

Tackling Racism and Religious Discrimination

The William Allitt School

By Samantha-Rose Beacham (Deputy Member of Youth Parliament representing Derbyshire), Michael Husson, James Connor and Leah Ruston.

Written evidence from Samantha-Rose Beacham

Introduction

This report outlines and collates all of the hard work that Year 7 students have been doing at the William Allitt School in South Derbyshire around the 2015-2016 UK Youth Parliament issue of Tackling Racism and Religious Discrimination. This hard work took place on Friday 15th April 2016 and Friday 22nd April 2016 during Period 5 as part of a Year 7 Opening Minds lesson which fitted in with the Dare to Be Different section of the course.

Why did we raise awareness for Racism and Religious Discrimination?

In 2015, Members of the UK Youth Parliament debated and voted on Tackling Racism and Religious Discrimination to be their focused issue in the UK for 2016. As Samantha-Rose Beacham is part of the Derbyshire Youth Council and is a Deputy Member of Youth Parliament, her role is to make sure that everyone is aware of the local campaigns that are being rolled out across the UK. In order to do this, we decided to put together an informative and creative Opening Minds lesson for the Year 7's to ensure that everyone in the year group is aware of what racism and religious discrimination are and ways in which that this can be prevented in school and in the local community. The UK Youth Parliament investigated that there has been an increase in race and religious discrimination related hate crimes across all the nations in the UK apart from Scotland, but young people agreed that one victim of this type of hate crime is one too many.

England + Wales (2014-2015)			
Number of Race related hate crimes reported	42,930	Percentage increase from year before	15%
Number of Religion related hate crimes reported	3,254	Percentage increase from year before	43%
Northern Ireland (2014-2015)			
Number of Race related incidents and crimes reported	2,277	Percentage increase from year before	36%
Number of Religion related crimes and incidents reported	80	Percentage increase from year before	116%

Questionnaire Results

In order to measure and gain an understanding on how much of an impact our Opening Minds Lesson had on Year 7's, we decided to conduct a short questionnaire on different aspects of the lesson which we would educate them on. The questionnaire consisted of 3 short questions which measure the Year 7's progress in:

- Understanding of keywords to do with racism and religious discrimination
- Understanding of ways in which we can reduce racism and religious discrimination
- Motivation levels concerning reducing racism and religious discrimination

There was also an added extra question for people who were considering to stand to become a Big Vote Candidate in 2018 for the Derbyshire Youth Council. Below are the results of the questionnaire which Year 7's filled out before and after we conducted our Opening Minds Lesson.

Before Q1	Tally	Total
1	0	0
2	2	4
3	1	3
4	6	24
5	29	145
6	17	102
7	36	252
8	28	224
9	12	108
10	4	40
Total	135	
	Total	902
	Average	6.681481481

Before Q2	Tally	Total
1	6	6
2	8	16
3	18	54
4	27	108
5	28	140
6	14	84
7	12	84
8	13	104
9	4	36
10	5	50
Total	135	
	Total	682
	Average	5.051851852

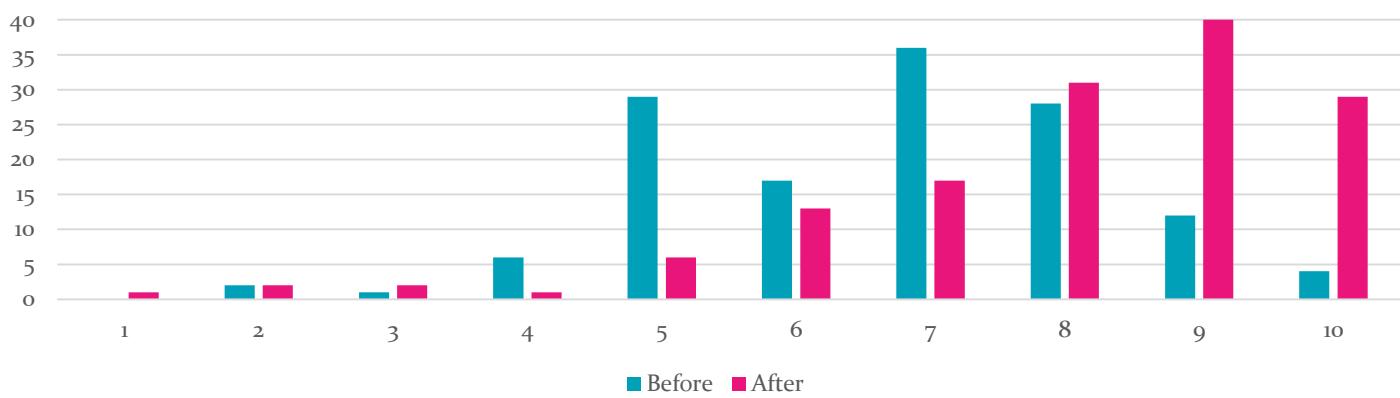
Before Q3	Tally	Total
1	3	3
2	3	6
3	7	21
4	8	32
5	21	105
6	7	42
7	22	154
8	25	200
9	19	171
10	20	200
Total	135	
	Total	934
	Average	6.918518519

After Q1	Tally	Total
1	1	1
2	2	4
3	2	6
4	1	4
5	6	30
6	13	78
7	17	119
8	31	248
9	40	360
10	29	290
Total	142	
	Total	1140
	Average	8.028169014

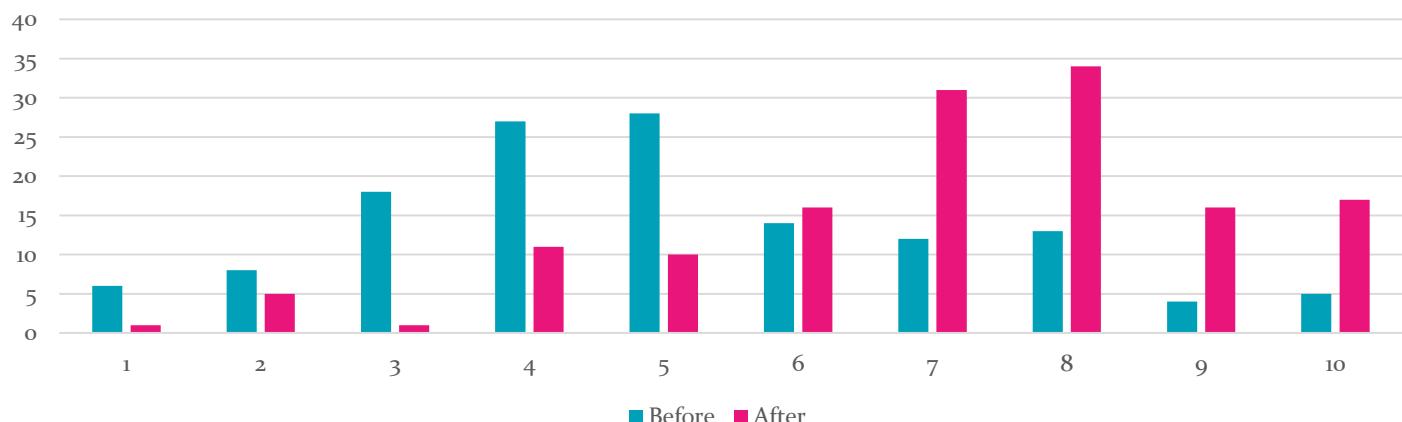
After Q2	Tally	Total
1	1	1
2	5	10
3	1	3
4	11	44
5	10	50
6	16	96
7	31	217
8	34	272
9	16	144
10	17	170
Total	142	
	Total	1007
	Average	7.091549296

After Q3	Tally	Total
1	6	6
2	3	6
3	6	18
4	7	28
5	9	45
6	20	120
7	19	133
8	23	184
9	24	216
10	25	250
Total	142	
	Total	1006
	Average	7.084507042

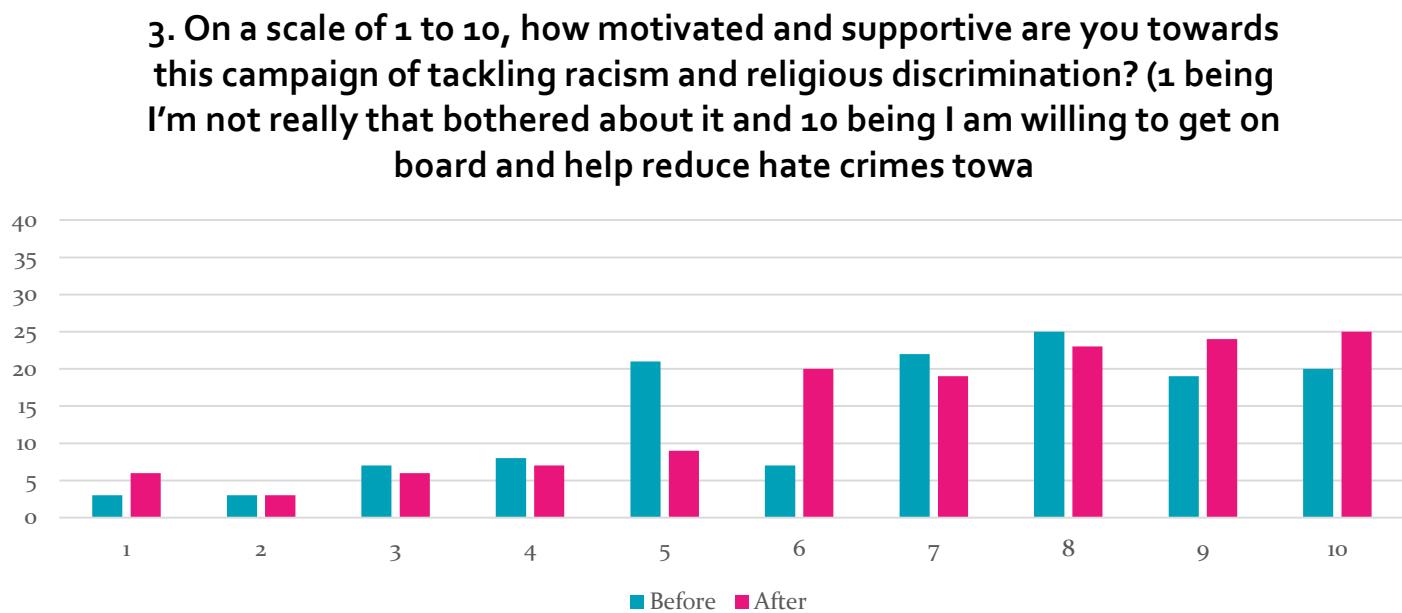
1. On a scale of 1 to 10, do you understand what is meant by racism and religious discrimination? (1 being I have never heard these words in my lifetime and 10 being I'm an expert in this)



2. On a scale of 1 to 10, how aware are you of ways that we (as young people) can tackle (reduce) racism and religious discrimination? (1 being I have no idea and 10 being I have lots of ideas on how to reduce these issues)



3. On a scale of 1 to 10, how motivated and supportive are you towards this campaign of tackling racism and religious discrimination? (1 being I'm not really that bothered about it and 10 being I am willing to get on board and help reduce hate crimes towards others)



The Opening Minds Lesson

When we first arranged this lesson with the head of Opening Minds, Mr. Baldwin told us to make sure that our lesson followed the TEEP cycle, which is commonly used to structure a lesson at The William Allitt School. Below shows each step of our TEEP cycle lesson and how effective it was to Year 7's.

Learning Outcomes

The Learning Outcomes (shown right) outlined to the Year 7's what we were going to be talking to them about over the course of the hour. The Learning Outcomes that we chose were really effective as they linked in with the questionnaire that they filled in beforehand and then links to the questionnaire they would be filling out at the end. This enabled the Year 7's to start thinking about ideas that they could put across to Samantha-Rose Beacham, which she could take to Derbyshire Youth Council and further afield.



Learning Outcomes

- Know the meanings of Racism and Religious Discrimination.
- Understand ways of reducing Racism and Religious Discrimination.
- Show an understanding of the effects of Racism and Religious Discrimination.

New Information

The image shows three logos side-by-side. On the left is 'THE WILLIAM ALLITT SCHOOL' with a stylized 'W' logo. In the center is 'YOUTH PARLIAMENT MAKING OUR MARK' with a 'Y' logo. On the right is another 'THE WILLIAM ALLITT SCHOOL' logo with a 'W' and 'S' intertwined.

New Information

- Racism – discrimination against people because of their race.
- Discrimination – unfair treatment because of someone's race, sex or religion.
- Stereotypes – A widely held but fixed and oversimplified image or idea of a particular type of person or thing.
- Ethnicity – A group of people with a common national or cultural tradition belonging to the state.
- Young people believed that negative images in the media and ignorance were the main causes of racism and religious discrimination in their communities. They agreed that if these were not addressed it would cause further separation in society; would allow people to develop and hold discriminatory views; cause people to fear other groups that they may not understand and create tension in society.

The New Information (shown left) explained to the Year 7's the definitions of certain key words that linked to the issue of Tackling Racism and Religious Discrimination. This links back to the Learning Outcomes and the Questionnaire as automatically their scores on Question 1 will increase as we have explained to them what each of the words mean, increasing their knowledge of the issue.

The image shows three logos side-by-side. On the left is 'THE WILLIAM ALLITT SCHOOL' with a stylized 'W' logo. In the center is 'YOUTH PARLIAMENT MAKING OUR MARK' with a 'Y' logo. On the right is another 'THE WILLIAM ALLITT SCHOOL' logo with a 'W' and 'S' intertwined.

Construct Meaning

In 2015, Members of the Youth Parliament decided and voted on Tackling Racism and Religious Discrimination was going to be their focused issue for the UK for 2016. As Samantha-Rose is part of the Derbyshire Youth Council and is a Deputy Member of Youth Parliament, she has been asked to make sure that everyone is aware of racism and religious discrimination and ways in which this can be prevented in school and in the local community.			
England + Wales (2014-2015)	Number of Race related hate crimes reported	42,930	Percentage increase from year before
	Number of religion related hate crimes reported	3,254	Percentage increase from year before
Northern Ireland (2014-2015)	Number of race related incidents and crimes reported	2,277	Percentage increase from year before
	Number of religion related crimes and incidents reported	80	Percentage increase from year before

The image shows two logos. On the left is 'BRITISH YOUTH COUNCIL' with a yellow and green design. On the right is 'MAKE YOUR MARK' with a pink and yellow design.

Construct Meaning

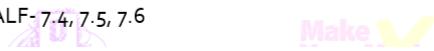
Construct Meaning outlined to Year 7's why we have decided to educate them on Tackling Racism and Religious Discrimination. It also outlined the effects and statistics of hate crimes that are related to race and religious discrimination, which enabled them to have an

understanding of how many people are affected by race and religious discrimination each year in the UK. We all discussed and agreed that these statistics were too high and that one victim of this type of hate crime is one too many. Therefore, many Year 7's were motivated to make a difference in order to stop these statistics from increasing again next year.

Apply



- We have provided each group with a sheet of sugar paper. Use this to create a mind map outlining the possible methods that we could use to tackle racism and religious discrimination in school and in the local community.
- After this has been done, in your groups, create a poster explaining in more detail the methods that you have discussed and wrote around your mind map. A piece of A4 paper has been stuck on your sugar paper in order for you to complete this task. Ensure that you are creative as there will be a prize for the best poster that is created across the whole of Year 7. Please clearly write your Group Number and whether you are part of A or B half of Year 7.
- A HALF- 7.1, 7.2, 7.3
- B HALF- 7.4, 7.5, 7.6



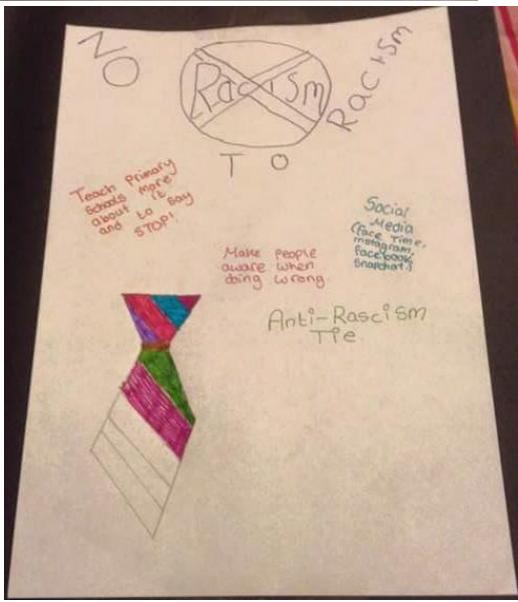
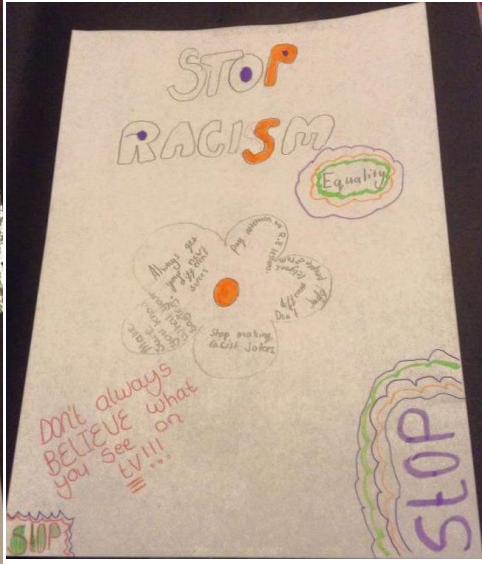
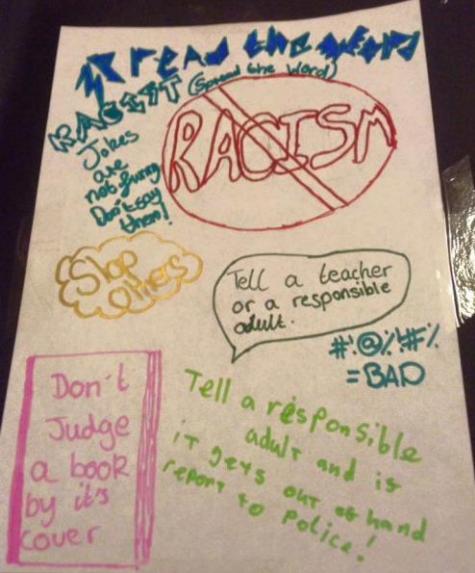
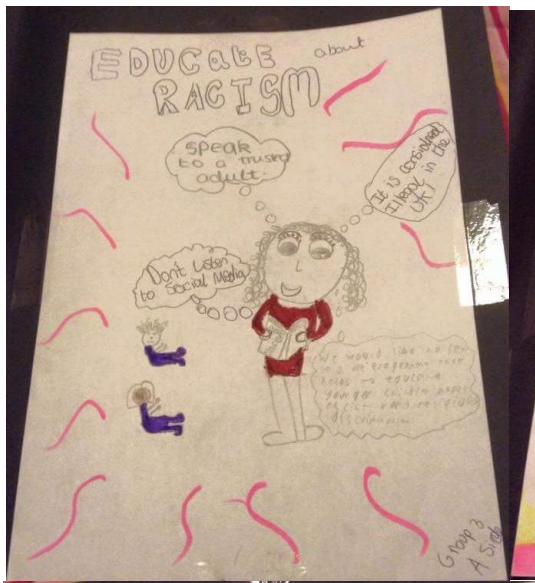
In order to make this lesson fun but informative, we decided to create some activities for the Year 7's to complete to get their creative juices flowing and to enhance their understanding of ways that we, as Young People can use to reduce Racism and Religious Discrimination. We asked them to write around their mind maps ways in which we can reduce Racism and Religious Discrimination. Below is a collated set of ideas that they came up with and an evaluation of how effective they would be.

- More Religious Education Lessons- this would enable Young People to gain more knowledge on different religions so they would be more educated in these aspects and will understand that what they sometimes hear on the news or in the media is not always true, so they won't necessarily hold these stereotyped views towards certain religions.
- Social Media and the News should stop publishing and presenting different religions in a negative manner- if this is stopped then Young People can understand and see that the way that religions are usually presented are incorrect.
- Tell someone about a hate crime incident straight away and don't be afraid to speak out against these actions- this ensures that these hate crimes are dealt with in an appropriate manner and can be prevented from occurring again in the future.
- Have police patrolling the local area to watch out for these hate crime incidents- this way they can definitely be sorted out straight away.
- Educate people at a younger age- Year 7's felt that primary school children don't get educated on this issue and the transition from Primary School to Secondary School are where the racist comments and discrimination occurs. Therefore, if we educate children at a younger age, it will prevent them from using it as they get older. Some Year 7's also felt that the racism and religious discrimination they hear Young People use comes from either the media or their parents have used it in the past, so they have grown up hearing these comments and they don't realise that they are not acceptable.

Another task that we decided that the Year 7's should complete was a poster competition. They had to design a poster outlining ways of reducing Racism and Religious Discrimination using the ideas they had come up with in the mind map activity. We took photos of their final posters and the winning poster was decided by Michael, James, Leah, and Samantha-Rose. Once the winner had been decided, we thought that the poster should be computer generated and distributed around school, in order to remind Year 7's and other year groups who hadn't taken part in our workshop,

that racism and Religious Discrimination is wrong and ways that we can prevent these hate crimes and comments in the local community and around school.

Below are the posters that the Year 7's created to outline ways in which we can prevent Racism and Religious Discrimination in the local community and around the school.





Review

The Review part of the lesson enabled us to gain an insight on how effective the lesson had been on the Year 7's, how much they had learnt and if we were to do something like this again, what could we do differently. In order to find this out, we asked the Year 7's to complete a questionnaire again with the same questions on as before and they completed a feedback sheet, answering the following questions (see left).

Review

- On your tables are some questionnaires. Individually and anonymously, please complete one and put them in a pile on your table. Please be aware that this is not a test, we just want to gain an understanding of how beneficial this lesson has been to you so we can evaluate how much of a difference we have made.
- A piece of paper has been given out to your table with the title of 'Feedback'. Please could you write your comments by answering the following questions:
 - How well did we deliver this Opening Minds lesson?
 - Was this lesson informative and have you learnt something new?
 - If you have learnt something new, then please tell us what you have learnt.
 - If you could change something about the way we delivered this lesson, what would it be?
 - Are you motivated to make a difference in school and in your local area around the issue of Reducing Racism and Religious Discrimination?

The Year 7's said that we delivered the lesson well as we managed to educate them on all we needed to and the lesson ran really smoothly. They also said that they had all learnt something new and they are now educated in ways that they can reduce Racism and Religious Discrimination. Although they thought that we delivered the lesson well, they said that we could improve by talking louder as some of them couldn't hear us. This was an excellent piece of feedback as we should be loud as we have a powerful message to deliver and in order to do that, we need to be loud. However, feedback sheets and questionnaires showed that the Year 7's on average were more motivated to make a difference and educate more Young People on the issue of Tackling Racism and Religious Discrimination, meaning that on the whole, the Opening Minds Lesson was a huge success.

Just like the UK Youth Parliament said at the British Youth Council Development Programme at Kent in April 2016, "Today, we are proud to be diverse" #DontHateEducate. This is exactly what the Year 7's at the William Allitt pledged to do, showing many Young People across the UK that they are motived to make a positive impact across the UK in Tackling Racism and Religious Discrimination.

