 teaspoons easy-blend yeast

1 teaspoon sugar

1 1/2 teaspoon bicarbonate of soda

Water

1 tablespoon sesame or onion seeds

450 g refined plain flour

Pinch of salt

25-35 g butter, melted

60 g natural yoghurt

Method

Mixing and kneading

Mix the yeast and sugar and add 1 tablespoon tepid water. When the mixture becomes frothy it is ready for use. Sift the flour and salt. Add bicarbonate of soda. Make a well and add the melted butter, yoghurt and yeast mixture. Knead with sufficient water to give a smooth dough. Cover and rest to rise for 2-3 hours. Knead again and make 16 – 17 balls. Roll each ball into either elongated flat bread – 15 x 25 cm or a 15 – 18cm circle on a lightly floured surface. Coat with butter and sprinkle with a few onion or sesame seeds.

Baking

Preheat the oven to Gas No. 6, 400 degrees F or 200 degrees C.

Bake for 5-6 minutes. When the bread is ready it will have brown spots on it. Serve it hot.



Books

- Aakers Johnson, A.
Adams, P.
Aggraval & Fairclough
Aktar, N.
Ashley, B.
Barnett, V.
Beckelman, F. & Dreiblatt, L.
Benjamin, F.
Bennett, O.
Bradman, T.
Burnett, A.
Burns, S. & Lamont, G.
Bygott, D.
Charles, F. & Arenson, R.
Chin, C.
Cole, T.
Crisp, S.
Dejoie, P.
Demi
Deshpande, C.
Duncan, A. F.
Feinberg (Dr.)
Ferris, J.
Flournoy, V./Pinkney, J.
Garland, S.
Gellman, E.
Ghazi, S. H.
Hall, G.
Hemant, P. & Kamitkar
Hudson, W. & Wilson Wesley
Husain, S.
Intiaz, R.
Kimmelman, L.
- String Games from Around the World**, Klutz Press (**P5, Juniors**)
All Kinds – Who Cares About Race and Colour?, Child's Play
I am a Muslim, Franklin Watts, London (**J2, Juniors**)
Samira's Eid, (5-9), Mantra, Dual Language (**P4, Juniors**)
I Forgot! Said Troy, available from Letterbox Library
A Jewish Family in Britain, Religious & Moral Education Press, 1983
Something Special for Shabbat – A Craft Book for Children, (5yrs), RICWALT Pub. Co., 1977
Exploring Caribbean Foods, Mantra (**P1, Juniors**)
A Busy Weekend, Hamish Hamilton, 1984
Through My Window, Picture Mammoth
Friends at School, Star Bright Books
Values & Visions, Hodder & Stoughton, 1998
Black and British, Oxford University Press, 1992
Caribbean Counting Book, (4-8), available from Letterbox Library
China's Bravest Girl, Children's Book Press,
Why Do We Wear That?, Franklin Watts (**P4, Infants**)
Clothes in Hot & Cold Places, Wayland, 1994 (**P4, Infants**)
My Skin is Brown, Black Butterfly Children's Books, 1996
Happy New Year – Kung-His Fa Ts'ai, Crown, 1997 (**P4 & P6, Infants**)
Scrape, Rattle & Blow, A. & C. Black, London, 1988 (**P3, Infants / P7, Juniors**)
Everyday People, Troll Medallion, 1995
The Colours of People, C.R.E, 1983,
What Are You Figuring Now, Carrolhoda, Minneapolis
The Patchwork Quilt, Puffin
Pass it Polly, Puffin, 1995
Jeremy's Dreidel, (8-12), available from Letterbox Library (**P5, Juniors**)
Ramadan, (6-14), available from Letterbox Library.
Musical Instruments of Around the World, Wayland, 1995 (**P3, Infants / P7, Juniors**)
Hinduism, Wayland, 1985 (**P4 & J2, Juniors**)
Afro-Bets Book of Black Heroes from A-Z, Just Us Books, 1988
Exploring Indian Foods, Mantra (**P1, Juniors**)
A Gift of Friendship, KS2, Islamic Foundation, 1997
Hooray! It's Passover, TTS, Alfreton, Derbyshire

Kindersley, A.

Klal Yisroel

Kroll, V.

Kyla - Barber (Ed.)

Lakin, P.

Lawton & Erricker

Lawton & Fairclough

Lewis, S.

Lewis, R.

Lim, J.

Liverpool Education

Magnus & Bogot

Makers of History

Mantra (Pub.)

McDermott, M. Y.

Marchant, K.

Mathews, J.

Merry, K.

M.C.S.I.

Morris, A.

Moskovitz, N. S.

Mulkk & Rajanand

Multicultural Centre

Nelson, N.

O'Reilly

OXFAM Discovery

Polacco, P.

Religion in Evidence

Roseman & Leipzig, A.

Children Just Like Me – CELEBRATION, UNICEF, Dorling Kindersley, 1997 (P4, Infants)

Our Jewish Community, Behrman House, 1991

Masai & I, Puffin

Games, Franklin Watts, London (P5, Juniors)

Don't Forget, Tambourine Books, 1994

Judaism, Longman (J2, Juniors)

I am a Jew, 1984, ISBN 0 86313 1395 (J2, Juniors)

One Minute Jewish Stories, Religion In Evidence, TTS, Alfreton

The Whole World Cake, Education Sector, Christian Aid 1994

Exploring Chinese Foods, Mantra (P1, Juniors)

The Same But Different, R.E.M.T.

Story of John Archer – Britain's First Black Lord Mayor, KS1/2

The Same But Different, KS1 (Science), text in Somali, Arabic and English, 1996

An Artist You Don't Have to Be, U.A.H.C., 1990

Dadabhai Naoroji - Britain's First Asian MP, Mantra, 1992

Itchyka-dana, Asian nursery rhyme book/ cassette, dual language (P3, Infants / P6 & P7, Juniors)

Muslim Nursery Rhymes, Islamic Foundation, Leicester, 1982 (P3, Infants / P7, Juniors)

Id-UI-Fitr, Wayland, 1996 (P4, Juniors)

I Come From Somalia, Watts, 1993

The Big Multicultural Music Book and Tape, Merry Publications (P3, Infants / P6 & P7, Juniors)

Islam, Primary R.E. Materials, 1986, Midlands Centre for Study of Islam & Christian Muslim Relations

Bread, Bread, Bread, Mulberry Books, 1993

Houses and Homes, Mulberry Books

Loving, Mulberry Paperback Book

Games, Games & More Games – Fun for Jewish Learning, U.A.H.C., 1994 (P5, Juniors)

Some Street Games of India, National Book Trust, India, 1983

Songs for Sharing, Barnet Education Support & Training, 1993 (P3, Infants / P7, Juniors)

Clothes & Costumes, Wayland, 1993 (P4, Infants)

Paper Making, Wayland, 1994

Come and Eat With Us

Come and Ride With Us

Come and Play With Us (P5, Juniors)

Come Home With Us

Mrs Katz and Tush, Dell Publishing, 1994

Shabbat Fun (For Little Hands)

Tales from Jewish Tradition

What is Hanukah?, KS1, TTS, Alfreton

All In My Jewish Family, U.A.H.C. 1984

Rosen, M.
 Rosenberg
 Schick, E.
 Schnur & Lazzaro V.
 Sharma, E.
 Shear, P. D.
 Schwartz, S. & Silberstein
 Strickland, D. & M.
 UNICEF
 Warner, R.
 Wathan, J.
 Weatherley, L.
 Wikler, M.
 Wikins, V. A.
 Yates, D. et al

This is Our House, Walker Books, 1986
The Jewish Synagogue, A. & C. Black, 1987
When a Jew Celebrates, Behrman House, 1973 (J2, Juniors)
The Return of Morris Schumsky, U.A.H.C.
Ingredients of Music, Wayland, 1995 (P3, Infants / P7, Juniors)
The Whispering Cloth, Boyds Mills Press, Pennsylvania, 1995
Bar Mitzvah, Somerville House Books, 1985 (J2, Juniors)
Families - Poems Celebrating the African American Experience Wordsong, Boys Mill Press, 1994
Games Around the World (P5, Juniors)
Our Steel Band, Hamish Hamilton, 1987 (P3, Infants / P5, Juniors)
The Children's Jewish Holiday Kitchen, Schocken Books, 1995
Buddhism, Longman
Miracle Meals - Eight Nights of Food'n'Fun for Chanukah, Kar-Ben, 1987
a b c - I Can Be, Tamarind Books, 1993
Making It Real, Development Education Centre, 1996
 Inexpensive books on **patterns from various cultures** are obtainable from minority ethnic shops, see also Resources Aimed At Teachers (P4, Juniors)



Cassettes

Melzack, S.

Two Candles Burn, Religion in Evidence, TTS, Alfreton



Catalogues

Playgear, London
 Educational Supplies

Multicultural dolls
People Paint - Skin Tones of the World, pencils, crayons, pens (sets of eight)
Multicultural Career Puppets, (nurse, businesswoman, construction worker, policewoman, postman)
Multi-Ethnic Family Puppets
People of the World Finger Puppets



Friezes/Signs

Mantra (Pub.)

Fruit & Vegetable Wall Friezes
Multilingual 'Thank You' Friezes (P6, Juniors)
Celebration Cards of the World
School Information Signs (multilingual cards) (P6, Juniors)



Photopacks

Religion in Evidence
 OXFAM Youth & Ed.

Judaism (J2, Juniors)
Making a Meal of It!, (8-14), links our food to the rest of the world (P1, Juniors)



Postcards

EYTARN

6 POSTCARDS (£2.50 set of 6) POSTERS £4.50 EACH (not available separately)

I like who I am, I am My Own Person, Talk with People, Learning By Doing, Going Places, We Are the Future,
EYTARN, P.O. Box 1870, London N12 8JH



Posters

AMS Educational
Christian Aid

Welcome, available from AMS Educational, Leeds, LS18 5NY (**P6, Juniors**)

Water Means Life, free for children

Where Does Our Food Come From?, World Food, free for children
(**P1, Juniors**)



Resource Packs

Barnet Professional
Development Centre

Tell It Like It Is, KS1 & 2

What Makes a Hero?

Media Representations

Hidden Heroes from the Past

Celebrating Ourselves and Our Community (**J2, Juniors**)

Imperial War Museum

Together - The Contribution Made By African, Asian & Caribbean Men & Women, Multimedia pack, Imperial War Museum

Gilbert, J.

Festivals, KS2-3, Oxford University Press, 12 festivals from around the world: Songs, musical activities, stories, art and craft, drama and special recipes, Teacher's Book and cassette (**P3, Infants / P7, Juniors**)

Kingscourt

Mathematics from Many Cultures, KS 1-2, six set, contains 7 posters, big book, 72 page teacher's book, including blackline masters, Kingscourt Publishing Ltd., London

OXFAM Youth & Ed.

Food, OXFAM, Oxford, OX2 7DZ

Go Bananas, (6-13), photoset and booklet of activities, maps and resources tracing banana production from the Caribbean to Britain

The Whole World Cake, (7-11), pack exploring where food comes from with stories, recipes and songs (**P1, Infants**)

The World in a Supermarket Bag, (7-11), shows how our food links us to the rest of the world (**P1, Infants**)



Videos

BBC

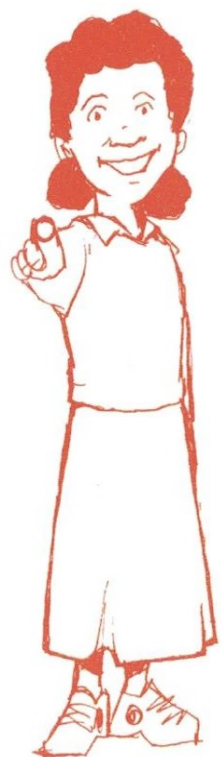
Watch - Places for Worship - Judaism, (4 -10), BBC Education, 1997, (15 mins)

Mantra (Pub)

Diwali Nights, (15 mins)

Religion in Evidence

Chanuka at Bubbe's, (27 mins.)





CHAPTER 6

STEREOTYPING, PREJUDICE & RACISM

The aim of this section is to help the children begin to understand the concepts of stereotyping, prejudice and racism, and to celebrate diversity.

At **Infant** level children are encouraged to explore and challenge images and stereotypes they may have of different people and consider where these stereotypes come from.

At **Junior** level children are encouraged to explore the ways in which stereotypes about different groups are formed and to look at ways in which stereotypes lead to racism.

TALKING POINTS

I find some assumptions about people at best unhelpful and at worst offensive because they reinforce stereotypes. For example, not all African Caribbean children are good at sport or like rap. Neither do all Italian children eat pizza.

And Jewish children may well prefer chappatis to chopped liver.

However, aren't some stereotypes good? What about saying Italians are strong believers in 'family'? After all, don't generalisations help us to make sense of the world?

Yes, but by making any assumption about a whole group of people, positive or negative, we deny them their individuality.

Why is that a problem?

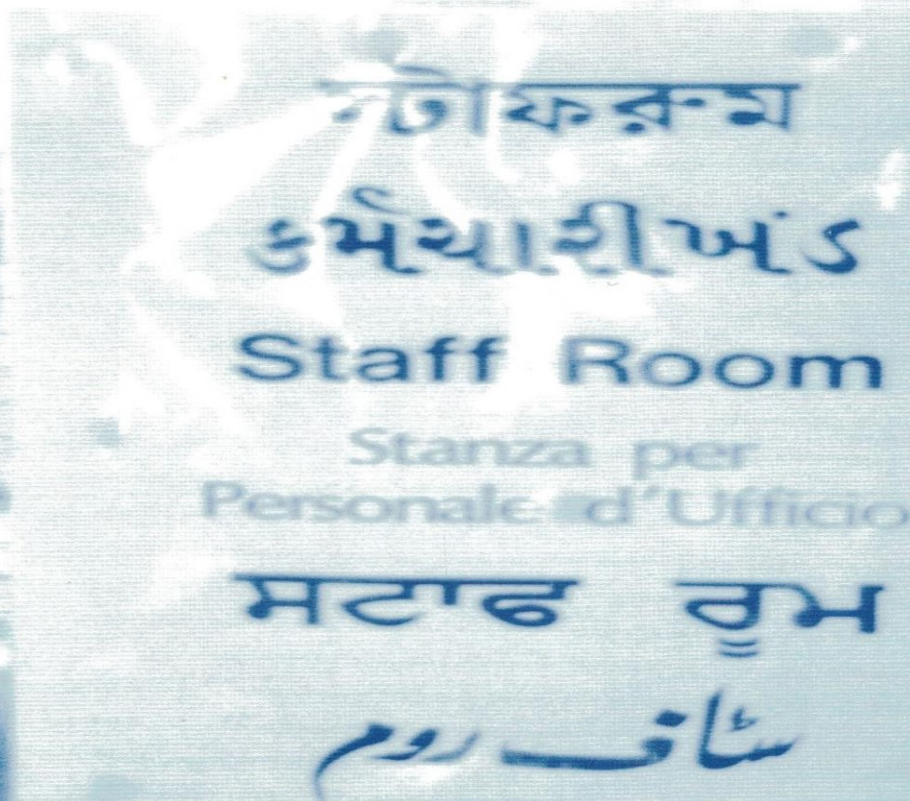
People are part of the ethnic/religious group with which they identify, but also deserve respect as individuals with their own personal feelings and responses.

So what's that got to do with racism?

Ideas and generalisations about groups of people can develop into negative beliefs on grounds of 'race'. People can then go on to justify discriminatory actions.

Aren't these difficult ideas for young children to grasp?

Yes, but it's never too early to begin, and young children can understand - and may have experienced - bullying and stereotyping.





**Out of
school
activities/
Speakers**

01 (←D2) Ask the children to talk to one or more grandparent - their own or someone else's - and find out as much as possible about them (→P1).

02 (←P2/P3) Ask the children to bring pictures from magazines and newspapers portraying people from the categories in **P2** and **P3**. Add the pictures to the wall chart and discuss differences between the children's drawings and the real pictures (→D2).



**Practical
activities**

P1 (←01) Help the children to make a class collage from their writings, drawings or paintings about individual grandparents.

P2 Ask the children to interview a teacher (or a nurse/doctor/dentist/police officer/ambulance paramedic) and find out as much as possible about their activities. Then transfer the information to a collage entitled 'My teacher' (nurse etc.) or draw a picture showing what a particular person is actually like (→02).

P3 What makes people famous? Construct a wall chart with the following categories, e.g. royalty, sports personalities, pop singers, television presenters, politicians. Ask the children to draw a picture for each category.

P4 (←D7) Ask the children to depict the scenes using paints or other media.



D1 Ask groups to role-play in turn, and in the opposite gender, girls playing in the playground/ boys playing in the playground. Divide the class into groups to discuss whether there are 'boys' games' and 'girls' games'. Let this lead to a class discussion on whether the children's views of the differences between boys' and girls' likes/ behaviour/attitudes are accurate.

D2 Encourage the children to brainstorm and write down the completion of the statements on **Worksheet 26 (→01)**.

Discussion/



Discussion/
Drama
based
activities

D3 Discuss with the children whether there are discrepancies between the initial generalisations (**D2**) and the individual portraits (**P1**).

D4 The teacher or another narrator should tell the story of 'The Rainbow People' by Carolyn Askar (see **Appendix 12**). Children can role-play the ribbon groups.

D5 In groups, let the children discuss ways in which the story might apply to people and situations in the real world. From the report-back to the class, choose one or two situations for a television report in which the children can role-play reporters, camera people, aid workers etc., and 'victims', 'perpetrators', 'bystanders'.

D6 Play the 'Dot Game' (see **Appendix 13**).



Discussion/
Drama
based
activities

D7 Ask the children to take turns role-playing the following:

- A classmate calling across the road, making racist 'jokes' about your friend.
- Hearing someone in the playground making fun of a child's curly hair.
- A child in the dinner queue giggling and making fun of a girl's clothes.

Ensure role-reversal in the activities and discuss with the children their responses (**→P4**).



Jewish
themes
and ideas

J1 Show the video 'Lights'. Use the accompanying book to tell the story of Chanukah and Jewish resistance to religious/cultural oppression (see **Resources**) (**→J2**).

J2 (**←J1**) Ask the children to discuss how the Ancient Greeks were cruel to the Jews. This could lead to the children depicting the story using role-play, a news report, a television documentary or another medium.

WHO
AM I?

WHERE
ARE MY
ROOTS?

MOVING

BEING NEW,
BEING
DIFFERENT

BRITAIN AS A
MULTI-
CULTURAL
SOCIETY

STEREOTYPING,
PREJUDICE &
RACISM

6

SO WHAT
CAN I DO?

You can also use
ideas from the
JUNIORS overleaf



Out of school activities/ Speakers

- 01** Encourage the children to find out as much as they can about Romany history from home or the library.

Include information on where Romany people come from and the problems that Romany people, including children, face today.

Invite someone from the Romany Council to talk to the children (see **Resources**).

- 02** Ask the children to collect newspaper pictures that stereotype different groups. Discuss with the children the effects that these stereotypes might have on the people who read the newspapers.



Practical activities

- P1** On **Worksheet 27** ask the children first to guess the answers to the questions and then to research the actual figures.

- P2** Ask each child to complete **Worksheet 28**. Collate the responses and write the respective numbers on the board. For each statement ask if two children would be prepared to explain their opposing views.

BE ACCEPTING OF ALL RESPONSES BUT HELP CHILDREN TO DEBATE THE ISSUES. The debate can demonstrate how an attitude shift can come about without any adult influence - all influence comes from the class itself.

- P3 (←J1)** Ask the children to write a poem about the experience of being a 'stranger', or of befriending one, or to illustrate the topic using a medium of their choice.



Discussion/ Drama based activities

- D1** The teacher, or another narrator, should tell the story of the 'Rainbow People' by Carolyn Askar (see **Appendix 12**).

- D2** In groups, let the children discuss ways in which the story might apply to people and situations in the world. From the report-back to the class, choose one or two situations for a television report in which the children can role-play reporters, camera people, aid workers etc., and 'victims', 'perpetrators' or 'bystanders'.

- D3** Ask the children to make up a sentence that starts:

'All Jews are ...'
'All Black people are ...'
'All Christians are ...'
'All White people are ...'
'All Muslims are ...'

You can also use ideas from the INFANTS overleaf



**Discussion/
Drama
based
activities**

Using the previous exercise discuss how difficult it is to make statements that are true of a whole group of people. Explain **STEREOTYPES** and discuss the problems they create - and lead to.

- D4** Write on the board 'The problem with stereotypes is that they can lead us to:
- believe things about people without really knowing them.
 - think bad things about people who belong to a certain group, although we don't know them.
 - be frightened of people we do not know.
 - behave differently to people because they belong to a certain group.'

Ask the children to think of and discuss examples that demonstrate the truth of each of these comments.



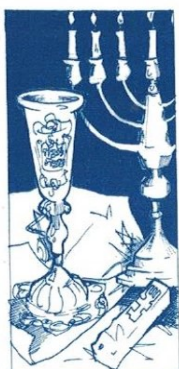
**Discussion/
Drama
based
activities**

- D5** Ask the children to role-play and discuss the following:

- Overhearing a friend telling an 'Irish joke'.
- Hearing people from your class making fun of a boy's name.
- Children talking about Jews (or Muslims) in a negative way.
- A P.E. teacher telling a Black child that she must join the team because "your sort of people are always good at sport."

- D6** Read 'Little Red Riding Hood' (see **Appendix 14** - from Conflict & Tolerance, A Headstart Module).

Using the same method as the storyteller, ask the children to rewrite a fairy story from the point of view of the 'villain'.



**Jewish
themes
and ideas**

- J1** Read out Exodus 23:9 which states: "You shall not oppress a stranger, for you know the heart of a stranger since you were strangers in the land of Egypt". This message about the treatment of the 'stranger' is repeated 36 times in the Torah - why do the children think this is? Clarify the language where necessary and discuss:

How, and why should we relate the message to today's society?

Who are regarded as 'strangers' in Britain now?

When and how do people cease to be 'strangers'?

Have we ever felt like 'strangers'? (**→P3**)

- J2** Tell the story of the Maccabees and ask the children to discuss its links with racism and Jewish resistance to religious/cultural oppression.

- J3** Show the video 'Lights' and use the accompanying book as a class reader (see **Resources**).



**Jewish
themes
and ideas**

- J4** Show the children the 'Al Chet' prayer from the Yom Kippur service and ask them to find the parts which are relevant to the topic of racism. Ask them to express in their own words what these prayers teach us about Judaism's attitude to racism.

**WHO
AM I?**

**WHERE
ARE MY
ROOTS?**

MOVING

**BEING NEW,
BEING
DIFFERENT**

**BRITAIN AS A
MULTI-
CULTURAL
SOCIETY**

**STEREOTYPING,
PREJUDICE &
RACISM**

6

**SO WHAT
CAN I DO?**

GENERALISATIONS

Think about and write down the rest of each of these sentences:

'All grandmas are...



'All grandpas are...



'All teachers are...



FACTS & FIGURES

The population of Britain is 56 million.

I think the Black population of Britain is....

I think the Asian population of Britain is ...

Out of 650 Members of Parliament:

I think are Jewish

I think are Black

I think are Asian

Do you think there are any Black Jews in Britain?

Can you name three countries where there are Black Jews?



6



QUESTIONNAIRE

Look at the statements listed below and for each one tick the box with either 'agree' or 'disagree'. You do not need to put your name on this piece of paper.

1. People are different. Such difference can include skin colour, language, religion, and food. This means that they cannot live happily together in Britain.
Agree ☐ Disagree ☐
2. Although we may feel sorry for refugees there are already too many people in Britain and we haven't enough space.
Agree ☐ Disagree ☐
3. Jewish people and Black people don't like each other.
Agree ☐ Disagree ☐
4. Because some Jewish people have been refugees and know what it's like to feel different in a country, they should try particularly hard to help people who feel new or different now.
Agree ☐ Disagree ☐

THE RAINBOW CHILDREN

By Caroline Askar

"While the story is told, with suitable pauses, the children act out what is happening. The children acting can speak some words. You will need brightly coloured streamers of crepe paper, ribbon or strips of material – red, blue, green and yellow. Allow more streamers than children so that the children can choose a colour. They start the play curled up very still on the ground.

The story begins...

In the beginning the world was very still and quiet. The ground seemed to be covered with dull coloured rocks and stones. If you took a closer look you could see that they were not stones but tiny people who were not moving at all. One day a wind blew over the land, which warmed the people and filled them with life and love. They began to move... to look at each other... to touch each other.... to speak to each other... to care about each other. As they explored their world, they found coloured ribbons lying on the ground. They were excited and ran about collecting them. Some chose blue, some red, some green, some yellow. They enjoyed tying the ribbons around each other and laughing at the bright colours.



Suddenly another wind blew. This time they shivered with cold. They looked at each other and realised that they looked different... and they stopped trusting each other. The reds gathered together and ran into a corner; the greens gathered together and ran into another corner; the blues and yellows also gathered together and ran into a corner. They forgot that they had been friends and had cared for each other. The other colours just seemed different and strange. They built walls to separate themselves and keep the others out. But they found that: -

The reds had water but no food (mime feeling hungry)

The blues had food but no fire (mime shivering with cold)

The greens had twigs to make fire but no shelter (mime looking for shelter)

The yellows had shelter but no water (mime feeling thirsty)

One day a stranger appeared and stood in the centre of the land. He looked in amazement at the people in their separate groups and said "Come on out everybody. What are you afraid of? Let's talk to each other!" The people peeped out at him. Slowly and hesitantly they began to look around. The stranger said "Now just tell one another what you have got to give and what you need to be given". The blues said "We have plenty of food to give but we need fire." The reds said "We have plenty of water to give but we need food." The yellows said "We have plenty of shelter but we need water." The greens said "We have plenty of twigs to make fire but we need shelter". The stranger said "Why don't you put together what you have and share it? Then you can all have enough to eat and drink, keep warm and have shelter."

They talked and the feeling of love returned. They remembered that they had been friends. They knocked down the walls and welcomed each other as old friends. When they realised that the colours had divided them, they wanted to throw them away. But they knew that they would miss the richness of the bright colours. So instead they braided the colours to make a beautiful rainbow ribbon.

They called themselves the Rainbow People. The rainbow ribbon became their symbol of peace."

Extract from 'Spanner In The Works', Brown, C., Barnfield, J. & Stone, M., reproduced with kind permission of Trentham Books.



THE DOT GAME

During an appropriate lesson, appoint a team leader. Give the team leader three sheets of different coloured sticky dots. Ask the rest of the children to stand in a circle with their eyes shut. The team leader should stick a dot on the forehead of the children, forming three equal groups (e.g. red, green and blue). The children should then get into their groups silently. Discuss with the children how they feel to have been selected in this way, and how they feel about one person being in charge.

RED DOTS:

Stand silently in the corner, noses touching the wall.

BLUE DOTS:

Sit down and give orders to GREEN DOTS. (The orders can be simple things such as 'stand up', 'sit down', 'fingers on lips', or 'close your eyes').

GREEN DOTS:

Obey BLUE DOTS without argument.

Children should stay in their groups through a second lesson and then the leader announces that a mistake has been made and says the instructions should be:

BLUE DOTS:

Stand silently in the corner.

GREEN DOTS:

Sit down and give orders to RED DOTS.

RED DOTS:

Obey GREEN DOTS without argument.

After another half an hour announce that another mistake has been made and issue new instructions:

GREEN DOTS:

Stand silently in the corner.

RED DOTS:

Sit down and give orders to BLUE DOTS.

BLUE DOTS:

Obey RED DOTS without argument.

Following the above exercise, discuss with the children how they felt. Was it fair that one group had more power than the others? Which role did they prefer to be in. Why? What did it feel like to be inside a group? What did it feel like to be outside a group and separated from their friends? Who decides what is fair in their family, amongst their friends, in the classroom? Is this fair?

Ask each group to appoint a reporter to present their group's views to the rest of the class.



From **...getting on with others...**, Thomas, P.,
The Woodcraft Folk, London, 0181 767 9799

THAT RED RIDING HOOD GIRL

A MALIGNED WOLF'S STORY

"I lived in the forest. It was my home and I cared about it.

One lovely sunny day, while I was clearing up some litter left behind by picnickers, I heard footsteps. As I peeped from behind a tree, I saw coming down the path a little girl who was carrying a basket. I was immediately suspicious because she was dressed so strangely, all in red, with her head covered up as if she didn't want to be recognised.

Now, I know we shouldn't judge people by what they wear, but she was in my forest and I felt I ought to find out a bit more about her. I asked her who she was, where she had come from - you know the sort of thing. At first, she said primly that she didn't speak to strangers. I was very upset. A stranger... Me! Well really! I'd brought up my whole family of cubs in that forest - she was the stranger. Then she calmed down a bit and told me a tale about taking a basket of lunch to her grandmother, who was ill. I thought I would give her the benefit of the doubt but as her grandmother didn't know she was coming, I thought I would just run ahead and tell her. After all, old ladies sometimes get a bit niggly if they have visitors when they haven't had a chance to tidy up. Actually, I thought the girl was being a bit inconsiderate in barging into someone's home, particularly when she was suspiciously and unsuitably dressed.

So I let her go on her way and ran ahead to her grandmother's house. I often popped in to see her... just being neighbourly. I explained the situation to the nice old lady and she agreed that her granddaughter needed to learn a little more consideration. We planned that she would stay out of sight until I called her - actually, she hid under the bed.

When the girl arrived, I invited her into the bedroom where I was in bed. She came in all rosy-cheeked and giggling. Straightaway, she made a personal remark about my big ears. I've been insulted before, so I made the best of it by suggesting that my big ears would help me to hear her better. Now all I meant was that I intended to pay close attention to what she was saying. Then she made another clever remark about my bulging eyes. I was beginning to go off this little girl. Despite her nice front, she was apparently a very unpleasant person. Still, I've made a practice of turning the other cheek, so all I said was that my big eyes helped me to see her better.

Her next insult really got me - cheeky little cow. I've got this problem with having big teeth and that little girl, as calm as you please, actually mentioned them. I know I should have had better self-control, but I leapt up from the bed growling that my teeth would help me to eat her better.

Now let's face it, no wolf would ever eat a little girl. Everyone knows that, but that silly child started running around the house screaming. I followed her, trying to calm her down. I'd taken off her grandmother's clothes but that only seemed to make it worse. Then, all of a sudden a man came crashing through the door with an axe in his hand. It was obvious that I was in deep trouble. There was an open window behind me and I jumped out.

I'd like to say that was the end of it, but that grandmother character never did tell my side of the story. That's humans for you! Before long the word got out that I was a horrid creature. Me... after all, all I did was try to help.

I don't know about that nasty little girl, but I certainly didn't live happily ever after."



From **Conflict & Tolerance**
- a Headstart Module,
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6

RESOURCES

**STEREOTYPING,
PREJUDICE &
RACISM**



Books

- Abrahams
Adler, D. A.
Anne Frank Centre
Askar, C.
- Benjamin, A.
Benjamin, A.
Black History Working Group
Bryant-Mole, K.
CAFOD, Christian Aid, Oxfam & Save the Children
Clegg, J.
- Cohn, J. D. S. W.
Coles, R. & Ford G.
Dagan, B. & Heller, S.
Dell, P.
Gibbons, A.
Grunsell, A.
Hoffman, M.
Holocaust Education Trust
Hasbudak & Simons
Hopkinson, D.
Innocenti, R.
Keenan, S.
- Laird, E.
Learning By Design (Pub.)
Levoy, M.
Lindbergh, R.
Mattern, J.
Melnikoff, P.
Melnikoff, P.
Miller, W.
- The Jews of England**, (9-15), Pardes, England
A Picture Book of Anne Frank, Macmillan
Anne Frank Journal, Amsterdam
The Rainbow People, in Brown, C., Barnfield, J. & Stone, M., *Spanner In The Works*, Trentham Books, 734 London Road, Oakhill, Stoke on Trent, ST4 5NP, 1990 (**D4, Infants / D1 Juniors**)
Young Harriet Tubman, available from Letterbox Library
Young Rosa Parks - Civil Rights Heroine, Troll Associates
Slavery, An Introduction to the African Holocaust, Liverpool Race Equality Management Team (R.E.M.T.)
What's Happening? Bullying, Wayland,
The Great Wave - 1492-1999, An Alternative History of Encounter and Resistance in the Caribbean
Fu Manchu and the Yellow Peril - The Making of a Racist Myth, (for older pupils), Trentham Books, 1994
The Christmas Menorahs - How a Town Fought Hate, Albert Whitman & Co., Illinois
Story of Ruby Bridges, Scholastic Inc., New York
What Happened in the Shoah?, (7-10), Kay Tee Inc., 1992
Nelson Mandela, available from Letterbox Library
Street of Tall People
Let's Talk About Racism, Gloucester Press
Amazing Grace, available from Letterbox Library
A History of the Holocaust, Holocaust Education Trust
Zeynep - That Really Happened To Me, ALTARF
Sweet Clara & the Freedom Quilt, Knopf, 1993
Rose Blanche, Jonathan Cape, 1996
Frederick Douglass: Portrait of a Freedom Fighter, available from Letterbox Library
Secret Friends, available from Letterbox Library
That Red Riding Hood Girl, in **Conflict & Tolerance - A Headstart Module**, 0181 983 1944 (**D6, Juniors**)
The Hanukkah of Great Uncle Otto, J.P.S., of America, 1984
Nobody Owns the Sky, Walker Books Ltd., London, 1996
Young Martin Luther King, available from Letterbox Library
Plots and Players - The Lopez Conspiracy, Blackie & Son, Ltd., 1988
The Star & the Sword, J.P.S., of America, 1994
The Last Days of Slavery, Frederick Douglass, 1988

Mochizuki, K.

Morgan, N.

Naidoo, B.

Orchard, D.

OXFAM

Resource Centre for
Multicultural Education

Ringold, F.

Sadu, I.

Sanders, P. & Myers, S.

Stadler, B.

Thomas, P.,

Van Der Rol /Verhoeven

Williams/Kaye, A.

Winter, J.

Wood, T.



Videos

Anne Frank Centre

Scopus Films, London (Pub.)
0181 341 5709

Passage to Freedom – The Sugihara Story, (6-10), story of the Japanese diplomat in Lithuania who disobeyed his government to write visas for Jewish refugees, available from Letterbox Library

Life Stories - Martin Luther King, Wayland, 1993

Through Whose Eyes? Exploring Racism: Reader, Text and Context, Trentham Books, 1992

The Life Story of May Orchard, Devon Traveller Education Service
(O1, Juniors)

Homes, (6-12), encourages children to explore different ideas of home, family roles and community as well as issues of discrimination and rights to shelter

Only Skin Deep, an A5 booklet of poems by Leicester children on racism & race relations, Forest Lodge Education Centre, Leicester

Aunt Harriet's Underground Railroad in the Sky, Dragonfly Books

Name Calling, Women's Press, 1994

What Do You Know About Racism?, Gloucester Press, 1995

The Holocaust – A History of Courage & Resistance', Behrman House, 1974

...getting on with others..., The Woodcraft Folk, London,
0181 767 9799

Anne Frank, Beyond the Diary, Puffin, 1995

B is for Black, Oxfordshire County Council, 1996

Follow the Drinking Gourd

Doctor, Franklin Watts, 1989

Dear Kitty, a video about the Life and Diary of Anne Frank

Lights, + accompanying book, available for loan from the Centre For Jewish Education, 80 East End Road, N3 2SY, Tel: 0181 343 4303
(J1, Infants / J3, Juniors)

6

A young boy with dark skin and short hair is smiling and holding up a large sheet of paper. The background is a wall with several framed pictures or posters. The paper he is holding has text on it, including a chapter title and a description of the chapter's content.

CHAPTER 7

SO... WHAT CAN I DO?

This chapter helps children look at their responsibility as Jews to 'welcome the stranger' and challenge racism.

A **Infant** level children are helped to understand that they can begin to make small changes both individually and as a class. We include co-operation activities as an important prerequisite for change.

At **junior** level we encourage children to think about responsibility and to contribute to multi-cultural Britain.

TALKING POINTS

When dealing with a topic as huge as racism it is easy to feel overwhelmed and powerless to make a difference.

Anyway isn't it up to politicians to sort things out?

Yes, but we also have responsibilities as individual citizens to try to influence politicians.

And we need to play our part in continuing to tackle racism.

It's important to instil in children the idea that they can make a difference.

And part of that is to teach them to understand that institutions can be used to make change happen.

Don't you think an important part of this is understanding what is realistic for them to change?

Yes, but how do you achieve that without stifling their idealism?

It is important that children's first attempts at change are successful. We need to encourage small changes first - such as in the classroom - before launching into something bigger like lobbying parliament! We also need to show children that any change is easier to make if we work with others collaboratively

So we hope that by the end of primary school we will have given some notion of the appropriate tactic to adopt for tackling a problem such as racism.

স্টাফরুম
કર્મચારીખંડ
Staff Room
Stanza per
Personale ed'Ufficio
ਸਟਾਫ ਰੂਮ
سٹاف روم

SUGGESTIONS FOR USE WITH INFANTS



Out of
school
activities:
Speaker

- 01** Invite a speaker into the class from an organisation such as the Refugee Council, the Jewish Council for Racial Equality or Tzedek to talk about their work and how the class could help (see the 'Useful Addresses' in the **Resources Aimed At Teachers** section at the back of the pack) (**→J3**).



Practical
activities

- P1** Split the class into small groups, each with a large sheet of paper and pens. Ask the children to make a list of all the people who help us through their work or the things they do. After some minutes share the list with the class and discuss ways in which our lives would be different if people did not help us. Are there ways in which we help other people?

- P2** Play a traditional game of musical chairs which involves one child winning. Then explain that one way we all get on together is to play games which we can all win and enjoy - in this version no one is disappointed (chairs are still removed each time the music stops, but the children have to sit on each other's laps). This involves genuine co-operation so that everyone sits down without getting hurt.



Practical
activities

- P3** Several photocopies of the enclosed 'The Two Donkeys' poster (see **Appendix 16**) should be cut into six separate strips which are to be bundled together. Ask the class to work in pairs or threes and give each group a set of donkey strips. Then ask them to arrange the strips so that the story has the best possible result.

Check the order of each group's story (there may be some variations but they should all come to the same conclusion). Then discuss with the children:

What the donkeys discovered, how they co-operated, whether co-operation is easy, and why it is important.

- P4** Using **Worksheet 29** ask the children to fill in their suggestions for making the classroom a friendlier place. The children can then cut

out the suggestions and collate them on three wall charts entitled: 'I can do myself ...', 'We can do with (teacher's name) help ...', 'We can do with (Head Teacher's name) help ...'. Try to put some of the plans into action (**→D3**).



Practical activities

P5 In groups, ask the children to devise a class and school policy to ensure that all children are valued and shown respect. The consensus policy can then be written up and illustrated in the form of a poster.

P6 In groups with **Worksheet 30** ask the children to devise a 'Welcome' guide for newcomers to their school. This might include designing a 'Welcome' poster in several languages for the reception area. As well as including information, encourage the children to incorporate such things as circle times and 'buddy' systems.



Discussion/ Drama based activities

D1 In groups, ask the children to role-play welcoming a new child to their class.

D2 Ask the children to think about times when they haven't taken responsibility for something, e.g. allowing a little brother or sister to get into trouble or not stopping the bullying of a friend. Ask the children to think of ways in which they could still put the situation right.

D3 (**←P4**) Ask the children to write a poem or make a poster or mural of the responsibility they took to make the classroom a friendlier place.



Jewish themes and ideas

J1 In groups, ask the children to devise a school or cheder assembly about welcoming newcomers.

J2 Yom Kippur preparation encourages us to put right mistakes in our treatment of others. Discuss with the class about the last time they said sorry to a friend. Were there times when they should have said sorry and didn't? What stopped them saying sorry?

J3 (**←01**) Ask the children to collect tzeddakah for one or more of the organisations, and to make posters publicising their collections.

WHO AM I?

WHERE ARE MY ROOTS?

MOVING

BEING NEW, BEING DIFFERENT

BRITAIN AS A MULTI-CULTURAL SOCIETY

STEREOTYPING, PREJUDICE & RACISM

SO WHAT CAN I DO? 7

You can also use ideas from the JUNIORS overleaf

SUGGESTIONS FOR USE WITH JUNIORS



**Discussion/
Drama
based
activities**

D1 Use **Appendix 17** for a class reading of the Pastor Niemoller extract. Encourage the class to discuss the meaning and its relevance to all of us.

D2 (←J3) Read a story about Martin Luther King or Nelson Mandela (see **Resources**) as a class reader. Discuss with the children how one individual can have a considerable effect in making the world a better place. Ask the children to write a poem or song about 'making a difference'.

D3 Ask the children to discuss and draw up a whole-class policy on 'rules for the class to combat bullying and racism' and then ask them to make a poster for their noticeboard to publicise this.



**Discussion/
Drama
based
activities**

D4 Brainstorm different ways people act together to make changes happen, e.g. organising a petition, writing rules, forming a delegation. Ask the children to research how local people have brought about change in the community.

D5 Encourage the children to think about taking responsibility for each other and ask them to complete **Worksheet 32** with a recommendation for some action they could take to make their school a more caring environment (→P1).



**Practical
activities**

P1 (←D5) As a class, debate and choose one of the written suggestions to take further. Discuss what action should be taken and try to make the change happen, e.g. send a delegation to the Head Teacher, contact the Rabbi, visit the Local Education Authority.

P2 Ask the children to discover and think about what is happening in their neighbourhood and what they would like to change. Then ask the children to write a class letter to someone who could help (religious leader, local councillor or MP) explaining their concerns and suggesting ways in which the children and/or officials might be able to make an improvement.

You can also use
ideas from the
INFANTS overleaf



Practical activities

P3 As a class project, ask the children to write up and display their attempt to make change happen. Where possible, they should record reasons for success and failure. Include any photographs, videos, letters or e-mails. This may lead to a school exhibition or assembly. Invite any outside authorities involved and the local newspaper to visit the school, view and report on the work.

P4 (**←J4**) Ask the children to make publicity posters for their school or synagogue noticeboard about their collection, or to write an article for their school magazine or local newspaper.

P5 Brainstorm what can be done under the worksheet headings to make Britain a fairer multi-cultural society. Next, ask the children to complete **Worksheet 31**.



Jewish themes and ideas

J1 Using any medium (creative writing/role-play/collage/cartoon strip) ask the children to portray the story of Esther. Then discuss her decision to go before the King as an act of responsibility.

J2 Teach the song 'Lo Alechah' (see **Appendix 18**). Brainstorm with the children ways they can begin to make improvements in their world even if they may not be able to complete the task.

J3 Read the story with the children (see **Appendix 19**) and ask them to find other examples of people who have started a line of action which has continued long after their death (**→D2**).



Jewish themes and ideas

J4 Ask the children to collect tzeddakah for an organisation such as the Refugee Council, the Jewish Council for Racial Equality or Tzedek (see **Infants 01**) (**→P4**).

J5 Teach 'Im Ain Ani Li' see **Appendix 20**. Emphasise the importance of taking responsibility for ourselves and each other.

WHO AM I?

WHERE ARE MY ROOTS?

MOVING

BEING NEW, BEING DIFFERENT

BRITAIN AS A MULTI-CULTURAL SOCIETY

STEREOTYPING, PREJUDICE & RACISM

SO WHAT CAN I DO? 7

MAKING MY CLASSROOM FRIENDLY

What I can do myself

e.g. always say hello to everybody in the morning

What we can do with (teacher's name) help

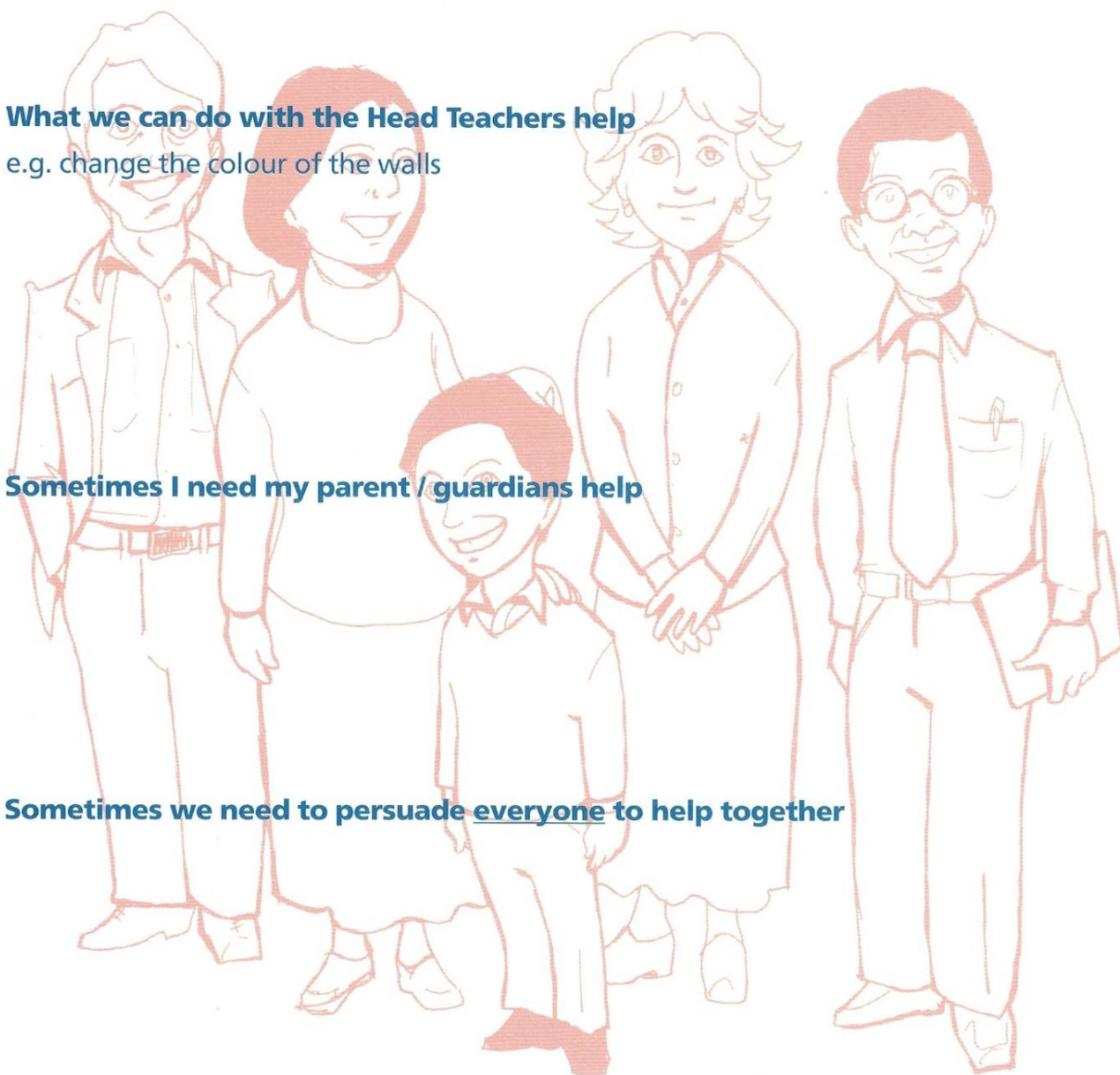
e.g. make a class custom of celebrating birthdays

What we can do with the Head Teachers help

e.g. change the colour of the walls

Sometimes I need my parent / guardians help

Sometimes we need to persuade everyone to help together



A 'WELCOME' GUIDE FOR NEWCOMERS TO MY SCHOOL

Suggest some ways you can welcome newcomers to your school

You might like to include:

School name

School address

School telephone number

Map of the area

School starts at...

School finishes at...

What else could you include to make your school feel friendly?



7

MAKING BRITAIN A FAIRER MULTI-CULTURAL SOCIETY

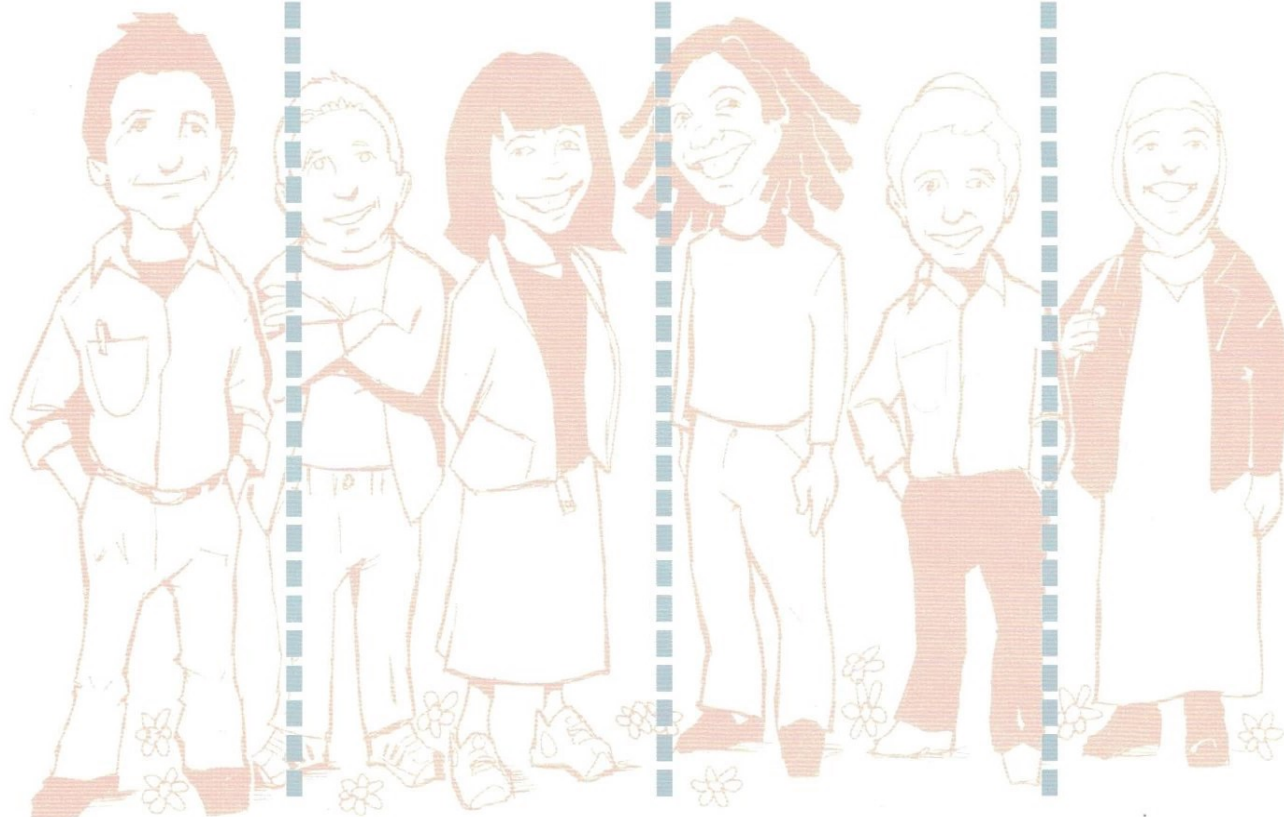
After thinking about what needs to be done to make Britain a fairer multi-cultural society, decide who are the best people to help and suggest under the appropriate column / columns what they could do.

What I
could do

What my
school
could do

What my
synagogue
could do

What the
Government
could do



MAKING OUR SCHOOL A MORE CARING ENVIRONMENT

Complete the following

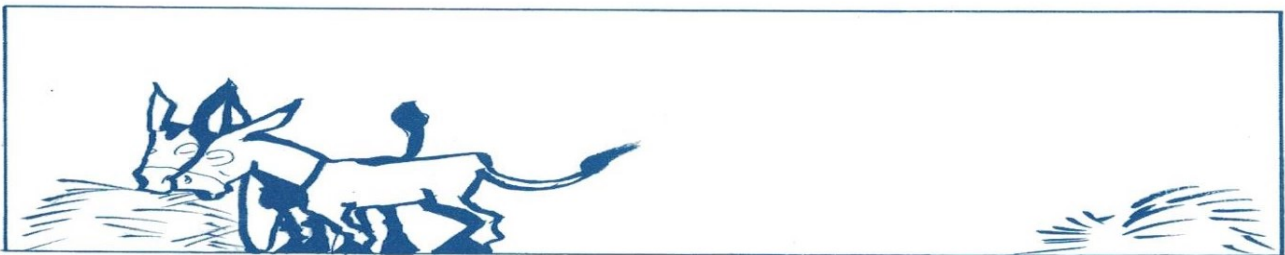
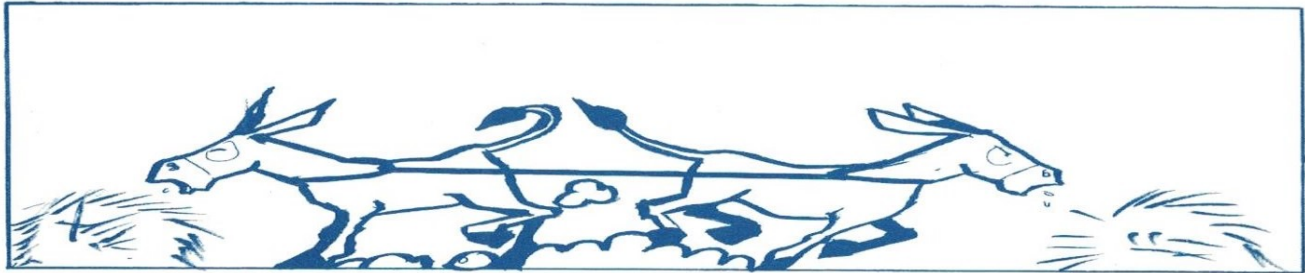
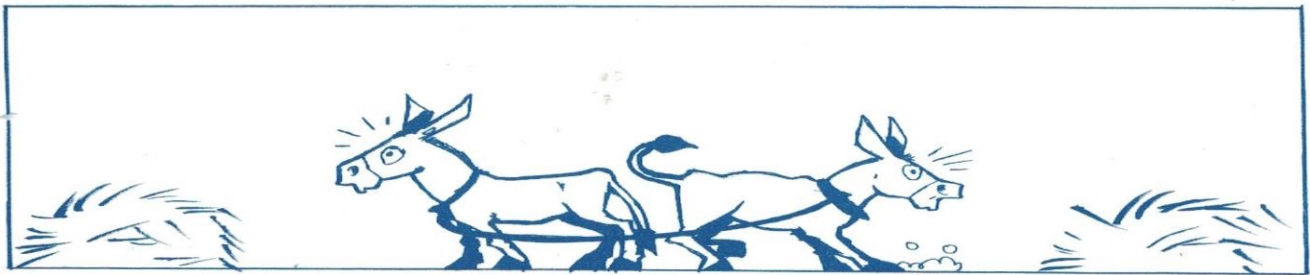
My school needs

To improve my school I can

To improve my school my class can



THE TWO DONKEYS



Adapted by kind permission of Quaker Peace & Service

PASTOR NIEMOLLER

Martin Niemoller was a Christian Minister who lived in Germany during the Nazi period. He wrote the following:

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

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

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

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



7

LO ALECHA

G Am C D G D

Lo alecha ham'lacha ligmor lo alecha ligmor

G Am C D C G

Lo alecha ham'lacha ligmor lo alecha ligmor

Am D G B7 Em

V'lo ata ben chorin l'hibateil mimena

Am D G B7 Em

V'lo ata ben chorin

Am D G B7 Em

V'lo ata ben chorin l'hibateil mimena

Am D C G

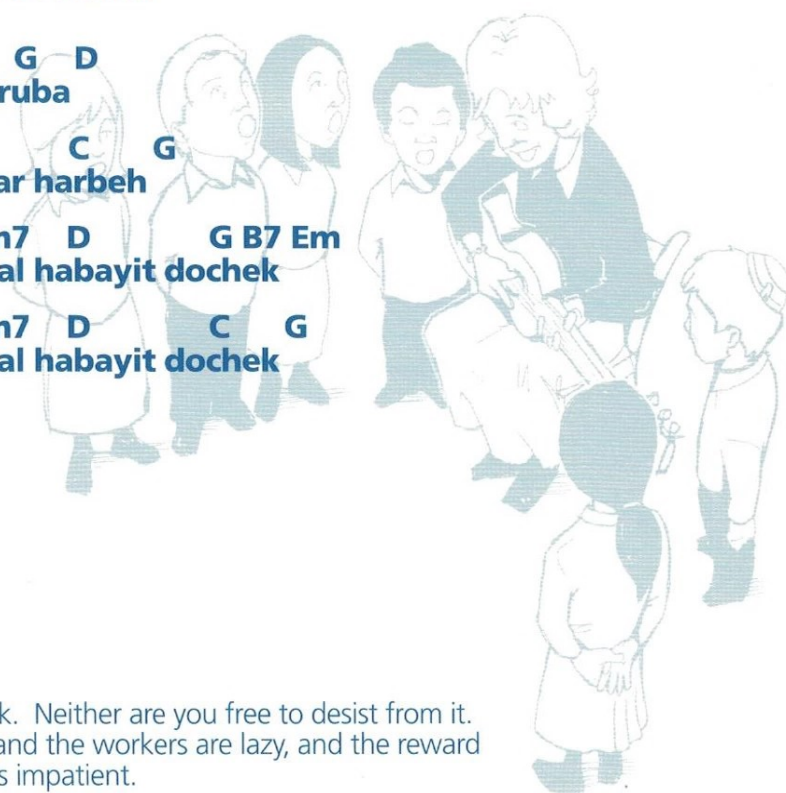
V'lo ata ben chorin

G Am7 C D G D
Hayom katzar v'hamlacha m'ruba

G Am7 C D C G
V'hapoalim atzelim v'hasachar harbeh

Am7 D G B7 Em Am7 D G B7 Em
U'va'al habayit dochek, U'va'al habayit dochek

Am7 D G B7 Em Am7 D C G
U'va'al habayit dochek, U'va'al habayit dochek



It is not your duty to complete the work. Neither are you free to desist from it. The day is short and the work is great and the workers are lazy, and the reward is much, and the master of the house is impatient.

THE TREE PLANTER

A Rabbi was once passing through a field where he saw a very old man planting a carob seed. "Why are you planting that seed?" said he, "You surely do not expect to live long enough to see it grow into a tree?"

"Ah", replied the old man, "my ancestors planted trees not for themselves but for us, so that we might enjoy their shade and fruit. I am doing the same for those who will come after me."

(adapted from
Talmud: Ta'anit 23a)



7

IM EN ANI LI

A F#m D E7 A E7 A F#m
 Im ein a - ni li mi - Li? If I am not for my self who will
 Bm E7 A C#m D E A D A Bm A
 be for me? Uch-she-a-ni l' - atz - mi ma a - ni? If I am only for my self what am
 E7 F#m C#m D E7
 I? V'im lo ach - shav e ma
 A D D/C# Bm7 E7 A
 tai? And if not now if not now when?
 A Bm7 E7 A C#m D E7
 Hillel was a Rabbi and he taught us what to do The first part of his lesson said you must be true to you. You
 D A D7 F#m D A F#m Bm7 E7 A

have to like yourself if you expect that others should. Having self respect is something special something good.

Chorus

Im en ani li mi li?

If I am not for myself who will be for me?

Uch-she-ani l'atzmi - ma ani?

If I am only for myself - what am I?

V'im lo achshav - ematai?

And if not now - if not now when?

Verse 2

My self is very special, it's the place I have to start.

But Hillel said we must make room for others in our heart.

Yes, love yourself but care and share - don't lock the others out.

Caring for yourself and others is what life is all about.

Chorus

Verse 3

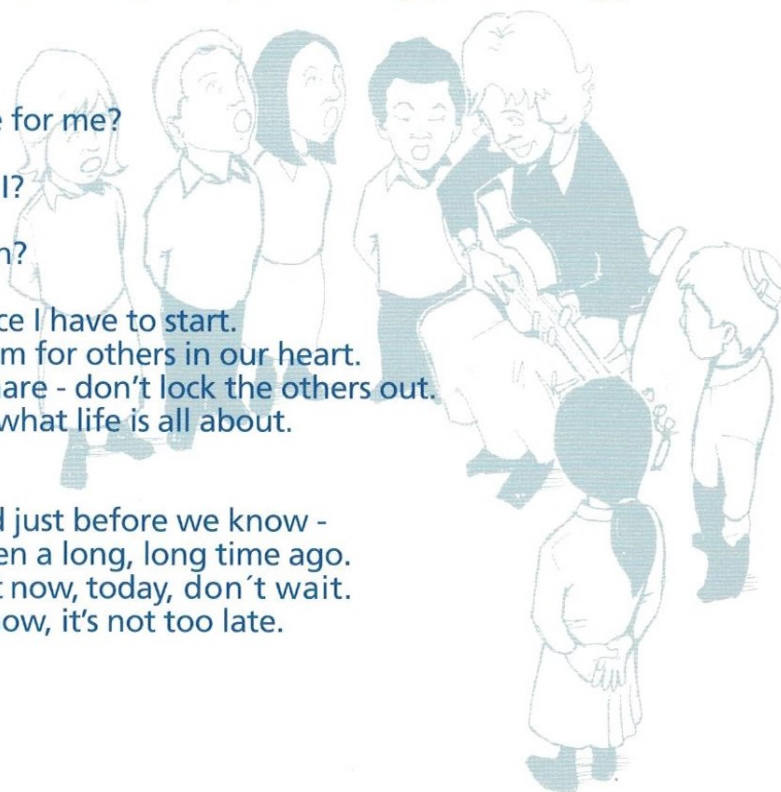
Life is short, the time flies by, and just before we know -

Today becomes last week and then a long, long time ago.

Hillel said, do what you must. Act now, today, don't wait.

Decide what's important. Do it now, it's not too late.

Chorus



RESOURCES

SO WHAT
CAN I DO?



Books

Amnesty International

Aquina, B. (Dr.)

aku, S.

ains, R.

ayfield, A.

osch, C.

ouroubi, K.

rand, L., Friedman Dr. E.

& Tabick Rabbi J.

romley, M., Franses, J.,

ykes, L. & Friedman, Dr. E.

owne, A.

owne, A.

hanner, Y.

Christian Aid

lliott, M.

Gibbons, A.

Gibbons, A.

Gordon, E.

Green, J.

Huntly, E. L.

Jackson Nesbit, E.

Johnson, J.

ones, R.

Kahn, P.

King Taylor, S.

Mattern, J.

Morgan, N.

Our World Our Rights, (5-11), introduces children to the Universal Declaration of Human Rights. Helps children to understand rights and responsibilities, BEBC Distribution, Poole, Dorset

Malcolm X for Beginners, (10+), available from Letterbox Library

Beacons of Liberation – Twelve Black Leaders, (7+), CETTIE, London

Gandhi, Peaceful Warrior, (7-11), available from Letterbox Library

Prejudice, Michael Goulston Educational Foundation, London, 1973

Bully on the Bus, (6-10), Smallwood Publishing, Dover

A Caring Neighbour, The Islamic Foundation, Leicester, 1996

So You Think You're not Prejudiced?, Michael Goulston Educational Foundation, Sternberg Centre, 80 East End Road, London N3 2SY

Racist? Not Me!, Edgware & District Reform Synagogue, Jewish Council for Community Relations, Reform Synagogues of Great Britain and Reform Synagogue Youth-Netzer, Sternberg Centre, 80 East End Road, London N3 2SY

Piggybook, Little Mammoth, 1989

Willy and Hugh, Random Century Children's Books, 1992

I Am a Promise –The School Achievement of British African-Caribbeans, Trentham Books, 1995

Time for Tea, (7-11), activity featuring the improvement in working conditions since fair trade deals

Beat the Bullies, (8-12), available from Letterbox Library

Street of Tall People, (9-14), available from Letterbox Library

Ganging Up, (10+), available from Letterbox Library

The Two Brothers, W.Z.O.

Dealing with Racism, available from Letterbox Library

Marcus Garvey - A Biography

Hindu Children in Britain, Trentham Books, Stoke on Trent, 1993

Two Lives – Florence Nightingale and Mary Seacole, Bogle L'Ouverture Press, 1993

Dealing with Bullies and Gangs, available from Letterbox Library

Teaching Racism – multicultural stories from white beginning teachers, 1999,

The Handy Girls Can Fix It, Random House, ISBN 0 294 86252 X

Destined to be Free, Just Us Books, 1994

Young Martin Luther King, (5-8), available from Letterbox Library
(D2, Juniors)

Famous Campaigners for Change, available from Letterbox Library
(D2, Juniors)

7

Murad, K.

Osler, A.

Peace Pledge Union

Siegal, D.

Simeon, L. & Clifford, R.

Shan, S. J.

Steiner, C.

Stones, R.

Toyime Igus et al

Thomas, P.

Weiner, M.

Zarum, R.



Posters

OXFAM



Speeches

King (Dr. Martin Luther)

Love Your Brother, Love Your Neighbour, KS2, Islamic Foundation, Leicester, 1982

Do It Justice! - Resources and Activities for Introducing Education In Human Rights, Development Education Centre, Birmingham, 1988

Co-operative Games, (7-11), plus analysis of their educational value, BEBC distribution, Poole, Dorset

Tell Me a Mitzvah - Little & Big Ways to Repair the World, Kar-Ben Copies, 1993

Stop That - An Anti-Bullying Rap, Viking, 1994

Multiple Factors - Classroom Mathematics for Equality and Justice, Trentham Books, 1994

The Original Warm Fuzzy Tale, (4-adult), Smallwood Publishing, Dover

No More Bullying, (4-9), a child's view plus practical strategies, Letterbox

Book of Black Heroes - Great Women in the Struggle, 1991

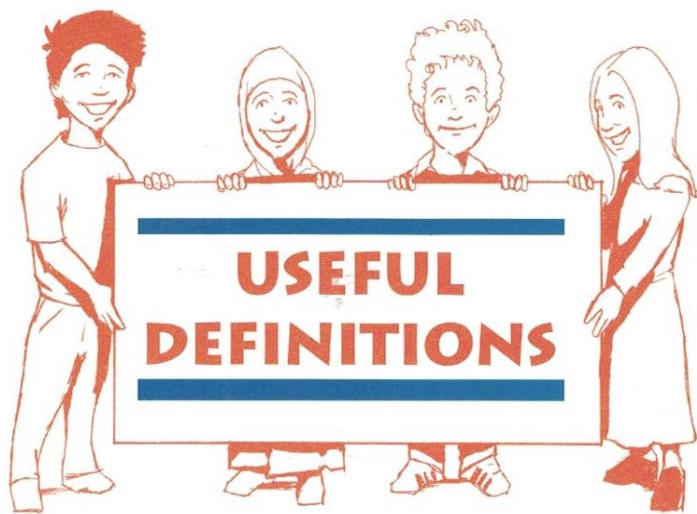
..getting on with others.., The Woodcraft Folk, London, 0181 767 9799

I Want Your Moo - A Story for Children About Self-Esteem, (4-9), Smallwood Publishing, Dover,

Pride and Prejudice - Who Are You Calling a Racist?, from the Jampacked Bible, Jewish Continuity, 1996

We All Have the Right, 6 full-colour posters focusing on basic human rights, BEBC distribution, Poole, Dorset

I Have a Dream, (7-17), Dr King's speech, illustrated, Letterbox Library



For those who may be unfamiliar with some of the Jewish terms used throughout the pack.

Al Chet

Prayer asking God for forgiveness, recited on Yom Kippur, the Day of Atonement, see below

Ashkenazi

A Jew of Central or Eastern European origin

Bar Mitzvah

The coming of age of a Jewish boy at 13 years

Bat Mitzvah

The coming of age of Jewish girls at 12 or 13 years

Chanukah

Festival celebrating the victory by the Maccabees (see below) over the Syrians who were attempting to Hellenise Jewish culture

Cheder

Religion school

Macabbees

Jewish freedom fighters (see Chanukah above)

Machzor

A festival prayer book

Pesach

The Spring festival celebrating the Exodus of the Hebrews from slavery in ancient Egypt

Purim

Festival celebrating the survival of the Jewish people from destruction in ancient Persia

Rosh Hashanah

Jewish New Year festival

Sephardi

A Jew of Spanish or Portuguese origin

Shabbat

Jewish Sabbath observed from sunset on Friday to sunset on Saturday

Shavuot

Festival celebrating the giving of the Ten Commandments and Torah to Moses on Mount Sinai

Torah

The Five Books of Moses

Tzedakah

Literally justice or righteousness. Used for the giving of charity and charitable acts. An important Jewish precept. It is considered most desirable to give anonymously

Yom Kippur

The 'Day of Atonement'. The holiest day of the Jewish year. A day of introspection for adults who fast and pray

Yom Tov

Hebrew term for festival or holiday



RESOURCES AIMED AT TEACHERS

Advisory Group on Citizenship

Anwar, M.

Initiative Teaching Packs

Bayfield, A.

Bhopal, S. K.

Claire, H.

Dadzie, S.

Epstein, D.

Forte, A.

Friedman, Dr. E.

Frow, M.

Gifford, Z.

Gordon, P.

Harrow, M.

Hazareesingh, S./Jenway, P./Simms, K.

Institute of Race Relations

Jones, C. & Rutter, J.

Kahin, M. H.

Klein, G.

Leader, J. & Goulden, R.

Education for Citizenship, The Teaching of Democracy in Schools, report, 1998

Young Muslims in Britain: Attitudes, Educational Needs and Policy Implications, The Islamic Foundation, 1994

Going Places

It's a Material World

Relationships

Tell It As It Is

Barnet Inspection & Eq. Ops. Advisory Service, London

Churban, 'The Michael Goulston Foundation, 1981

Mehndi Patterns, Multi Racial Education Resources Centre, Luton (**P4, Juniors, Chp. 5**)

Reclaiming Our Pasts - Equality and Diversity in the Primary History Curriculum, (for curriculum planners) Trentham Books, Stoke-on-Trent

Race Tracks - A Resource Pack for Tackling Racism with Young People, Greenwich Education Service

Changing Classroom Cultures - Anti-Racism, Politics and Schools, Trentham Books, 1993

Moral Issues in Judaism, United Synagogue Board of Religious Education, 1993

Jewish Perspectives on Racism, Michael Goulston Educational Foundation, 1994

Roots of the Future, Commission for Racial Equality, 1996

Asian Presence in Europe, Mantra, 1995

Learning About Racism, Runnymede Trust, London, 1989

Challenging Racism, Valuing Difference, Primary Pack and Facilitator's Guide, Tower Hamlets Learning Design Centre, London

Speaking About the Past, Oral History for 5-7 Year Olds, for teachers, in assoc. with Save the Children, 1994

Home Beats: Struggles for Racial Justice, CD-ROM on racism and the Black presence in Britain, fusing music, graphics, video, text and animation, KS3 KS4 Post 16, Education and Teachers, IRR, London

Roots of Racism

Patterns of Racism

How Racism Came to Britain, The Institute of Race Relations, 1985

Refugee Education - Mapping the Field, shows effective provision for refugee children

Educating Somali Children in Britain, Trentham Books, 1997

Education Towards Race Equality, Cassell, 1993

Discussing Prejudice - Feelings and Actions - Our Responsibilities as Jews in the Wider Community, United Synagogue Board of Religious Education with the Jewish Council for Community Relations, 1992

McFarlane, C.

Hidden Messages? - Activities for Exploring Bias,
Development Education Centre, Birmingham, 1986

Sikh, Hindu, Muslim, Chinese, Vietnamese Naming Patterns, Minority Group Support Service, Coventry
(D1, Juniors, Chp. 5)

Naylor, S. & Smith

Broadening Horizons - Education and Travelling Children,
Essex Traveller Education Service

Nehaul, K.

The Schooling of Children of Caribbean Heritage,
Trentham, 1996

Parker-Jenkins, M.

Children of Islam, guide to meeting the needs of Muslim pupils,
Trentham Books, 1995

Refugee Council (The)

Countering Racism and Xenophobia in Schools, practical
strategies, 1998

Helping Refugee Children in Schools, a free leaflet

New to Schooling, research examining effective ways to help
refugee children

Refugee Children in the Early Years, 1998

Resource Centre for
Multicultural Education

Multi-ethnic primary school, Forest Lodge Education Centre,
Leicester LE3 6LH

Anti-Bullying Pack, top KS2 & KS3

Aide Memoir for Multicultural Education

Checklist of Good Practice in Schools

Dealing with Racist Incidents

Context Cards for teachers and trainers

Equal Opportunities Set, (Travellers, SEN, Race & Gender)

All-white primary school

Runnymede Trust

**Equality Assurance in Schools - Quality, Identity, Society -
a handbook for action planning and school effectiveness,**
Trentham Books with the Runnymede Trust, 1993

Rutter, J.

**Refugee Children in the Classroom - a Handbook for
Teachers,** Trentham Books, Stoke-on-Trent, 1994

School Councils U.K.

**Caring for Our Schools and our Friends - The School
Council Experience,** School Councils U.K., 57 Etchingham Park
Road, London N3 2EB

Siraj-Blatchford, I.

The Early Years (0-7), relevant research, policy and practical
examples of racial equality, Trentham Books, 1994

**The Early Years - Laying the Foundations for Racial
Equality,** Trentham Books, 1995

Star Line Inc.

African Names Book

Weller, P. (Ed.)

Religions in the U.K. - A Multi-Faith Directory, University of
Derby Inter Faith Network for the UK

Information on the origin of various foods can be obtained from:

Bananas

The Banana Group 4, Althorp Rd., London, SW17 7ED

Cocoa

Cadbury External Services Dept., Bourneville, Birmingham

Weetabix Nutritional Information Service, Weetabix Mills, Burton
Latimer, Kettering, Northants

Sugar

Tate & Lyle Sugars, Enterprise House, Bromley BBR2 9TE

The Sugar Bureau, Dunan House, Dolphin Square, London, SW1V 3PW

Useful Addresses

Agency for Jewish Education, Education Resource Centre, 44a Albert Rd., NW4 2SJ, Tel: 0181 203 6799

Centre for Jewish Education (CJE), Sternberg Centre for Judaism, 80 East End Road, Finchley, N3 2SY, Tel: 018 343 4303

Centre for Jewish Education (CJE), The Montagu Centre, 21 Maple St., London W1P 6DS, Tel: 0171 580 1662

Commission for Racial Equality (CRE), Elliot House, 10/12 Allington St., London SW1E, Tel: 0171 828 7022

Holocaust Educational Trust, BCM Box 7892 WC1N 3XX
Tel: 0171 222 6822/5853

Institute of Contemporary History and Wiener Library Ltd., 4 Devonshire St., London W1N 2BH, Tel: 0171 636 7247

Institute of Race Relations, 2/6 Leeke St., London WC1X,
Tel: 0171 8370041

Jewish Museum, for anti-racist and Holocaust education, 128-131 Albert Street, London NW1 7NB, Tel: 0171 284 1997

80 East End Road, London N3 2SY, Tel: 0181 349 1143

Multicultural Study Centre, Barnet Professional Development Centre, 451 High Rd., Finchley, London N12 0AS, Tel: 0181 359 3880

OXFAM, 274 Banbury Rd., Oxford, OX2 7D7, Tel: 01865 311311

The Refugee Council, 3, Bondway, London SW8 1SJ,
Tel: 0171 820 3000

Runnymede Trust, 133 Aldersgate St., London EC1A 4JA,
Tel: 0171 600 9666

School Councils U.K., 57 Etchingham Park Road, London N3 2EB

Spiro Institute for Study of Jewish History and Culture, Westfield, Kidderpore Ave, London NW3 7SZ, Tel: 0171 431 0345

Tzedek, 61 Pine Rd., London NW2 6SB, Tel: 0181 452 5146

Working Group Against Racism, 460 Wandsworth Rd., London, SW8 3LX, Tel: 0171 627 4594, catalogue of children's resources

EVALUATION

Pupil Evaluation

Evaluation is an important aspect of education. To enable children to reflect, learn and move on from a particular activity, we have included a feedback sheet. Teachers can photocopy these and ask each child to complete one at the end of each session.

Teacher Evaluation

Developing this teaching pack has been a long process of research, consultation, discussion and piloting of materials. Further feedback from teachers would enable us to know how far we have been successful in meeting the needs of teachers and youth workers. Your comments would be greatly appreciated, helping us to improve new editions and develop future work. Please feel free to add your own comments. Although you may, of course, choose to remain anonymous, if we may contact you for further feedback we would appreciate it.

We would also be very grateful to receive feedback from children and to receive examples of their work. Please send all feedback to Jewish Council for Racial Equality, 33 Seymour Place, London, W1H 6AT.

- 1 Name (optional)
- 2 Type of organisation (e.g. school, religion school, youth club etc).
- 3 How did you discover the pack?
- 4 Which chapters/activities have you used and in which subject area?
- 5 Which chapters/activities have you decided not to use and why? Continue on a separate sheet if necessary.
- 5 Did you find the layout of the pack easy to use?
Very clear to use **1 2 3 4 5** confusing to use



7 Did the pack give sufficient background information for you?
Sufficient background information **1 2 3 4 5** a lot of further reading needed

8 How useful were the resource sections?
List of contacts/resources useful **1 2 3 4 5** resource list not adequate/useful

9 Did the material develop a basic understanding of the issues?
Broadened children's knowledge **1 2 3 4 5** information not absorbed

10 How effective were the activities in developing skills?
Developed a wide range of skills **1 2 3 4 5** did not develop skills

11 Did the material effect attitudes and encourage commitment for change?
Children - Changed attitudes significantly **1 2 3 4 5** did not change attitudes
Yourself - Changed attitude significantly **1 2 3 4 5** did not change attitudes
How did you measure this?

12 Any other comments? Continue on a separate sheet if necessary.

Circle all the words that best describe your feelings about the lesson. Add your own words if you like.

