IDEAS
FOR
MULTI-CULTURAL
WEEKS

NUMBER 38
Few of the ideas in this booklet are my own.
They have come from a variety of sources over the years.

To all I am grateful for their inspiration.

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Ideas for a Multicultural Event or Culture Week

- Embed the work in the curriculum, so the week becomes a showcase for learning that has taken place, as well as a celebration. When work is curriculum related, it is less likely to be tokenistic and concerned with the exoticism of ‘other’ cultures. Ideally the themes should be built into the curriculum over the half term before the event, with the end products displayed and celebrated during the Multicultural week.

- The awareness that religious or cultural diversity is something we are all part of needs to be an integral part of the week. We need to stress the diversity of cultures in our own locality and in Britain, including the diversity of the white population, otherwise multicultural is seen as describing all those outside the white ‘norm’.

- Start with the pupils own sense of identity – What does it mean to be from Cumbria –from Carlisle or from Barrow? Use this local diversity as a basis for exploring the diversity of what it means to be from China or to be a Muslim. Examine cultural and religious stereotypes e.g. of English, British, European, Chinese, Indian, Muslim, etc. Also urban/rural, north/south/ male/female etc. How true are they? Who uses them? Why? What harm can they do?

- Allow pupils to challenge their own prejudices – especially of Southern countries. Many of their prejudices will be things they’ve picked up and not really thought through. Instead of ignoring –or pouncing on, any racism that appears, see it as an opportunity for learning (after you’ve made it clear in an appropriate way that it is unacceptable). Always think What use will this knowledge have today?; What use will this knowledge have next week?; What use will this knowledge have in 10 years time?

- Give the week a focus and a title rather than just a Multi-cultural Week. See page 4.

- Make a video or DVD record of the week that features key aspects of the week, interviews with different people etc. Show this to parents.

Things to Avoid

- Avoid concentrating on the exotic and curious, rather than the everyday. Avoid focusing on ‘costumes’ rather than clothes.

- Avoid using generalist terms of reference e.g. ‘African dancer; ‘African drummer’—what is the equivalent-European dancer; European drummer? Avoid implying Africa is a country rather than a continent—there are 54 diverse countries in Africa. The continent of Africa is so big it could contain the whole of Europe, USA and China within its land mass.

- Avoid presenting other cultures, especially the so called ‘third world’ as homogenous—there are vast geographical, political and economic differences within and between countries.

- Avoid a ‘them’ and ‘us’ approach e.g. ‘they do this’ while ‘we do this’; or portraying people over there (‘them’) as existing to provide ‘us’ tea, coffee, sugar, cocoa, bananas etc. rather than in their own right.

- Avoid implying that technology (e.g. computer games and automated industries) are what makes a country ‘developed’ –implying that ‘they’ just have to catch up with us and ‘they’ will be developed.

- Avoid emphasising poverty. There are rich and poor in all countries.

- Avoid focusing on disasters-implying that ‘we’ are the ones who will rescue ‘them’. Avoid presenting poverty as inevitable as opposed to discussing the fundamental causes —international economics and politics. (Poor countries are poor often because of their current unequal relationships with rich countries).

A Culture week can be a ‘way in’, but it is important to use it as a way of moving on to explore deeper issues. Generate reflection and discussion with such questions as:

‘If someone from this culture walked through our town, or moved in to live next door to you—what range of reactions would they get?’

‘If someone from this culture was an asylum seeker, how would they be treated in Cumbria?’
Give the week a focus and a title rather than just a Multi-cultural Week

Some Suggested Titles

The Power of Babel (see page 7)
On the Move (see page 7-8)
The World is our Kitchen (see page 8)
Telling how it is! (see page 8)
Explore the World (see page 9)
Earth Summit (see page 10)
Islam Week (see page 11)
Traveller Culture Week (see page 13-14)
Chinese Week (see page 14)
Afro-Caribbean Week
West Africa Week

Swallow Journey (using book by Vivian French published by Zero to Ten about swallows flying from Europe to South Africa)

Children of the World (focus on A day in the life of a child in the country. Use 'Wake up World' by Beatrice Hollyer published by Frances Lincoln & Oxfam. Also Nii Kwei's Day (Ghana); Bongani's Day (South Africa); Boushra's Day (Egypt); Pollina's Day (Russia); Geeta's Day (India); Yikang's Day (China); Enrique’s Day (Peru); Huy & Vinh’s Day (Vietnam) lina Marja's Day (Lapland) and Cassio’s Day (Brazil) published by Frances Lincoln).

Slavery 2007

Refuge Week

Black History Week

Architecture Week

European Week

International Week

Family Week

Walk to School Week (theme of Journeys)

The World in our Town/Village

Focus on One painting

Portraits

Homes

Me and My Community

We are one and we are many!

Big Draw
**Key Questions when Planning a Multicultural Week**

- Why are we doing this?
- How will we ensure that all staff honour the same aims and underlying principles?
- How can we include activities from all curriculum areas?
- Who are the role models from this culture?
- Which stories and poems from the culture will be told and which will be read?
- What skills will be learnt in the cooking we do?
- What art work can we look at and do? What skills will be learnt in the decorations we make?
- What music can we listen to and make?
- What skills will be learnt in the dances we do?
- What maths and scientific activities from the culture can we do?
- Which special visitors will be invited to attend? How will we explore diversity within this culture?
- Where could we visit in preparation?
- What cultural understanding do we need before staff and pupils try on special clothes or do any role play?
- Is there any special equipment to practice using e.g. chopsticks?
- What special greetings will we learn?
- When will we discuss cultural and religious values?
- How will we ensure progression?
- What displays will we put up?
- If someone from the culture was observing us, how would they feel about what we do?
- How will it link in with our specific duties under the Race Relations (Amendment) Act 2000?
- How will we present cultural, religious, ethnic and linguistic diversity as normal?
- How will we celebrate the cultures of the whole school community, including white English/British?
- How will we avoid tokenism and exoticism?
- How will we challenge stereotypes and build in opportunities to consider anti-racism?
- Are all staff aware of how to respond to any prejudice and racism which may be expressed by pupils or parents?
- How will the work be embedded in the curriculum? How will we follow up after the event - both in the short and the long term?
- How will we evaluate how successful it has been for pupils, parents and staff? This will form part of our monitoring of race equality under the duties of the Race Relations (Amendment) Act 2000.
- How will we share the results of our work with carers, parents and the community?
- What do we want children and parents/carers to remember most about this culture?
Having a Special Time – a Multi-cultural week in Early Years

‘Having a Special Time’ can be an enjoyable and informative way of celebrating a multi-cultural event or festival and may take the form of a special day or a special week of activities. When planning this ask yourself these questions:

1. **What is the object of this special time? Is it to raise awareness of a particular:**
   - **Culture** - Chinese, English, Scandinavian, Indian, Nigerian, American
   - **Festival** - Eid, Diwali, Christmas, Advent, Thanksgiving, Hannukkah
   - **Event** – birthday, bonfire night, mothers/fathers day, rite of passage -wedding, naming ceremony

2. **Can we include activities from all areas of learning?**
   - Communication, Language & Literacy
   - Mathematical Development
   - Creative Development
   - Knowledge & Understanding of the World
   - Physical Development

3. **Can we include activities in the different areas of the classroom?**
   - Role play area
   - Malleable area
   - Creative workshop area
   - Construction area
   - Small World area
   - Music area
   - Writing table
   - Book area
   - Outdoor area
   - Movement area
   - Computer

4. **Are there any special clothes we could wear?** e.g.
   - Beach party – shorts, T-shirts, jelly shoes
   - Fancy dress – Easter bonnets, party clothes, character outfits
   - Festival clothes – saris (made from lengths of cloth), dressing up outfits
   - Special hats made by the children

5. **Is it possible to use special equipment?** e.g.
   - Chopsticks to eat food or in water play or to practice with marbles.
   - Cake forks to eat cake with

6. **Could we read some stories to support this special time?** e.g.
   - Birthday Party- Happy Birthday Lulu by Caroline Uff
   - Eid- Samira’s Eid by Nasreen Akar

7. **Could we find poems related to the special time?** e.g.
   - Diwali – At Bimla’s House Last Night from Yellow Poetry Paintbox by John Foster
   - Eid – Eid Mubarak from Yellow Poetry Paintbox by John Foster

8. **What sort of food & drink could we have as part of the celebration?** e.g.
   - Pancake Day - pancakes
   - Italian cultural awareness – pasta dishes, pizza, Italian breads
   - Birthday party – making sandwiches and jelly

9. **Are there any activities we could have to support the special time?** e.g.
   - Italian cultural awareness – explore cooked and uncooked pasta in plastic trays
   - Eid – make cards, eat milk sweets
   - Diwali – make diva lamps, rangoli mats
   - Chinese New Year – large dragon

10. **Could we invite a special visitor to attend our special time?** e.g.
    - Eid – person from local Bangladeshi or Indian take away or restaurant
    - Chinese New Year - person from local Chinese take away or restaurant
    - Diwali – person who has visited India to talk about their experience

11. **Could we visit anywhere in preparation for our special time?** e.g.
    - Italian cultural awareness – pizza restaurant, supermarket to buy pizza & other Italian products

12. **Do we want to make any decorations or displays?** e.g.
    - Items relating to the celebration-cards, banners, hats etc

13. **Can we learn a special greeting, a song or some music used at this time?** e.g.
    - Eid - Eid Mubarak
• Chinese New Year – Kung Hei Fat Choi
Ideas for Themed Culture Weeks

Language: The Power of Babel!

**Teaching point:** Language diversity is the norm - most people in the world speak more than one language. Language is dynamic.

- Conduct a survey of the languages spoken by those in school, parents, wider family, friends, community
- Collect examples of other languages in the environment e.g. shop signs, packaging, inscriptions on buildings and gravestones, public information leaflets, newspapers
- Learn to say hello in a variety of languages - answer the register in various languages
- Label things in the classroom in various languages - use www.word2word.com
- Learn to write names in other scripts - use local contacts e.g. other schools, restaurants, colleges, secondary schools, parents etc.
- Examine the history of English as a hybrid language - use etymological dictionaries, origins of figures of speech (e.g. sacred cow, nitty-gritty) Play The Word House Game.
- Build a language map of the world - look at how it reflects historical and political relationships
- Look at varieties of English - local dialects, American/Australian English, pidgin etc.
- Look at the languages of modern Britain, including signing and Braille
- Look at the benefits of bilingualism in employment - interview local employers, national employers, parents' work experiences etc.
- Employ a bilingual storyteller, or get local people in to tell a story bilingually.
- Link with another school, locally or globally, and explore language diversity

**The week itself could include:**

- Multilingual presentations - stories, poems, songs, drama
- Multilingual displays - scripts, figures of speech/proverbs, language maps of the world and of Britain, relationships between languages, types of English
- Powerpoint presentations, video/radio documentaries
- Language classes - pupils teaching each other/ parents/visitors
- Use a link with another school, create a powerpoint presentation/wall display/video about language diversity

On the Move!

**Teaching point:** Population movement is normal and happens for a variety of reasons.

- Trace family migration over several generations of parents grandparents. Even families who have been local for generations will have relatives who have moved away.
- Obtain a directory for your local area from the library or archives for 50 years ago, 100 years ago, and a copy of the electoral register. Compare names and occupations etc.
- Consider why people move - forced and economic migration, personal reasons, traveller lifestyle etc. What do they gain? What do they lose?
- Where do people actually belong? Why? Can it change? Who decides where a person belongs?
- Where do people travel to on holiday? Why? Why do people come to Cumbria?
- Share information about movement patterns with a link school in a very different area.
- Explore famous people who have been migrants to Britain, and vice versa e.g. the founders of Marks and Spencer. What about footballers? Are they migrants or exports?)
- Consider the situation of refugees and asylum seekers. What are their stories? How are they represented in the press? Consider a situation where people of Britain became refugees e.g. through severe climate change. How would we feel? Where would we go? How would we like to be treated?
- Consider the experiences of other groups of people forced to move - Africans who were sold into slavery, prisoners transported to Australia, Irish people escaping the potato famine etc.
- Look at the ways people have expressed their feelings about migration - through music, art, literature.
- Consider the effects of population movement - the spread of ideas, trade, the growth of languages etc.
- Make comparisons with animal migration.
- Explore stories about migration and movement - Bible stories, refugee stories, Little House on the Prairie, Odysseus, The Hobbit etc.
The week itself could include:

- A map of the world and of Britain that shows where people have connections—this could be done as an interactive map if you have the IT skills
- A display of people's stories (including those who have never moved) which can be in the form of a book, a video documentary, a drama, a powerpoint presentation, a wall display
- The creation of a game—a board game or a simulation game—that shows population movement
- Invite speakers into school to talk about their immigration experiences
- Buy in a storyteller to tell stories about people on the move
- Share stories and research with another school and feature this during the week.
- A display that shows how population movement affects everyone in their everyday life—e.g., communicating with family across the UK and the world, being able to eat Indian/Chinese/etc food in Cumbria and buy fish and chips in Spain.

The World in our Kitchen!

Teaching points: The British diet is ever-changing and is influenced by many cultures. Food is a global commodity. There is an unequal distribution of food in the world.

- What is typically English food? Is there any such thing?
- Changes over time e.g. food eaten by Romans, Tudors, Victorians etc. Where have the changes come from?
- What is English food now? Survey what people eat over a week, notice the diversity of diets within a class as well as the similarities, look at where our food comes from.
- Regional food—Kendal Mint cake, Yorkshire pudding, Lancashire hotpot, Chorley cakes
- If you have a link with another school either locally or globally, make comparisons with them about the most popular foods in the class/school, about food available in the shops, and about food for special occasions (e.g. the Christmas turkey, biryani at Eid etc. Does everyone eat the same? What if you don't like turkey?)
- If we have all this diversity here, what does that tell us about our generalisations of food in other countries?
- Recipes that originate in other cultures/use food grown in other parts of the world—look through a modern recipe book or use a TV cookery programme.
- Food and beliefs—Halal, Kosher, Vegetarian, Weight watchers etc.
- There is no shortage of food in the world and if all the food were divided equally, everyone would have enough to eat. However, 60% of people are always hungry and 26% of these are severely undernourished; 16% of people go hungry some of the time. Only 24% of people always have enough to eat. Do some research (e.g. contact Oxfam, local Global Education centres, search the internet) to find out why this is the case. Who is to blame? What can be done to help?
- Research the arguments around GM food and Fair Trade—hold a debate.

Other topics that can be dealt with in this way—clothes, homes, toys, games etc. The key is to view things from a global perspective, avoid stereotypical assumptions, recognise the interdependence of countries and communities, and explore issues of injustice.

Telling how it is!

Teaching points: Everyone tells stories, and for similar reasons. The people and things in stories may differ according to the local environment, the time and the culture, but often the core messages of stories are the same the world over.

- Explore the different ways stories are told—oral, through books, films, TV, computer games, newspapers, magazines, radio, songs, music, dance, plays, opera, jokes, photos, art etc.
- Explore different reasons for telling stories— to inform, educate, entertain, frighten, stimulate different emotions, comfort, explain, avoid punishment, explore feelings and possibilities etc.
- Look at different types of stories and who shares them—e.g. fairy stories are shared by the world and retold in many different ways, including Disney; literature is accessible only to those who can read it, local stories are passed around amongst the members of a community; family stories are known and shared by the members of that family.
- Get people to tell stories—pupils, teachers, parents, members of the community.
- Buy in professional storytellers, artists, musicians, dancers etc to tell stories.
• Share stories with another school - local or global.
• Look at newspaper stories - interview a reporter - and consider what is included in a story, what is left out, whose story it is, could it be told differently etc.
• Tell the story of your school/religious building/family/community etc.

Explore the World!

• Divide pupils into groups to study different countries. Include England (or Britain) as one of the countries to be considered. It is also useful to include the USA as children's knowledge about it is usually based on Disneyland and Hollywood where they are presented with a WASP perspective.
• Look at different ways each country is presented:
  • The Encyclopaedia view - facts and figures, maps, major cities, well known events and people, languages, religion, climate etc
  • The tourist view which sells the good points, tourist sites, amenities. Use information from tourist brochures and embassies. What image is the country trying to present of itself?
• Getting behind the images. Examine stereotypes, research diversity of population - cultural, religious, linguistic, urban, rural etc. - relationship with Britain and the rest of the world (or if studying Britain, relationships between countries of Britain, or with another country eg the US), good points, problems, bad points e.g. poverty, disease, racism etc. Contact tourist boards, schools, embassies, aid organisations etc via the internet.
• Famous people, including those who have stood out against injustice.
• Food (same and different)
• Sports - football teams, national sports, Olympic achievements etc
• Music - old and new
• Artwork
• Aspects of the lives of children
• At the end of the research, each group could prepare a presentation using the following:
  o Display boards and/or table
  o Powerpoint presentation
  o Video or book
  o Cook a recipe that originated in their country
  o Perform a song or a poem
  o Perform a play based on an issue relevant to that country
  o Design a web page

Also, you could use the week to stage some kind of international activity with older pupils e.g.
• Earth Summit on a world wide issue e.g. reduction of greenhouse gases
• Deciding who should host the next Olympic Games
• Play the Trading Game

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Tel: 015394 30231  Email: CDEC@ucsm.ac.uk
CDEC has project workers and bases in Barrow, Carlisle & Eden and the West coast. CDEC can help with providing ideas and resources, and with doing preparatory work with pupils on challenging perceptions of developing countries.

Carlisle Diocesan Resources Centre
Diocesan Church Centre, West Walls
Carlisle, Cumbria CA 3 8UE
Tel: 01228 538086 or Fax: 01228 598220
Open: Mon.-Fri. 10:00-16:45  Sat: 10:00-12:30 (term time)
The Resource Centre has an extensive collection of resources. Boxes of artefacts, books, videos etc. from a range of faiths can be borrowed by schools. There are also books, cards etc. for sale. Christian Aid projects are also stocked.
Running an Earth Summit on Fair Trade

This was done as an activity during a multicultural week planned by a cluster of small schools. The children in Y5 and Y6 had worked in small groups to research countries and prepare a display or presentation. The countries chosen for the Y6 pupils were those involved in the cocoa trade, either as producers or consumers.

On the day of the Summit, the Y6 pupils descended on one school, a total of about 80 children altogether. The pupils brought 5 things with them - either real things or on a list - to do a short presentation to the other pupils on the country they had researched.

The Summit focused on the issue of Fair Trade through the cocoa trade. A worker from Global Link Development Education Centre in Lancaster led the day, supported by the teachers from all the schools plus various parent helpers.

Introduction to the chocolate trade

The 'Journey of Chocolate' activity - two large groups using two sets of photos that show the process involved in making a bar of chocolate. Dividing up a large chocolate bar showed how much of the price of the bar went to each of the people involved in making it.

The Chocolate Trade game

In this game, pupils take on the following roles.

- ordinary producers
- multinational chocolate company
- supermarket
- the media.

They have to engage in the production and marketing of chocolate, buying and selling from each other, and responding to the vagaries of the weather and a market economy.

UN Summit on Fair Trade

A motion was proposed to the group: 'All chocolate should be fairly traded by the year 2010.'

Three children were selected to be in the Media Group.

The pupils representing each country then went off with a teacher into a separate space, the role of the teacher was to facilitate and ensure time-keeping, not to guide their thinking. Within each country group, pupils were given role cards (see below) with a sentence or two explaining their vested interest. Each sub-group had to devise a 1 minute presentation to deliver to their government, trying to influence their vote. The government then had to make a decision and explain to their populace why they had chosen to vote that way.

Producing countries

Government

Producers

Fair Trade Producers

Labourer

Exporters

Consuming countries

Government

Multinational chocolate company

Fair Trade chocolate company

Supermarket

Processing factory

While this was happening, the Media Group went round to each group and prepared news bulletins for display on news board, having decided beforehand what their editorial bias was to be.

The Vote

The pupils all reassembled in the hall. The governments sat at the front tables which had been set out with their flags and artefacts.

The most powerful countries were given three votes, everyone else had two. The motion was then put to the Summit and the votes were counted. The Media quickly published their final report on the result.

Finishing Off

The Global Link worker debriefed the pupils on what had happened and the implications of their vote. The children stepped out of role and were given a chance to vote as themselves, and the GL worker talked to them about how they could support Fair Trade. They each made a personal commitment and wrote it on a paper leaf to stick onto the Hope Tree.

The children evaluated the experience by each recording on a strip of paper what s/he felt had learnt that day. Some wrote: 'One thing I learnt today was:

- It isn’t fair that richer countries get more power than poorer ones."
- “Everyone should have a shared amount of money” ..
- “Newspapers don't always tell the truth” ..
- “Fair Trade gives everyone a fair wage to survive."
An Islamic Culture Week:

This project took place at St Michael’s Nursery and Infant School in Workington. As part of curriculum enrichment, staff agreed on a ‘collapsed curriculum’ and organise three multicultural focus weeks per year. It was decided that the first of these would be on Islamic Culture and would take place during Ramadan.

The Headteacher arranged for an Islamic artist and educational consultant (Razwan Ul-Haq Tel: 0777 3963 502) to come from Burnley to lead a day of INSET for all staff, including the secretary (who thoroughly enjoyed the day). Razwan helped the staff plan the Islamic Culture Week. They examined aspects of Muslim life, beliefs and culture which could be adapted for young children and had practical sessions on Islamic music (chanting and call to prayer), calligraphy, painting and pattern making. Together staff planned activities in all areas of learning in the Foundation Stage and in all curriculum areas in KS1.

The Islamic Culture week was launched by teachers showing their classes pictures of children from a range of cultural backgrounds. They discussed ‘What’s the same about these children and you?’ then ‘What’s different about these children and you?’

Members of the very small local Muslim community were involved in the planning and were invited to visit the school during the week. They spoke to the children about their experiences as Muslims and dressed staff up in cultural appropriate clothes. A 6th form pupil from the local secondary school came and taught Bollywood dancing to each class. She showed traditional clothes and explained aspects of her life as a Muslim, such as the difficulties involved in fasting during Ramadan and the joys of Eid parties and of Henna hand painting.

The importance of the way progression for the different age ranges was handled is illustrated by the work done on the prayer mat. Each class was shown a prayer mat and told how and why Muslims use them. The mats were closely examined and touched by the children. In Nursery and Reception the children experimented with paint to design their own prayer mats. In Yr 1 they decorated fabric with a range of media to design their own prayer mats. In Yr 2 they wove paper strips to make a colourful prayer mat.

During the week all children participated in a range of activities in all curriculum areas, many of them based on shape. They were:

**RE/Multi-cultural awareness:**
- Investigate poster pack pictures illustrating aspects of Muslim life (All-differentiated)
- Briefly introduce aspects of the daily life of a Muslim (All-differentiated)
- Investigate and explain Muslim artefacts (All-differentiated)
- Use a Persona Doll with the background of being a Muslim visiting Workington from Manchester. Introduce a range of things to celebrate and challenges to be overcome
- Investigate the catalogue Mrs Ali uses to order saris etc. (All-differentiated)
- Make and eat culturally appropriate food for snack time: Monday -sweet rice; Tuesday –Naan bread and poppadoms with curry dip; Wednesday-carrots and raisins; Thursday-saffron rice with savoury sauce; Friday-curry flavoured twisters (Reception)
- Learn the importance of prayer and of washing beforehand (Nursery and Reception)
- Role play activities in a Muslim mosque and home which involve sequencing (Nursery and Reception)
- Reflect on the joys and difficulties of fasting (Yr 1)
- Make food for an Eid Party e.g. pomegranate and rose water salad; carrot, sultana and cinnamon salad; Eid biscuits (Yr 1)
- Celebrate an Eid party (Yr 1)
- Discuss some of the 5 pillars of Islam (Yr 1 and 2)
- Debate the importance of the Qu’ran (Yr 2)
- Explore similarities between the mosque and other places of worship (Yr 2)
- Design a poster which shows what Muhammad (PBUH) taught about the natural world (Yr 2)

**Numeracy:**
- Recognise basic shapes and how to fit them together to make geometric patterns (Nursery)
- Sort, match and count basic shapes (Nursery)
- Make tissue pattern shapes of Seal of Solomon (Nursery)
- Mix salt dough and cut out squares to form a Solomon seal (Nursery)
- Make repeated patterns form potato prints of Solomon Seals prints (Reception)
- Make mosques from building shapes (Reception)
- Design Islamic tile patterns on star shaped paper (Reception)
- Sing ‘10 green Bottles’ and ‘Five Little Frogs’ using Punjabi numbers (Yr 1)
- Join up the Punjabi numbers to draw Punjabi numbers (Yr 1)
• Make prayer beads replicating a set pattern of colours (Yr 1)
• Make Seal of Solomon repeated pattern collage (Yr 1)
• Use one shape to make a Seal of Solomon (Yr 2)
• Mathematical investigation based on the Seal of Solomon (6 pointed star) (Yr 2)
• Count to 10 using Punjabi numbers (Yr 2)
• Join up the Punjabi numbers to make a shape (Yr 2)

Literacy:
• Dress up in culturally appropriate clothes and role play Muslim family life encouraging appropriate speaking and listening (Nursery and Reception)
• Practice handwriting skills using Arabic letters and symbols (Reception)
• Write Allah in Arabic calligraphy on paper cut into the shape of a feather (Yr 1)
• Use The Tiny Ants and Seven New Kittens, by Gill Vaisey which are two traditional Muslim stories to encourage children to reflect on the need to care for the natural world. Design posters to advertise The Tiny Ants. Make a collage of kittens. (Yr 1)
• Write group acrostic poems based on ‘Allah’ and ‘Muslim’
• Research Muslim culture though books, internet, interviewing Muslims (Yr 2)
• Listen to and discuss a range of Muslim stories – for example some from http://www.geocities.com/Heartland/Fields/4963/index.html (All - differentiated)

Art and Technology:
• Set up the sand tray as a small world play of a Desert as in some Islamic countries there are deserts (Nursery)
• Set up the water tray as a small world play of an oasis as in some Islamic countries there are oasis (Nursery)
• Using large construction blocks fit different shapes together to make a mosque (Nursery)
• Make patterns by potato printing the word ‘Allah’ (Nursery and Reception)
• Trace round hands and design patterns on them like Henna hand painting (Reception)
• Make Papier Mache Eggs like those from Rajasthan (Yr 1)
• Design a mosque with a minaret (Yr 1)
• Design mosques using rolled paper for the 2 pillars. (Yr 2)
• Make a collage to portray a mosque (Yr 2)
• Design borders for the Exhibition displays using Islamic patterns (Yr 2)
• Introduce Islamic Art – calligraphy and patterns (All - differentiated)
• Make Eid cards, with some opening left to right (All - differentiated)

Music:
• Introduce Indian Ragas and Islamic music from different parts of the world including fusion music and Bollywood music. (All - differentiated)
• Play instruments in time to Islamic music.
• Listen to and discuss culturally appropriate music and tried to replicate it using a range of musical instruments. (Yr 1 and 2)

PE/Dance:
• All year groups experience Bollywood dancing; simpler moves for Reception and Yr1 while Yr 2 learn many more moves. This involves counting, concentration, awareness of body parts, and left and right orientation in order to keep to the rhythm.
A Traveller Culture Week

The aims were for:
- all classes to have the opportunity to consider and explore an aspect of Gypsy and Traveller culture and/or lifestyle
- all staff to have the opportunity to familiarise themselves with appropriate curriculum materials to support on-going work

The intended outcomes were that:
- pupils would develop a more positive attitude towards Gypsies and Travellers
- staff would consider how to include a Gypsy and Traveller perspective in the curriculum
- a display would be made of the work carried out throughout the school and the art work entered for the Arts Competition

The criteria for success would be that
- pupils showed positive attitudes towards Gypsies and Travellers in discussion
- pupils showed some knowledge and understanding of their lifestyle and culture
- staff felt they could use the resources in future work

An invaluable resource used with all year groups was the many pictures printed from the four CDs of photos in the Gypsy and Traveller Picture Library: “Celebrating diversity and promoting race equality,” published by Durham and Darlington Education Service.

All work began by examining children’s existing perceptions of Gypsies. This led to quality discussion and honest sharing, so much so that some of the work was left undone because it was more useful to give children time to ask questions and consider a range of answers.

When Nursery/Reception pupils were first asked: ‘I wonder what you know about Gypsies?’ responses were generally:

- They are going to steal me away
- They are dirty
- They take things
- We have to lock the doors

These comments were discussed and generalisations were explored. Could they be true? Work continued in small groups. An Irish Traveller persona doll called Joe told his story and answered questions. Role play activities took place in the Home Corner which was set up as a Trailer. Staff used photos of trailers, caravans and vardos to work on the pupils’ attitudes, and answered questions about them.

When pupils in Years 1 and 2 were first asked ‘I wonder what you’ve heard about Gypsies?’ their responses were similarly negative:

- Gypsies are going to take me
- They leave lots of litter
- They are always fighting

These comments were discussed and stereotypes were explored. How would we know if they were true? Pupils were asked to sort the photos into categories of their choosing and to think of questions to ask about at least one photo. They enjoyed seeing their home town in the photos of the fair and were curious about what they saw. They also enjoyed the story book A Horse for Joe by Margaret Hird and Ann Whitwell, published by Wiltshire County Council.

When Year 3 and 4 pupils were initially asked ‘What do you know about Gypsy Travellers?’ responses were more positive. Some made comparisons with their own experience and lifestyle. Some children had been on holiday in a caravan or knew people who had. They discussed what it might be like to live in a trailer or vardo for much of the year and why Travellers may settle. When sorting the photos the pupils offered constructive comments and were interested in the lifestyle and culture depicted. They were motivated by the art competition which was to design something which represented the fair, using any artistic medium.

In Years 4 and 5 and 6 pupils were asked to jot down ideas on large sheets of paper on each table group entitled ‘What have you heard about Gypsy Travellers and ‘What do you know about Gypsy Travellers?’ Some entrenched negative attitudes emerged at first. The myth about Travellers never paying tax had to be dispelled. A balanced argument about the issues appealed to them; the historical perspective was explained and they learned that 90% of traditional stopping places used for generations have been outlawed to Gypsies and Travellers. The range of views about Gypsies and Travellers was linked to literacy work on fact, opinion and rumour. Gradually some pupils recognised the contradictions in their
opinions. They studied the photographs in detail and used them to ask many questions about Traveller lifestyle. They were interested in the arrangements for Travelling children to keep up schooling. Were there any in their school, they wondered? They worked on plans to build a Trailer and discussed how hard it would be to fit everything in.

As well as the resources previously mentioned pupils and staff had access to:
- My Wonderful Place: the story of a journey to Appleby Fair by Sally Barter, published by London Borough of Hillingdon Traveller Education Service
- A Time to Look Back: Appleby Fair over the last 50 years, published by Barrie Law
- A Time to remember: A Collection of photographs of the travelling people and their way of life, published by Barrie Law

**Outcomes:**
Given the entrenched nature of prejudice in the town this work needs to be on-going. Teachers said they learnt a lot from these sessions and feel more confident to incorporate some of the ideas into future curriculum planning. Some were inspired to visit Fair Hill. Many pupils realised how easy it is to take on board stereotypes of a whole community. After the fair one boy said; ‘I had never been up to Fair Hill. After we did the work in school about Gypsies I was really interested. I persuaded my parents and we went up there for the first time. We really enjoyed it.’

**A Chinese Culture Week in an Infant School**

**Numeracy:**
Children used nets to make Chinese red money bags. They practised counting by putting specific numbers of coins into the red money bags. This was a reference to the tradition that unmarried women have to give a special money bag to children that they know.

**History:**
Children explored the history of Chinese New Year.

**Literacy:**
Children explored traditional Chinese stories such as one in a Big Book of how the Chinese lunar calendar has years named after the twelve animals who came to say goodbye to Buddha before he died. Children wrote Chinese couplets.

**Music:**
Children listened to and made Chinese music.

**Art and DT:**

**Role play area**
became a Chinese restaurant in one class & a Chinese takeaway in another class.

**Food technology:**
Children cooked and tasted Chinese food.

**Geography:**
Children located China using maps.

**PE:**
Children practised moving like a dragon for the Dragon dance.

**In preparation, some assemblies and classwork introduced Chinese culture. Characters from the Chinese New Year story were explored and the imaginative role play areas were turned into a Chinese restaurant. Parents were involved in cooking and tasting Chinese food. A range of displays including artwork and lantern making were prominent around school. The China project culminated with a week on Chinese New Year which included artists, dancers and calligraphers. Children produced dance and artwork inspired by the animals associated with the Chinese years. They made opera masks and practised Chinese script. Some of the artists worked in nursery and Foundation Stage classes and others in KS1, so all pupils throughout the school shared in the experience with a variety of activities across all curriculum areas.**
More examples of Arts and Culture weeks:

**Hillcrest Primary School**  
from http://www.hillcrest.bristol.sch.uk/artsweek.html

Karen Walsh, an installation artist, worked with Hillcrest Primary during their Arts Week to create an installation, ‘Step by Step’, reflecting the children’s personalities within the school. A representative was chosen from each class to work with Karen to produce a moving/ floating installation, hanging and primarily made of clay, that recognises the self exploration and development of the children when they go through the transition from an infant (Year 2) to a junior (Year 3).

The whole school was involved in the creation of a glass painted mural. Groups of children throughout the week painted a mural, designed by the whole school, onto panes of glass which was then placed onto a large window; a focal point of the façade of the school.

Pupils designed and made fantastical costumes and set for A Midsummer Nights Dream, a musical performed by Year 6s during the exhibition showing all the work pupils had done during the week.

**Fox Hill Primary School**  
from http://www.standards.dfes.gov.uk/sie/documents/857507

Fox Hill Primary serves an inner-city area of Sheffield with over 50% of its children entitled to a free school meal. Over 40 teaching and support staff work together to educate a large population of 400+ pupils aged from 3-11 years.

There are very few minority ethnic heritage pupils on roll although in recent weeks 3 children from Afghanistan have joined the register. The school lies in a predominately white area of the city. Staff had long been concerned about the narrow range of ethnic diversity and cultural experiences within the lives of their pupils and the tensions that these limitations could engender. They decided to broaden local opportunities by working together towards a Multicultural Arts week.

The Multicultural Arts week involved every child from Nursery to Year 6, their parents and members of the local community. It aimed to:

- challenge many of the ingrained racial stereotypes in the community
- celebrate difference and diversity
- give participants new and wide ranging artistic opportunities
- use the opportunity to build a positive image for the area
- learn from adults who usually work outside education
- develop new skills and have enjoyable teaching and learning experiences

**How was the project funded?**

Planning for the week was done in conjunction with the Cultural Development Worker from the local Education and Lifelong Learning organisation SPELL-NE. The development officer’s knowledge of relevant artists and performers with whom the school could work proved to be an invaluable asset.

Funding for the week’s activities was of course a major concern. Alan made a bid to the SPELL-NE Cultural Fund targeted around multi-culturalism and community involvement and was delighted to receive a grant of £1870. SPELL-NE is a voluntary community organisation of 20 workers funded largely from SRB. Its mission is to widen participation into education and training for adults living in a regeneration area.

**The programme of events**

The 5 day programme involved every member of staff both teaching and support and all the children working with a range of artists in a wide variety of new experiences such as Arabic Dancing, Tabla playing, Story telling and Caribbean cooking. Each class produced pieces of work around the overall theme. One member of staff worked with a vertically aged group to produce a photomontage of the events.

Sport played its part too. The Sheffield based Black Footballers organisation brought display materials and representatives into the school. They worked outside with the children using Street Kick. The motto of the group is “Football unites, racism divides”. Both black and Asian footballers shared their love of the game with Fox Hill pupils as they worked together developing skills.

The celebrated local boxing coach, Brendan Ingle and two talented young West Indian boxers brought a boxing gym into school. Pupils were fascinated to watch the dazzling footwork and athletic skills of the boxers. Brendan spoke to the children at length about his own heritage and the prejudices he faced when he first arrived in England in the 1950s from Ireland. He made the issues come alive in with his talk which captivated the children, holding them spell bound and increasing their awareness of the extent to which people can suffer due to racial differences and mis-conceptions.
Parents also played their part. The school is the permanent meeting venue for the Parents Writing Group. During the week this group was invited to read some of its work to an audience of Year 6 pupils.

Staff from the School Meals Service entered into the spirit and purpose of the week by providing a different menu each day serving food from 'around the world'. Learning Mentor Alan Watson spoke of his gratitude to the catering staff and remembered, "The sight of children eating sukiyaki whilst bobbing up and down to Reggae Dub music will not easily be forgotten."

The highlight undoubtedly was a week-long visit to the school by the Music and Dance Director of the Sunduza Dance Theatre, Simon Banda, from Zimbabwe. Every child had the opportunity during the week to work with this special artist in residence.

The culmination of the week’s activities occurred on Friday afternoon with a Celebration Festival performed to an audience of parents, governors, local councillors and members of the community. Children of all ages brought their work to the Festival and Year 5 produced a special adaptation of a Zimbabwean fairy tale. Parents particularly enjoyed the Festival and were happy to see their children taking part in activities which they had never before envisaged. Governors showed their support by their attendance and were very positive in their praise.

Did the project fulfil its aims?
One of the aims of the week was to gain positive publicity for the local area. The school was delighted when staff and pupils were invited onto the BBC Radio Sheffield Breakfast programme to talk about their Arts Week. The local newspaper also published a feature and funding allowed the school to make use of the services of the Monteney Video Group, a local self-organised adult community workshop, who produced a professional video as a permanent record of the week.

Overall the event was an outstanding educational success for all involved in terms of fun, learning and opportunity. It is impossible to judge whether all the aims were accomplished. Whether the youngsters carry into their teenage and adult lives positive attitudes towards others of a different race or culture is an immeasurable at this stage. However in the short term the school is certain that influences were more than effective.

Mike Hodson from SPELL-NE praised the school in saying “This was a good example of a school using its local links to develop extra-curricula learning involving parents and the local community. The project was innovative and ground breaking. Several local professionals were gloomy about this project in such an area of the city but I am delighted to say that it was an enormous success – parents embraced it wholeheartedly. The success was down to the enormous amount of work put into it by all the staff but particularly Alan the learning mentor. It was good to see a school using itself as a resource for the whole community connecting learning with regeneration in a mutually supportive and interesting context.”

Alan Watson said “It brought enormous enjoyment to all involved, provided opportunities not otherwise available and enhanced the profile of the school both locally and throughout the city.”

The headteacher, Jim Fryer, has been invited to work part time for the EiC Partnership in Sheffield to develop a programme to meet the needs of primary children across the city. He aims to bring groups of children with their Learning Mentors and other adults into the city centre to experience a wide range of opportunities during the summer holidays, giving them pride in Sheffield, increasing their learning and culminating in a prestigious Citizenship Award.

Ideas from Big Arts Week
http://www.bigartsweek.com/

Big Arts Week is an initiative inviting professional artists to volunteer their time and share their skills to inspire local children in primary and secondary schools throughout the country. In 2006 it happened during the week of 19 - 23 June. The campaign was launched in 2002 and the response from the teachers, children, artists and parents and local communities was very enthusiastic.

A recent survey showed that despite creative industries being worth more than £67 billion a year to our national economy, 80 per cent of UK teachers are hard-pushed to find time for the arts. This means thousands of schoolchildren receive only a rudimentary introduction to the creative world.

Themes:
Children will often relate well to activities that are local or topical (e.g. Olympic or World Cup themes), but other popular themes include:

School History: Many schools choose to base their Arts and Culture Week on a particular aspect of their school history, such as an emblem, local history or a prominent individual linked to the school.
**Animals – real or imaginary:** prove a great source of inspiration to springboard project ideas for all creative disciplines. Think about habitat, colour and interaction.

**Self portraits:** The self portrait allows an exploration of how we view ourselves and each other. Don’t just think factual, there is plenty of scope to explore the abstract interpretation of self.

**The South Bank Show:**
Pupils usually love this one. A few pupils interview the artist in front of the whole school or on video (for the others to watch later). The school can then produce a documentary incorporating the interview with a performance by the guest, and/or some pupils. Work with pupils on their interview techniques and their performances to camera in advance.

**The poet-tree:**
Make a poet-tree in the school garden or in the entrance hall. Students can write poems and stories in response to an artist's work, then copy their work out onto leaf-shaped pieces of paper. These are then hung from a real tree in the school garden (or from an imitation one in the school entrance hall). Organise a reading to be performed under the tree.

**Coming up roses:**
If you want to design a project of lasting benefit to your community, and have access to a garden designer, consider designing a multi-sensory, fully accessible garden, either on school grounds or for residents at a nearby care home. Once the initial plans have been drafted by a professional, all students and/or classes could draw up their own versions and help to decide on the plants to go into the garden.

**A stitch in time:**
Make a Tracey Emin-style quilt. The visiting artist can help design it and, as with an American wedding quilt, everyone in school – from the head teacher to the caretaker, as well as the students – can put (at least) a stitch in the quilt during the week. With luck, and the support of some enthusiastic participants, you might finish it before the end of the week, ready to be displayed on the Monday morning. Give the quilt a theme, making its content relevant to the life of the school now or in the past.

**Friday night’s all right, all right:**
Inspire the students to compose their own pieces of group music and/or writing, whether songs, poems, short fiction, or instrumental pieces. They can then perform them in front of their year group(s)/ the whole school on a Friday night 'club night'. If there are any enthusiastic would-be DJs around, invite them to play their favourite tracks before or after the students perform.
Experiences in Cumbrian schools suggest 6 important guidelines for culture weeks

1. The whole staff team need to plan together so progression is very evident. Staff need to involve parents and the community from the start. Some older pupils could be involved in the planning (e.g. writing letters etc)

2. Someone from the culture needs to inspire and lead planning and launch the week.

3. The art and culture work needs to be built on so artists are not just there as a one off. For example visits from Indian dancer Vinata Godbole and drummer Zozo Shuiabu can be followed up with work on Tuned-In on http://www.gatesheadgrid.org/tunedin/

4. Plenty of artefacts need to be available so all the senses are engaged and experiences are hands on, especially for younger children.

5. Resources need to be pooled in a box in the staff room so staff can dip into them during the week.

6. During the subsequent week an exhibition should be displayed showing the full range of what the children have done. Parents and grandparents should be invited to the exhibition to share the excitement of the work. Culturally appropriate snacks and drinks can be served and a DVD shown of activities during the week.

There is no guarantee that learning about the music of another culture or community will lead to respect or tolerance…. Children, just like adults, are perfectly able to use evidence of difference and inequality to reinforce their prejudices, to blame the victim, and justify continued oppression. I would therefore like to make very clear my conviction that work on extending the music curriculum must always be part of a broader project set with a framework for social justice.

Adapted from Reclaiming Our Pasts by Hilary Claire Trentham

The promotions of cultural diversity, religious tolerance and understanding between children of different ‘races’ and cultures is important but insufficient on its own. Multiculturalism needs to be embedded in an anti-discriminatory framework so that racist attitudes and practices can be challenged. A good place to start is with young white children in whom power and authority are likely to be vested in the future.

Introducing Cultural Diversity during a Multicultural Week

How does cultural diversity affect your life?

1. What words do you use and where do they come from? (Play the Word House Game)
2. What food do you eat and where does it come from? (Explore packaging)
3. What clothes do you wear and where do the raw materials come from? (Look at clothes labels)
4. What music do you listen to and where does it come from?
5. Where do you go on holiday?

While diversity gives us vitality and cultural richness, it has also caused some serious problems including racism, prejudice, discrimination, lack of respect and crimes motivated by hatred or bias.

What if parents and teachers never said a word to children about differences?
Would children of all colours, religions, nationalities, and abilities not see the differences and play together in harmony?
Probably not - after a certain age, young children do notice differences, especially if they are rarely exposed to people who are unlike themselves. They may find these differences interesting, or they may find them threatening. And even if their parents and teachers do not discuss or react to these differences, children are bombarded by messages—some subtle, some not so subtle—from other adults, peers, the media, and society. By the time they reach school, they are aware of differences, and some have already developed prejudices against people who are different.

So at school we need to "unteach" some of the messages that society sends and we need to help parents to do this too. We need discussions and activities about the following:

What experience do your pupils have of people who are different from themselves?
- in the village?
- in the local market town?
- on the TV programmes and videos that they watch?
- from magazines and comics they read?
- from the Internet?
- in other forms of the media?
- from reading graffiti?
- from visiting friends or relations in other parts of the country?
- from going on holiday?
- from a visit to London?

Does your village/town perpetuate prejudiced attitudes to:
- gypsies/travellers?
- people who have recently moved into the village?
- university pupils?
- asylum seekers?
- people living in the next village?
- teenagers from the local town?
- supporters of football teams from other parts of the country?
- tourists?

How would your village/town community react if:
- our family doctor was Indian?
- a Chinese or Indian takeaway opened?
- an Afro-Caribbean family moved into a council house in the village?
- a local woman married a Turkish waiter?
- a local family adopted or fostered a child of a minority ethnic group?

Is it possible to ascertain that our pupils are not exposed to or learning racist attitudes from people in our local community?
Can we say that these issues are nothing to do with us?
What, as a school, are we doing about it?

“Schools will only begin to challenge racism and promote and value racial diversity effectively when they place partnership with pupils, parents, staff and local communities at the heart of their work.”
Activities that focus on respecting differences follow three steps:

1. Recognising that differences exist and are natural
2. Remembering our similarities
3. Appreciating diversity

1. Recognising Differences:

a) Forests For Reception and KS1
This can be included in a science lesson.
Objective: To recognise that there are many differences among people and that differences are a natural part of this world.
Activity:
Pupils go outside and select a leaf from the ground. (If it is not possible for your pupils to leave the classroom, then bring in a selection of leaves.)
Ask the pupils to tell the class the ways in which their leaves are different (color, shape, size, etc). Mount the leaves on paper to create a "leaf forest." Explain that despite their differences, all the trees live together in a forest.
Explain that just as there are many different trees in a forest, there are many types of people in the world.
Ask the pupils in pairs to look at each other and notice similarities and differences. As a group list some similarities and differences among people (physical, cultural, etc.).
Ask pupils cut out pictures of people from magazines and then mount the pictures on paper to create a "people forest." Emphasise that differences are natural and that they are good because they add to the richness of the world.

b) From Around the World For KS2
This can be incorporated into a geog or history lesson.
Objective: To learn about their cultural heritages and see the different elements from other cultures that have been incorporated into the British culture.
Activity:
Explain that even though they may have lived in Britain all their lives, that all of them will have relatives or ancestors who came to Britain from a different country. This could have been recently, a few generations ago, or many generations ago. Ask your pupils to find out their cultural heritages from their parents.
Pupils could do research on one culture in their heritage. If several pupils originated from one country, you may group them together.
Pupils can share their research with the class, and explain any traditions in their families that come from that culture.
Ask your pupils to think of things we have in Britain that come from other cultures (e.g. St. Patrick's Day from Ireland, salsa music from Latin America, sushi from Japan).

c) ‘Us’ and ‘Them’ For KS2
Objective: To explore the range of feelings associated with being part of an ‘out’ group.
Activity: Ask pupils to recall what it feels like when they fall out with their friends or family members. How might it feel for someone who is regularly rejected and isolated, perhaps because of their cultural background? In pairs can they mime the following examples of how being a ‘them’ feels:

- I feel frightened
- I feel judged
- I feel angry
- I feel resentful
- I want to conform
- I feel loss
- I feel powerless
- I feel isolated
- I feel pride
- I feel powerful

- I feel rejected
- I feel pressurised
- I feel frustrated
- I feel in conflict
- I feel denial
- I feel pain
- I feel disempowered
- I feel lonely
- I feel strength
- I feel I belong

- I feel confused
- I feel different
- I feel inner conflict
- I need to protect myself
- I feel defensive
- I feel hurt
- I feel anxious
- I feel I’m outside looking in
- I feel free to be me
- It’s you & me against…
The statements in italics show that some people turn the experiences of being excluded into a positive, but it is unusual to be able do this alone. We look for others who have common experiences which is where pressure and support groups come from. Our shared negative experiences bring us together so we can then find safety within this alternative ‘Us’.

Explain that if we do not understand the dynamics of ‘Us and Them’ we may end up creating barriers between ourselves and people who do not share our perspective. These barriers allow the whole spiral to start up again, especially when the excluded group become more powerful over time. This is how the oppressed can become the oppressor.

2. Highlighting Similarities:

a) Groupings For Reception and KS1 This can be included in a numeracy lesson.
Objective: To identify similarities between themselves and other pupils
Activity:
Tell your pupils that although people are different in many different ways, there are also many similarities among us.
Ask pupils questions such as, "Who has a cat?" "Who likes to play football?" "Who likes to eat pizza?" For each question, have the pupils who answer yes stand up or move to one side of the room. Do this several times so that everyone will be part of several ‘yes’ groups.
Ask the pupils how they felt when they found out other people like the same things they do. Were they surprised to learn which pupils shared their interests? Discuss how sharing things, such as a liking of music, can help people form friendships.
This can be adapted for a numeracy activity so that pupils count how many people belong to each "yes" group. They could make graphs to illustrate how many said yes to each question.

b) Mirroring For KS2
Objective: To realise that being different does not always make someone less able to participate in various activities.
Activity:
Pupils in pairs face one another. One person is the first leader and mimes an activity-- smile, jump up and down, pretend to eat or sleep. The second person must mirror what the first person is doing. Then allow the other person to lead. You may decide to have the children change partners a few times.
End the activity, and ask if there were any problems in mirroring the activities or if everyone could do the same thing as their partner. Make a list of activities that the pupils had mimed that everyone could do. Explore with the pupils when our differences might prevent us from doing certain activities (e.g. a Jewish person who keeps Kosher won't eat pork). Come back to the activities that people share. Remind everyone that even though we are different, we all enjoy doing many of the same things.

c) Opening a Can of Worms For KS2 This can be included in a literacy lesson.
Objective: To acknowledge that because people focus on some people’s differences rather than their similarities people can be hurt and isolated.
Activity:
Ask pupils in groups to use dictionaries to help them find out and agree the meaning of some of the following words. Through this appreciate how the process of discussing the definitions adds to the understanding of the terms. Then try to use them in sentences as part of a dialogue for a piece of drama.

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Focus on one of the words: What does it mean for you to show respect? What does it mean for you to be shown respect? Common responses include:
- being honest.
- appreciating somebody’s ideas even when you don’t agree with them.
- looking somebody in the eyes.
- respect is crucial in any discussion, especially of controversial issues.
3. Appreciating Diversity:

   a) Affirmations  For KS1 and KS2  This can be included in a literacy lesson on adjectives.

   **Objective:** To recognise the positive characteristics of their classmates

   **Activity:**
   Younger pupils can decorate paper bags with their names and put the bags on their desks.
   Older pupils take a piece of paper, punch two holes on one side and tie a piece of yarn through the holes
   so that they can wear the papers like a necklace. Ask pupils to wear the papers down their backs.
   Younger pupils can write on slips of paper a note to each person in the class, stating something good about
   that person (e.g., John is friendly, Kathy is enthusiastic, Adam is creative, Jen is athletic). They can place
   the notes in the pupils' name bags.
   Older pupils can walk around the classroom and write their messages on the papers that each pupil is
   wearing on their back.
   When the messages are completed pupils read what others had written. Ask them how it felt to write
   positive comments for each other. Discuss how they felt reading their papers. Share that each person in
   the class is unique and that each person is a special part of the classroom community. You could use this
   activity as part of a language arts or spelling lesson that discusses adjectives.

   b) Orchestra  For KS2  This can be included in a literacy lesson.

   **Objective:** To recognise the contributions of individual parts to the whole.

   **Activity:**
   Play a piece of recorded music whilst pupils list the different instruments they hear (guitar, voices, drums,
   violins, etc.)
   Explain that although each instrument is different, they all belong to one orchestra and they all make an
   important contribution to the orchestra.
   Ask pupils to write a list of some people who are close to them and make up their community. These people
   can include family, teachers, babysitters, neighbours, friends. Have the pupils put an asterisk next to the
   people who are of a different culture, race, or religion.
   Ask the pupils to pick one person from that list and write how that person contributes to the pupil's life.
<table>
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<td>Albie Ollivierre</td>
<td>Afro-Caribbean Dance Fusion</td>
<td>Afro-Caribbean</td>
<td>Flat 96, Clare House, 10 Hawthorn Avenue, Bow, London, E3 5PZ</td>
<td>07903 211924</td>
<td><a href="mailto:albieunity@yahoo.co.uk">albieunity@yahoo.co.uk</a></td>
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<td>Dr Anthea &amp; Dr Anand</td>
<td>Gurukul Indian classical music</td>
<td>Indian</td>
<td>18 Elmfield Rd, Gosforth, Newcastle-upon-Tyne, NE3 4AY</td>
<td>0191 2130970</td>
<td><a href="mailto:anandjee@blueyonder.co.uk">anandjee@blueyonder.co.uk</a></td>
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<tr>
<td>Lip Lee</td>
<td>Chinese arts &amp; crafts</td>
<td>Chinese</td>
<td>21 Holmside Place, Heaton, Newcastle on Tyne NE6 5AJ</td>
<td>0191 265 8071</td>
<td><a href="mailto:lip_lee@hotmail.co.uk">lip_lee@hotmail.co.uk</a></td>
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<tr>
<td>Lungi (Arran Towers)</td>
<td>Puppeteer focusing on North India</td>
<td>British</td>
<td>Based in Cork. Comes regularly to Cumbria.</td>
<td>00353 21 4397841</td>
<td><a href="mailto:arrantowers@hotmail.com">arrantowers@hotmail.com</a></td>
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<tr>
<td>Maggie Relph</td>
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<td>British</td>
<td>19 Hebble Mount, Melham, Holmfirth, West Yorkshire, HD9 4HG</td>
<td>01484 850 188</td>
<td><a href="mailto:maggie@africanfabric.co.uk">maggie@africanfabric.co.uk</a></td>
</tr>
<tr>
<td>Mark Clifford</td>
<td>Experience of growing up in Cumbria as a dual heritage child</td>
<td>Dual heritage</td>
<td>6 Spencer Street, Carlisle, CA1 1BG</td>
<td>01228 815670</td>
<td><a href="mailto:cumbriacountybranch@unisonfree.net">cumbriacountybranch@unisonfree.net</a></td>
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<tr>
<td>Miso’shi</td>
<td>Drumming, story telling, dance, food &amp; Global Citizenship</td>
<td>Ghanaian</td>
<td>85 The Farthings, Astley Village, Chorley, PR7 1SH</td>
<td>01257 278745</td>
<td><a href="mailto:misoshi@aol.com">misoshi@aol.com</a></td>
</tr>
<tr>
<td>Nasima Hassan</td>
<td>Willing to answer questions or give talks about Islam</td>
<td>British - Asian RE Lecturer</td>
<td>Liverpool Hope University Hope Park, Liverpool, L16 9JD</td>
<td>01254 609724</td>
<td><a href="mailto:hassann@hope.ac.uk">hassann@hope.ac.uk</a></td>
</tr>
<tr>
<td>Peter Foley</td>
<td>Show Racism the Red Card etc; experience as a dual heritage child &amp; Newcastle’s first Black player</td>
<td>Dual heritage-Ghanaian and Scottish</td>
<td>31 Derwentwater Road, Whitehaven, CA28 9RH</td>
<td>01946 63364 Mobile: 0796 2056681</td>
<td><a href="mailto:peteranddoreen@foleyhome.fsnet.co.uk">peteranddoreen@foleyhome.fsnet.co.uk</a></td>
</tr>
<tr>
<td>Razwan Ul-Haqq</td>
<td>Islamic pattern, art &amp; music</td>
<td>British - Asian Muslim</td>
<td>PO Box 354, Burnley, Lancashire, BB10 4XD</td>
<td>0777 3963 502</td>
<td><a href="mailto:info@ulhaqbrothers.com">info@ulhaqbrothers.com</a></td>
</tr>
<tr>
<td>Roop Singh</td>
<td>Sikh storyteller</td>
<td>Sikh</td>
<td>Guru Guru House, 42 Park Ave, Leeds, LS15 8EW</td>
<td>0113 260 2484</td>
<td><a href="mailto:info@ulhaqbrothers.com">info@ulhaqbrothers.com</a></td>
</tr>
<tr>
<td>Saj Ghafoor</td>
<td>Indian/Pakistan culture, traditions &amp; values, Islam</td>
<td>British - Asian Muslim</td>
<td>51 Brook Street, Carlisle, Cumbria, CA1 2HU</td>
<td>01228 522579</td>
<td><a href="mailto:info@hdmspiceshop.co.uk">info@hdmspiceshop.co.uk</a></td>
</tr>
<tr>
<td>Sam Maltland Zozo Shuaibu</td>
<td>Drummers and musicians</td>
<td>Nigerian/Sierra Leone</td>
<td>25 Alice Shepherd House, Manchester Road, London, E14 3ET</td>
<td>02070 93 3620 Mobile: 07958 515899</td>
<td><a href="mailto:Mshuaibu@aol.com">Mshuaibu@aol.com</a></td>
</tr>
<tr>
<td>Shantha Rao</td>
<td>Bharata Natyam dancer</td>
<td>Indian</td>
<td>Annapurna Dance, 12 Stafford Square, Halifax, HX3 0AU</td>
<td>01422 365103</td>
<td><a href="mailto:info@annapurnadance.com">info@annapurnadance.com</a></td>
</tr>
<tr>
<td>Bob and Farah Bower</td>
<td>Willing to answer questions or give talks about Islam</td>
<td>British &amp; Asian</td>
<td>Station Cottage, Eirlington, Near Hexham, NE47 6AW</td>
<td>01434 688 745</td>
<td><a href="mailto:bower100@hotmail.com">bower100@hotmail.com</a></td>
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### Potential Visitors for Multi-cultural Events in Cumbria

<table>
<thead>
<tr>
<th>Name</th>
<th>Focus</th>
<th>Heritage</th>
<th>Address</th>
<th>Telephone No</th>
<th>E-mail Address</th>
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<tbody>
<tr>
<td>Valsala Rajan</td>
<td>Indian Culture</td>
<td>Indian</td>
<td>Lowry Hill, Carlisle</td>
<td>01228 537785</td>
<td></td>
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<tr>
<td>Vinata Godbole</td>
<td>Bharat Natyam dancer and storyteller</td>
<td>British Asian</td>
<td>11 Lowerfold Way Healey, Rochdale, Lancs, OL12 7HX</td>
<td>01706 653747</td>
<td><a href="mailto:vinata@supanet.com">vinata@supanet.com</a></td>
</tr>
</tbody>
</table>