Tackling Racism and Religious Discrimination

The William Allitt School

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**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.

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<tbody>
<tr>
<td>Number of Race related hate crimes reported</td>
<td>42,930</td>
<td>Percentage increase from year before</td>
<td>15%</td>
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<tr>
<td>Number of Religion related hate crimes reported</td>
<td>3,254</td>
<td>Percentage increase from year before</td>
<td>43%</td>
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<tr>
<td>Number of Race related incidents and crimes reported</td>
<td>2,277</td>
<td>Percentage increase from year before</td>
<td>36%</td>
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<tr>
<td>Number of Religion related crimes and incidents reported</td>
<td>80</td>
<td>Percentage increase from year before</td>
<td>116%</td>
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**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.
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 towa
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.

New Information

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.

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**

- 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.

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.

- 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

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.
EDUCATE ABOUT RACISM

Speak up to authority

Don’t talk to social media

Together, we can change the world

We are all the same, we are all equal

Stop RACISM

Racist

Respect

Friendship

Positive

STOP RACISM

Don’t judge people

Tell a teacher or a responsible adult

Tell the person or a responsible adult

It’s not okay

DON’T JUDGE PEOPLE

Don’t judge on looks

Don’t judge by what you see

Tell a teacher or a responsible adult

Tell a teacher or a responsible adult

Stop! Racism

It’s okay to be purple

It’s okay to be white

It’s okay to be me

STOP RACISM

NO - RACISM

Set up a group to stop Racism

Don’t talk to social media

Go to a responsible adult

Don’t talk to social media

Always be good

NO RACISM

IT IS OK TO BE BLACK

IT IS OK TO BE WHITE

IT IS OK TO BE ME

STOP RACISM

Anti-Racism Tie

Anti-Racism Tie

Stop Racism

Stop Racism

Stop Racism
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).
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 motivated to make a positive impact across the UK in Tackling Racism and Religious Discrimination.