

# YOUTH WORK WEEK

1–7 November 2007



**all different**  
**all equal**

Information Pack



**Fiona Blacke**

YOUTH WORK WEEK – 1 TO 7 NOVEMBER 2007

# All different all equal

The theme for Youth Work Week 2007 was picked partly in order to follow on from the Council of Europe initiative of the same name that has been running over the previous year, and partly because the principles of this have always lain at the core of good youth work.

The priorities of the European campaign – human rights, participation and diversity – provide scope for all youth work bodies to find a way of celebrating, promoting and improving their practice in this area. Maybe your group wants to highlight the ways it provides a welcoming, inclusive environment for all young people. Maybe you want to celebrate the way you reach out to specific groups of young people who find they face prejudice or exclusion elsewhere. And the participation heading will give many groups a means to champion the cause of giving young people a say and a stake in their communities.

Some groups may choose to use Youth Work Week to focus on themed activities with young people, others may choose to influence local decision-makers and funders. It's up to you. We supply here a few activities that might give you ideas for working with young people and we've included some case studies of projects that might provide inspiration. There's also extensive annotated resource lists that should form a lasting help to those looking to develop work in any of the three areas.

Whatever you do, we wish you well and thank you for your efforts in contributing to the wellbeing of young people.

**Fiona Blacke**  
Chief Executive  
The National Youth Agency



**Parmjit Dhanda**

The European campaign, based on the slogan and logo first used in a similar youth campaign in 1995, is about respecting diversity, knowing about human rights and standing up against the discrimination of others. We hope that Youth Work Week will enable some of the big themes of the European campaign to be translated into local action that can truly engage young people and make the sometimes abstract or worthy principles more meaningful. We want young people in the UK to interpret the themes of participation, human rights and diversity in their own way.

**Parmjit Dhanda**  
then Minister of Education, at the UK launch of  
All Different All equal

# A few facts and figures

**Rising numbers of ethnic Indian young people achieving five or more Grades A-C at GCSE:**

2003–65%      2004–67%      2005–70%

(Source – Black Training & Enterprise Group)

**Falling numbers of mixed white/black Caribbean young people achieving five or more Grades A-C at GCSE:**

2003–50%      2004–50%      2005–44%

(Source – Black Training & Enterprise Group)

**Young people from poor or socially excluded backgrounds are much more likely to self-harm. Among a sample of 640 young males the self-harm rate was 5.8 per cent and was 8.4 per cent among 618 females.**

(Source – Medical Research Council)

**Statistics show that black young people are now the most likely to be permanently excluded from school, while Asian pupils are the least likely at just 0.06 per cent of all exclusions. Some 81 per cent of all exclusions are male.**

(Source – BBC)

**Black young people are under represented in reporting as victims of crime, and over represented in the news as perpetrators. They were 22 per cent more likely to be featured in the media as perpetrators of crime.**

(Source – Building Blocks for Youth)

**About 28 per cent of children live in low income households. This figure has fallen slightly over the last ten years. In 1996 it stood at 34 per cent.**

(Source – Department of Work and Pensions)

**Among school age young people, more than half of white young people said they felt 'welcome' in public places most of the time, but this figure dropped to 43 per cent for ethnic minorities.**

(Source – National Children's Bureau)

**The number of 5 to 15-year-olds from black and ethnic minority backgrounds who eat the recommended five portions of fruit and vegetables each day is significantly higher than the general population, but boys from Black African, Black Caribbean or Pakistani backgrounds are more likely to be overweight.**

(Source – NHS)

**Care leavers are more likely to face social exclusion. Government figures show that 30 per cent of young people that left care in 2004 were not in education, training or work. This is a slight fall from 32 per cent in 2003. Some 43 per cent left care with at least one GCSE or GNVQ, up from 31 per cent in 2000.**

(Source – DCSF)

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few  
facts

**A majority of disabled young people stated that a key barrier in their transition to adulthood was that most projects designed for them are essentially 'care' placements, rather than a way of gaining qualifications or geared to entering employment.**

(Source – Joseph Rowntree Foundation)

**Black volunteers are under represented among major UK charities. Two out of every five charities did not have any Black volunteers on their books at all, and even among those that did the numbers were as low as 2 per cent.**

(Source – National Coalition For Black Volunteering)

**Britain has one of the highest child poverty rates among the world's richer nations. More than 15 per cent of young people live below the breadline. Denmark and Finland have the lowest rates – less than 3 per cent – while the US and Mexico top the league table with rates of more than 20 per cent.**

(Source – UN Children's Fund)

**About 57 per cent of young people assisted by homelessness charity Centrepoint are from Black or ethnic minority backgrounds, far greater than their 5 per cent representation in the UK population as a whole.**

(Source – Centrepoint)

# Case studies

## Vox inc

Many disabled young people begin with low expectations and have led lives where they are insulated from others. Projects such as VOXinc Millennium Volunteers challenge both assumptions about volunteering and expand possibilities and experiences. The project supports young people aged 16 to 24 with learning disabilities, mental health difficulties and those not in education, employment or training to volunteer and be active in their community. It supports around 70 Millennium Volunteers who commit to up to 200 hours of voluntary work, over a period of six months to a year depending on levels of ability. The project finds that involving disabled young people can create clear benefits – opening up new placement opportunities for non-disabled volunteers, developing a role for disabled young people as trainers, and the realisation that adjustments made primarily for disabled volunteers can enhance the experience of volunteering for everyone.

The project works with volunteers to identify their short and long term goals and offers support such as one to one mentoring. Individual placements take place in settings such as charity shops, animal welfare and day centres. ‘Tasters’ are available to those wishing to undertake short term volunteering opportunities and volunteers are offered regular training opportunities. VOXinc. encourages ownership of the project by young people and offers accessible meetings and information to empower them to have a voice. The youth committee (all of whom have a learning disability) is central to this, developing ideas on how MVs can become involved in community activities and how VOXinc should be run.

**Contact: Sharon Woodward, VOX inc., Saxon Centre, Saxon Way, Oxford OX3 9DD. Tel: 01865 762171.**

## Fitzrovia Youth In Action

With ‘Unity Is Strength’ as a motto, Fitzrovia Youth In Action was set up by young adults in 1997 to address tensions between young people from different ethnic groups and between young people and residents living in the local area. It subsequently extended its work across the whole borough of Camden and became a registered charity in 2000. Recreational and sporting activities are among its successful methods for creating racial accord. Young people aged 8 to 16 from different ethnic communities play together (mostly at football) and there are specific sessions for girls. The project has also staged basketball sessions as an alternative to football. Keen to extend its message further, Fitzrovia has also completed an intergenerational venture bringing together local residents and young people on projects of mutual interest, such as community planting days, street parties and a local residents survey. Environmental work, such as clean-up days, mural creation and graffiti removal have also proved successful methods of bringing once disparate groups of people together. The project works by enabling young people to identify the issues they want to address, with relevant training offered for their projects. Its work takes place in an area with high levels of deprivation, crime and territorial conflict, making its results all the more impressive.

**Contact: Fitzrovia Youth In Action, Basement, 66-68 Warren Street, London W1T 5NZ. Tel: 020**

case studies



### Aik Saath

Aik Saath (which translated from its shared understanding in Hindi, Punjabi and Urdu means 'together as one') was formed as a response to the outbreaks of Asian youth violence that so blighted Slough in the late 1990s. Since then, it has become a vehicle for bringing groups together, creating racial harmony and engendering a better understanding between different ethnic groups. Its achievements stem from recruiting a core group of around 15 young people drawn from the Sikh, Hindu and Muslim communities to work together on peer education projects. They covered such issues as conflict resolution, facilitation and presentational techniques. On completion, participants took their skills out into the community. Aik Saath continues its successful peer training today, sending out more and more ambassadors for togetherness into a community that has noticeably benefited from its involvement. Hasim, 15, says: 'I see a lot of conflicts going on around me and I wanted the skills to be able to resolve them. I joined Aik Saath to gain these skills and the knowledge to deal with the conflicts I face.'

**Contact: Aik Saath, 1st Floor, 29 Church Street, Slough SL1 1PL.**

**Tel: 01753 574780. [www.aiksaath.com](http://www.aiksaath.com)**

### St Basils

Achieving a feeling of equality is pretty difficult when social exclusion and poverty prevent you from getting a foot on the ladder. The Birmingham-based St Basils project works with young people aged 16 to 25 to enable them to find and keep a home, to develop their confidence, skills and opportunities, and to prevent homelessness. Part of the reason for its success is the input of its youth advisory board which enables the young people themselves to identify the main priorities and improve services accordingly. By calling the shots, they stay out of trouble and help their peers. Working with the ethos of helping young people to help themselves, it involves young people in peer education and mentoring on housing and homelessness issues – a successful way of ensuring other young people do not become homeless. It has also developed strategies to ensure that representation is suitably diverse, reflecting the very varied ethnic mix of the young people it is helping. With partners now including the Birmingham education and housing departments, St Basils works with over 3,500 young people each year.

**Contact: St Basils, Heath Mill Lane, Birmingham B9 4AX. Tel: 0121 772 2483.**

**[www.stbasils.org.uk](http://www.stbasils.org.uk)**

### Breaking Barriers

The Marcus Lipton Youth Club in Lambeth is located in an area rife with gang culture, with local young people often earmarked as potential members from the age of 13. Three friends who attended the youth club were alarmed by what they were witnessing in their community and developed the Breaking Barriers project in response. Their plan was to take members from the different gangs away from their regular environment and give them an opportunity to get to know each other. By working and cooperating with one another on residential – trips out of the area enabling them to engage in fun and challenging activities – they are less likely to view each other as rivals on their return. One of the organisers, 15-year-old Termz, believes the residential are starting

to reduce local tensions at last: 'It will help us to play and work together, and when we get back it will build up our friendship.' The three friends, all aged 14 to 16, have developed the scheme from concept to delivery, completing funding applications, organising meetings and breaking down barriers that divided their neighbourhood for years, showing that with the right input and support, change really can happen.

**Contact: Marcus Lipton Youth Club, Minet Road, London SW9 7UH.**

**Tel: 020 7737 2864.**

#### **Behind Bars – helping young Muslim offenders reintegrate**

Statistics suggest that Muslims constitute nearly 10 per cent of the prison population, more than three times their representation in the wider population. Many of these young offenders and prisoners face cultural taboos that prevent their successful reintegration on release, and potentially, lead to reoffending. In response to this need, the team behind the Muslim Youth Helpline (MYH) has launched a project to develop support services and rehabilitation programmes that target young Muslim prisoners. In October 2004, muslimyouth.net launched Behind Bars, a campaign during the Muslim month of Ramadan to raise awareness of the plight of Muslim prisoners. It profiled the lives of youth offenders through articles and diaries and encouraged young people to send messages of support and sponsor gift packages. Following intensive online and media coverage, MYH in conjunction with muslimyouth.net and Muslim Chaplains distributed gift packages and messages of support to over a thousand Muslims in 19 prisons. Moreover, MYH received over 100 letters from Muslim prisoners requesting further support, visits and regular contact with the Helpline. Due to the massive success of the campaign, MYH has since hosted the campaign every year, endeavouring to give prisoners the best possible chance in society upon release.

**Contact: MYN, 2nd Floor, 18 Rosemont Road, London NW3 6NE. Tel: 0870 774**

**3518 (helpline number: 0808 808 2008). [www.myh.org.uk](http://www.myh.org.uk)**

#### **The Multicultural Evening**

Sometimes it's the simple things that work best. Simply organising a one-off event to bring different communities together can remove the elements of suspicion and fear that might ferment if left unattended. The town of Redditch in Worcestershire has a long established and sizable ethnic Chinese, Asian, African and Caribbean communities along with a growing Polish community. Although race relations have been broadly harmonious, the town's young people tend to keep within their own ethnic groups, particularly in school, and rarely socialise outside of those groups. Redditch Student Council, with members drawn from the town's four high schools, noticed increasing tension between pupils from different schools centred on racial issues, and wanted to find a way of encouraging ethnic groups to mix. They applied for funding to organise a multicultural event at a local youth club. Each ethnic group shared its art, traditions and culture – from bhangra music to Irish dancing and Cantonese food. With over 200 people attending, the evening was a tremendous success. The students are already noticing improved relations among young people and plan to replicate the event across the county.

**Contact: Redditch Student Council, c/o Redditch Youth House, Ipsley Street, Redditch, Worcestershire B98 7AR. Tel: 01527 63821.**

Case Studies



# Diversity Resource List

## General resources

### All different, all equal education pack

Council of Europe, 2004. ISBN 9287156298.

Teaching resource provides ideas, resources, methods and activities for informal intercultural education with young people. [www.coe.int/compass](http://www.coe.int/compass)

### Domino: a manual to use peer group education as a means to fight racism, xenophobia, anti-semitism and intolerance

Council of Europe, 2004. ISBN 9287157502. £11.00.

Manual to use peer group education as a means to tackle racism, xenophobia, antisemitism and intolerance. Available from: TSO, Po Box 29, Norwich NR3 1GN. (Tel: 0870 600 5522). [www.tso.co.uk/bookshop](http://www.tso.co.uk/bookshop)

### Connecting kids: exploring diversity together

Hill, Linda New Society Publishers, 2001. ISBN 0865714312. £15

Collection of cooperative games, creative activities and nature experiences which aim to help children of all ages build healthy connections with others of different cultures, abilities, family backgrounds and other differences. Available from: Jon Carpenter Publishing, Alder House, Market Street, Canterbury OX7 3PH.

### SALTO-YOUTH-European youth programme offering support, advanced learning and training opportunities

This website contains a wealth of resources (publications, toolkits, games etc) appropriate for the ADAE campaign themes including:

- Communicating sensitivity effectively in an intercultural environment
- ID booklet: Ideas for Inclusion and Diversity
- Faith, Religion & Dialogue in International youth projects

Most resources are available to download as PDFs or word documents.

[www.salto-youth.net](http://www.salto-youth.net)

### Minorities of Europe

MoE is a 'Pan European Inter-minority network' which seeks to support and assist the cooperation, solidarity and exchange between different minority communities and young people in Europe. They offer a range of resources for including toolkits, publications, multi-media and merchandise.

<http://www.moe-online.com/resources.asp>

### A step by step guide

JEDI Initiative

A resource to support managers and policy makers mainstream the equality, diversity and good relations agenda into their youth organisation.

<http://www.jedini.com/home.htm>

### Reflections in practice

JEDI Initiative

resource for any youth worker involved in work with young people which seeks to address issues of fairness (equity), difference (diversity) and relationships (interdependence). It can be downloaded from <http://www.jedini.com/home.htm>

# Resources relating to community cohesion

## Toolkits/games

### **Colour blind: what it means to be British in the 21st century**

Children and Young People's Unit, 2003. Free.

Training pack comprising a video and training notes produced by young people from groups around the country which explores the three main themes of identity and being British, citizenship and racism. It aims to promote discussion around community cohesion. Available from: [www.cypu.gov.uk](http://www.cypu.gov.uk)

### **Community cohesion: seven steps – a practitioners' toolkit**

Home Office, 2005.

Based on the experiences of local authorities who took part in the Community Cohesion Pathfinder Programme, this toolkit details approaches to improve community cohesion in local areas. It contains case studies and practical tips, and identifies seven steps to developing community cohesion: leadership and commitment; developing a vision and values for community cohesion; programme planning and management; engaging communities; challenging and changing perceptions; community cohesion and specialist areas; and ensuring sustainability of programmes.

[www.communitycohesion.gov.uk](http://www.communitycohesion.gov.uk)

### **Justice, equality, our world: supporting young people's active involvement in strengthening communities**

Hingorani, Monica. The NYA, 2004. ISBN 0861553098. £8.50.

Guide presents examples of young people's involvement in strengthening communities. It aims to share learning about what works to help local groups develop their own projects. It is backed up with a CD-Rom including reading lists, activities and video clips. Available from: [www.nya.org.uk](http://www.nya.org.uk)

## Research

### **Children's understanding in the new Europe**

Nasman, Elizabeth and Ross, Alistair, eds. Trentham Books, 2002. ISBN 1858562511. £16.99.

Collection of papers which explore how the continuing social changes that characterise contemporary Europe affect young people's developing views of the societies and communities in which they are growing up. It also looks at how this affects their own sense of identity.

### **Community cohesion: a new framework for race and diversity**

Cantle, Ted Palgrave. Macmillan, 2005. ISBN 1403941149. £45

Explores the emerging practice of community cohesion in the UK and draws comparisons with developments in other countries. It examines reasons why multiculturalism can be seen to have failed, and suggests that a clearer concept of citizenship is needed to create a more meaningful relationships between different groups.

### **Improving opportunity, strengthening society: the Government's strategy to increase race equality and community cohesion**

Home Office, 2005.

Strategy document which sets out the government's action plan for tackling race equality

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and community cohesion issues over the next three years. It focuses on education, labour market, health, housing and policing and the criminal justice system.

[www.homeoffice.gov.uk](http://www.homeoffice.gov.uk)

#### **Understanding difference: the meaning of ethnicity for young lives**

Madge, Nicola. National Children's Bureau, 2001. ISBN 1900990695. £14

Book which brings together information and evidence on what ethnicity means for young lives. It looks at the personal meaning of ethnicity, home situations, health, education, welfare, experiences of racist behaviour, and the special case of young refugees and asylum seekers. It also makes suggestions for improving policy and practice, and highlights the importance of accurately reflecting young views. Available from: [www.ncb.org.uk](http://www.ncb.org.uk)

## **Disability issues**

### **Toolkits/games**

#### **Count me in! A resource pack on disability issues**

British Red Cross, The NYA, 2004. ISBN 0861553160. £9.50.

Collection of activities for use in youth work and other educational settings which aims to raise awareness of disability issues and aid the inclusion of young people with a disability in the widest range of youth activities.

Available from: [www.nya.org.uk](http://www.nya.org.uk) [www.redcross.org.uk](http://www.redcross.org.uk)

#### **Inclusion fusion**

Blackmore, Adrian et al The NYA, West of England Coalition of Disabled People, 2002. ISBN 0861552636. £29.95.

Educational issue-based game for young people aged 13 to 16. It aims to encourage young people to think about the social origins of disability, the negative impact of disability discrimination and explore how inclusion in mainstream society can be achieved for disabled people. It can either be used to encourage young non-disabled people to explore disability discrimination issues; to empower disabled young people by enabling them to explore the impact of disabilities on their lives; or with disabled young people acting as peer educators. Available from: [www.nya.org.uk](http://www.nya.org.uk)

### **Research**

#### **Participation – for a change: disabled young people lead the way**

In: *Children and society*. Vol. 18, no. 2, April 2004, pp.143–154.

Badham, Bill

Article uses the example of a national peer research project of disabled children and young people to explore some of the problems and limitations of children and young people's participation in public policy in England. It examines elements of practice which enables participation to be an effective tool for change, and proposes a framework that sets out an agenda for social inclusion that is influenced by children and young people.

#### **Hello! Are you listening? Disabled teenagers' experience of access to inclusive leisure**

Murray, Pippa York Publishing Services Ltd, 2002. ISBN 1842630741. £14.95.

Report of research into disabled young people's inclusion into mainstream leisure.

Through discussions, writings, artwork and photographs disabled young people describe their experience of leisure, their feelings of exclusion and isolation, and their ways of coping.

## Religion and faith

### Toolkits/games

#### The diversity game

Incentive Publishing, 2004. £34

Game for all ages which explores and raises awareness of diversity by looking behind the rituals and symbols of different faiths. Players assume a faith profile for the duration of the game and ask each other thought-provoking questions about beliefs, identity, treatment by and encounters with others. Available from: [www.incentiveplus.co.uk](http://www.incentiveplus.co.uk)

#### Intercultural learning tool-kit

Council of Europe, 2000.

Resource pack containing activities and ideas around intercultural learning theory and practice within the context of youth work. It looks at intercultural theory and values in Europe, concepts of intercultural learning, and a number of methods such as simulations, role plays and energisers which explore the theme further.

[www.training-youth.net](http://www.training-youth.net)

## Research

### Religion and spirituality

Moss, Bernard Russell House Publishing, 2005. ISBN 1903855578. £13.95.

This book uses a celebration of diversity and the need to treat others with dignity and respect as a starting point to discuss increasing recognition in various fields of people's religious and spiritual needs and explains why the issues should be taken seriously.

[www.russellhouse.co.uk](http://www.russellhouse.co.uk)

## Racism and discrimination

### Toolkits/games

#### Trial and error: learning about racism through citizenship education

Dadzie, Stella DfES, 2003. Free.

Resource aims to develop young people's awareness and knowledge of racism, identity and diversity. It encourages young people aged 11-16 to explore and resolve global problems caused by racism, stereotyping and fear of religious, cultural or ethnic differences under the four headings of rights and wrongs, differences and similarities, people and politics, and countries and communities. [www.dfes.gov.uk](http://www.dfes.gov.uk)

#### Show racism the red card: anti-racist resource pack

Show Racism the Red Card, 2002. £15.00.

Updated version of a resource pack which aims to convey anti-racist messages through the medium of football. The pack consists of study notes, a video, and a CD Rom which includes many famous footballers talking about racism, together with background information and a quiz. Available from: [www.theredcard.org](http://www.theredcard.org)

resource  
kit



## LGBT Consultation tool kit

Notes and activities on how to consult with LGBT young people. Available to download from [www.LGBTyouthnorthwest.org.uk](http://www.LGBTyouthnorthwest.org.uk)

## Anti-racism posters and postcards

Available online at: <http://www.savethechildren.org.uk/brighterfutures/posters.pdf>

## Research

### Black and britannity

Joly, Daniele Ashgate, 2001. ISBN 0754611493. £39.95.

Book which features research concerning young African-Caribbean people in Birmingham, to address issues of urban violence and insecurity, racism and discrimination, alienation, resistance and social networks. It examines Black young people's relationships to violence, its meanings for and effects upon them, how they constitute themselves as social actors and subjects, and their capacity for action. It looks at Black young people's formulation of group identification and action in the context of ethnicity which is placed on the social and political agenda alongside issues of racism and discrimination.

### The search for tolerance: challenging and changing racist attitudes and behaviour among young people

Lemos, Gerard Joseph Rowntree Foundation, 2005. ISBN 1859352855.

Report of research into the experience of young people in programmes around government policies aimed at building shared values and encouraging mutual respect. These include educational activities, programmes designed to change the racist behaviour of young offenders and activities that seek to build community cohesion. The study looked at five case study programmes from the perspectives of the young participants, and considers how the young people see and understand racism, and their opinions about it. It also considers the impact on their attitudes and behaviour. [www.jrf.org.uk](http://www.jrf.org.uk)

### Tackling the roots of racism: lessons for success

Bhavnani, Reena; Mirza, Heidi Safia; and Meetoo, Veena Policy Press, 2005. ISBN 086134774X. £15.

Book examines how successful policy measures have been in addressing the causes of racism in British society. It looks at lessons that can be learnt from other countries and reviews the evidence of what really works. Topics covered include ethnic monitoring; elite racism in the media and among politicians; anti-racist interventions at work and service delivery; combating racism in sport, the arts and education; social cohesion, diversity and local community initiatives; and multiculturalism and equal opportunities.

### Young gay men talking: key issues and ideas for action

Blake, Simon Working with Men, 2003. ISBN 1900468085. £7.50.

Presents the views of a group of young gay men aged 15 to 24 on issues of sexuality, sex, relationships and masculinity, and on how homophobia, bullying and ignorance affects their lives. The book also offers practical ideas from professionals in a range of settings including sexual health and Connexions, for policy makers and those working with young people on the key issues that affect gay young men and some practical ideas for action. Available from: Working With Men, 320 Commercial Way, London SE15 1QN. Tel: 020 7732 9409.

# Websites/Journals

## Race Equality Teaching

Aims to help to help teachers and lecturers respond to the new law, the Race Relations (Amendment) Act, by which schools and colleges are now bound. Includes examples of good practice and features examples from both primary and secondary schools, plus reports on recent relevant research and up to date information on resources.

<http://www.trenthambooks.co.uk/pages/jret.htm>

**The Runnymede Bulletin** – a quarterly journal offering timely and thought-provoking analysis of key race relations issues in Britain today.

<http://www.runnymedetrust.org/bulletin/>

**European Race Bulletin** – collates and summarises news reports from papers, magazines, NGOs and campaigns in every European country. Aims to promote the understanding of domestic race policy in the context of European harmonisation.

<http://www.irr.org.uk/europebulletin/>

**Vibes and Voices magazine** – aimed at those involved in working with minority ethnic young people. Published three times per year, it has a focus on young people's voluntary activities outside traditional youth and community settings. [www.nya.org.uk](http://www.nya.org.uk)

**Commission for Racial Equality** – <http://www.cre.gov.uk/>

**JEDI – An initiative**, which brings together the various parts of the Northern Ireland Youth Sector, in a creative partnership to promote change and development.

[www.jedini.com](http://www.jedini.com)

**LIK:T Women's health project** – a variety of resources available for those working with lesbian/gay/bisexual/transgender groups <http://www.likt.org.uk/>

**A brighter future:** web site for young asylum seekers and young refugees offering links, multimedia material, postcards and events.

<http://www.abrighterfuture.org.uk/>

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# Human Rights Resource List

## General resources

Compass: a manual on human rights education with young people

Brander, Patricia Council of Europe, 2002. ISBN 9287148805. £27

Provides ideas and practical activities to engage, involve and motivate young people to form a positive awareness of human rights issues in their own communities.

[www.tso.co.uk](http://www.tso.co.uk)

### Article 12 Scotland

Article 12 is a young person led network that works to promote young people's participation and information rights as set out in international human rights charters. They have a number of resources including reports, publications, multimedia available from their web site <http://www.article12.org/resources.html>

## Global issues

### Toolkits/games

#### **Blackberries from Mexico: youth work, young people and the global society**

Boagey, Jon et al The NYA, 2006. ISBN 0861553314. £6.50.

Booklet provides examples of practice to help support the introduction of a global dimension into youth work. [www.nya.org.uk](http://www.nya.org.uk)

### Global glue

Common Threads Publications Ltd, 2003. £14

Pack of activity ideas aimed at those working with young people aged 10-18 years, which aims to encourage them to think about themselves, the world in which they live, and what they can do to make a difference. Key themes are around global awareness, children's rights and self-esteem. [www.commonthreads.org.uk/](http://www.commonthreads.org.uk/)

### **Kick start: global issues for youth leaders and teachers**

Westlake, Carol CAFOD, 2002. ISBN 0871549779. £5

Activities designed for use with young people aged 13-18 which use the medium of sport, particularly football, to examine global issues such as justice and human rights. [www.cafod.org.uk](http://www.cafod.org.uk)

### Parallel lives

Interact Worldwide, 2004 Free.

Short video and accompanying workbook looks at the parallel lives of young people in Soweto, South Africa, and Edinburgh. It gives a snapshot of young people's parallel views on a range of youth issues including HIV/AIDS, sexually transmitted diseases, the gender issue, young parenthood, peer pressure and global citizenship, and encourages understanding of global inter-dependence. [www.interactworldwide.org](http://www.interactworldwide.org)

## Young people in a global society

Adams, Paul Development Education Association, 2002. ISBN 1900109174. Free.

Highlights the importance of including global issues in the design and delivery of youth work in the UK. It emphasises the links between global issues and current social agendas and suggests how practitioners can develop and embed a global dimension in their work. It also includes examples of practice and sources of information, resources and support. [www.dea.org.uk](http://www.dea.org.uk)

## Research

### Citizenship and the challenge of global education

Osler, Audrey and Vincent, kerry Trentham Books, 2002. ISBN 1858562686. £13.99.

Drawing on European case studies, this book examines the institutional and governmental support provided in educating for global citizenship. It examines those contradictions faced by both students and teachers in comparing what is learned in school with messages from politicians and the media about issues such as refugees and asylum seekers, young people's rights, environmental issues, and the impact of globalisation.

## Websites/journals

Development Education Association – <http://www.dea.org.uk>

Save the Children – <http://www.savethechildren.org.uk>

Christian Aid – <http://www.christian-aid.org.uk/>

Amnesty International – <http://amnesty.org.uk/>

### Development Education Journal

Aims to create a forum for debate on development education and the climate in which it is working, and to report on and discuss current practice, theory and research in Britain and overseas. <http://www.trentham-books.co.uk/pages/jdeved.htm>

### Developments

Produced by the Department for International Development to increase awareness of development issues. <http://www.developments.org.uk/>

### Global Express

Aims to enable young people to gain a greater understanding of the context in which news stories from the developing world happen and to build links between their experience of life and their understanding of development issues.

<http://www.dep.org.uk/globalexpress/>

## Refugees/Immigration

## Toolkits/games

### Refugees: we left because we had to

Rutter, Jill. Refugee Council, 2003. ISBN 094678759X. £19.95.

Contains ideas, photographs, drawings, maps and games to explore themes such as human rights, justice, identity, and how the UK treats newcomers. Contents also include immigration law and refugees, refugees and the media, and refugees in today's world.

## Research

### **Cold comfort: young separated refugees in England**

Save the Children, 2001. ISBN 1841870439. £7.50.

Based on interviews carried out with young separated refugees and professionals working with them, this study provides a detailed insight into the experiences of young refugees and asylum seekers in England. [www.savethechildren.org.uk](http://www.savethechildren.org.uk)

### **No one is illegal: asylum and immigration control past and present**

Cohen, Steve. Trentham Books, 2003. ISBN 1858562910. £17.99.

Explores the key issues around immigration law and politics. It provides a political background to immigration controls and looks at how historically controls in Britain have always been used against refugees.

### **Out of exile: developing youth work with young refugees**

Norton, Ros and Cohen, Brian Youth Work Press, 2000. ISBN 0861552415. £8.50.

Provides a comprehensive review of the problems facing young refugees who are struggling to integrate themselves into a new country and a new culture, and at the challenges facing practitioners and policy makers to provide appropriate services to help them reach their full potential.

### **Providing protection in the 21st century: refugee rights at the heart of UK asylum policy**

Baldaccini, Anneliese Asylum Rights Campaign, 2004. ISBN 0954713303. £7.50.

Overview of developments in UK asylum policy between 1997 and 2003. It examines the range of increasingly punitive policies implemented by the UK government, and outlines a set of recommendations for an asylum system that is fair to asylum seekers and treats them with humanity and dignity. [www.asylumrights.org](http://www.asylumrights.org)

## Human rights and the law

### Toolkits/games

#### **Your rights and responsibilities: understanding the role of the law in society – volume 1: KS3**

Rowe, Don and Thorpe, Tony, eds. Evans Brothers Ltd, 2002. ISBN 0237523108. £30.

Photocopiable activities which aim to help young people at key stage 3 understand the social and political world around them. It covers children's rights and responsibilities, human rights, animal rights, democracy, local councils, crime and the law, the media in society, and health and safety issues.

## Research

### **Different world: how young people can work together on human rights, citizenship, equality and creating a better society**

Lemos&Crane, 2006.

Commissioned by the City Parochial Foundation, this report looks at how young people can work together to make the world a better place. It considers how values such as human rights, citizenship and equality are being reflected in government policy in relation to young people and how this policy is being put into practice.

[www.cityparochial.org.uk/publications](http://www.cityparochial.org.uk/publications)

# Disability Source List

## **Disabled people and European human rights: a review of the implications of the 1998 Human Rights Act for disabled children and adults in the UK**

Clements, Luke and Read, Janet. Policy Press, 2003. ISBN 1861344252. £15.99.

Review of the implications of the 1998 Human Rights Act for disabled children and adults. It provides an account of how the Act can make a positive difference in the lives of disabled people, including an overview of key policy developments in the UK in relation to disability, an outline of the European Convention on Human Rights and the 1998 Human Rights Act, and suggestions on how public bodies can use the Act to develop better practice.

## **Education and the Human Rights Act 1998**

Whitbourn, Simon National Foundation for Educational Research, 2003. ISBN 1903880467. £15.00.

Book intended to assist those working in education to understand the implications and the practical effects of the Human Rights Act 1998. [www.nfer.ac.uk](http://www.nfer.ac.uk)

# Participation Resource List

## General resources

### Toolkits/games

**Hear by right: standards for the active involvement of children and young people**  
Badham, Bill and Wade, Harry The NYA, 2005. ISBN -861553209. £10.

Set of tried and tested standards for organisations across the statutory and voluntary sectors to assess and improve practice and policy on the active involvement of children and young people. Includes an accompanying mapping and planning template on CD Rom and a briefing for local authorities. [www.nya.org.uk/hearbyright](http://www.nya.org.uk/hearbyright)

### Participation scrapbook

Edinburgh Youth Social Inclusion Partnership, 2005. ISBN 0954039718. £20  
Documents approaches that can be adopted for youth participation and shows how these have actually been used in specific contexts. It includes examples of exercises, sessions, events and resources. [www.youthinclusion.org](http://www.youthinclusion.org)

### Youthbank UK toolkit

Youthbank UK, 2003. £40  
Toolkit for those involved in Youthbank initiatives which reflects the practice that has evolved in their grantmaking activity, but could also be applied to a range of settings where young people are involved in decision making. Includes sections on recruiting young grantmakers; induction and teambuilding; agreeing a grantmaking criteria; promotion and publicity and evaluating Youthbank work. [www.youthbank.org.uk](http://www.youthbank.org.uk)

### Research

#### **Children, young people and social inclusion: participation for what?**

Tisdall, Kay et al, eds Policy Press, 2006. ISBN 186134662X. £21.99.  
Book explores how far and in what way social inclusion policies are meeting the needs and rights of children and young people. It examines the concepts of participation and social inclusion and their links with young people; explores young people's own concepts of social inclusion and exclusion; and examines how these concepts have been highlighted in policy.

#### **Measuring the magic?: evaluating and researching young people's participation in public decision making**

Kirby, Perpetua and Bryson, Sara, Carnegie Young People Initiative, 2002. ISBN 0900259477. Free.  
Examines the evidence for what works in involving young people in making public decisions. It identifies what issues need to be examined further and examines future challenges for evaluation and research in this field. [www.carnegie-youth.org.uk](http://www.carnegie-youth.org.uk)

#### **Taking the initiative: international perspectives on young people's involvement in public decision-making**

Mokwena, Steve, ed. Carnegie Young People Initiative, 2002.

Considers what is being done in seven different countries to encourage the right of young people to be heard in the decisions which affect their lives. Each country profile analyses national policies and structures, and highlights good practice in local communities. [www.carnegie-youth.org.uk](http://www.carnegie-youth.org.uk)

### **Taking the initiative: promoting young people's involvement in public decision making in the UK**

Cutler, David and Frost, Roger, Carnegie United Kingdom Trust. 2000. Free.

Mapping exercise that looks at initiatives to involve young people in democracy and decision making in the UK. It includes examples of good practice, and models for participation and promoting young people's involvement.

[www.carnegie-youth.org.uk](http://www.carnegie-youth.org.uk)

## **Websites**

**Participation Works!** – [www.participationworks.org.uk/](http://www.participationworks.org.uk/)

**British Youth Council** – <http://www.byc.org.uk/>

**Carnegie Young People Initiative** – <http://cypi.carnegieuktrust.org.uk/cypi/home>

**Citizenship Foundation** – <http://www.citizenshipfoundation.org.uk/>

**Local Democracy Campaign** – <http://www.localdemocracyweek.info/>

**National Children's Bureau** – <http://www.ncb.org.uk/Page.asp>

**United Kingdom Youth Parliament** – <http://www.ukyouthparliament.org.uk/>

## **Practical information for increasing participation**

### **Tool kits/games**

#### **A guide to actively involving young people in research: for researchers, research commissioners, and managers**

Kirby, Perpetua, Involve Support Unit. 2004. ISBN 0954121538.

Focuses on why and how to actively involve young people (aged 12 to 21 years) as researchers within health and social care research. [www.invo.org.uk](http://www.invo.org.uk)

#### **Action research toolkit**

Campbell, Ruth and Berry, Helen. Edinburgh Youth Social Inclusion Partnership, 2001. ISBN 095403970X. £15.

Produced to help workers and organisations using action research with young people. The toolkit provides background information on the principles of action research, as well as suggestions for practical activities to help workers and young people carry out their projects. [www.youthinclusion.org](http://www.youthinclusion.org)

#### **Bored meetings? Meeting skills for young decision-makers**

EVOC, 2004. £18

Training materials that make up a course aimed at young people aged 14 to 18 who are taking part or want to take part in meetings. The pack is easy to use with a poster, exercise cards on issues such as making group decisions and chairing a meeting, handouts, and a booklet explaining how the pack was developed by young people.

[www.youthinclusion.org](http://www.youthinclusion.org)

SEARCH  
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## **Building a culture of participation: involving children and young people in policy, service planning, delivery and evaluation – handbook**

Kirby, Perpetua; Lanyon, Claire and Cronin, Kathleen, DfES. 2003. ISBN 0954669517. Free.

Designed for management and staff at different levels within an organisation to stimulate thinking, offer ideas about how to actively involve children and young people in decisionmaking, and to encourage organisations to explore how they can develop a more participatory culture. [www.dfes.gov.uk](http://www.dfes.gov.uk)

## **Everyday participation: a practical guide for involving young people**

Shenton, Felicity, UK Youth. 2004. ISBN 1904479049. £28

Introductory guide for voluntary sector youth groups on the principles and practice of participation. Based on the views of young people and youth workers about what has worked for them, it is organised under three sections: understanding of what participation means, its history and values; examples of how participation can be part of everyday work with young people; and guidance on how to put participation into practice. [www.ukyouth.org](http://www.ukyouth.org)

## **How to make yourself heard – a toolkit for young people**

ChildLine British Telecommunications, 2003. Free.

Guide designed to provide the communication tools young people need to make themselves heard. The basic principles can be adapted to apply to any situation where being heard and speaking effectively are important. [www.childline.org.uk](http://www.childline.org.uk)

## **Research**

### **Participation in practice: children and young people as partners in change**

Willow, Carolyne, Children's Society. 2002. ISBN 1899783407. £11.95.

Considers the policy context for consultation and participation with children and young people, and explores guiding principles and recommendations for achieving positive change. Six case studies in the key areas of promoting social inclusion are included – advocacy in the child protection system; consulting and including young carers in policy and practice development; learning from the experiences and views of young disabled people; listening to very young children; and setting up a children and young people's bureau. [www.childrenssociety.org.uk](http://www.childrenssociety.org.uk)

### **Political engagement among young people: an update**

Johnson, Catherine and Marshall, Ben. Electoral Commission, 2004. Free.

Overview of some of the main findings from research into the extent and nature of political engagement among young people, and their attitudes towards politics, elections and voting. [www.electoralcommission.org.uk/elections/research](http://www.electoralcommission.org.uk/elections/research)

## **Communities**

### **Toolkits/games**

#### **The active involvement of young people in developing safer communities**

The NYA. 2002. Free.

Guide sets out the principles and processes required to effectively involve young people

in the development of safer communities. Organised into five main sections it covers organising for active involvement; mechanisms for involvement; detail on the principles involved; toolkits to help plan involvement activity; and case studies of successful active involvement projects. [www.nya.org.uk](http://www.nya.org.uk)

#### **Creating better cities with children and youth: a manual for participation**

Driskell, David Earthscan, 2002. ISBN 1853838535. £27.00.

Practical manual on how to conceptualise, structure and facilitate the participation of young people in community development. [www.tso.co.uk](http://www.tso.co.uk)

#### **A real part to play: a resource pack for involving young people in community regeneration**

Stefansson, Elin and Dalzell, Ruth. National Children's Bureau, 2005. ISBN 1904787320. £25

Manual offers suggestions on involving children and young people in community regeneration and treating them as equal partners. It looks at project development and considers the context of involving young people in community regeneration and some of the potential problems. [www.ncb.org.uk](http://www.ncb.org.uk)

#### **What would you do with this space? Involving young people in the design and care of urban spaces**

Cabe Space, 2004. Free.

Practical guide to involving children and young people in the design, development and management of public space. It includes case studies of sixteen different projects, explores creative ways to involve young people in public space, and sets out some of the key issues that projects may face. [www.cabespace.org.uk](http://www.cabespace.org.uk)

## **Research**

#### **'Doing something': young people as social actors**

Eden, Karen and Roker, Debi. The NYA. 2002. ISBN 0861552709. £6.50.

Describes a study which looks at young people who are actively engaged in their communities, in politics and in wider participation, and outlines some of the key results and discussing implications for policy and practice. [www.nya.org.uk](http://www.nya.org.uk)

#### **England's results from the IEA international citizenship education study: what citizenship and education mean to 14-year-olds**

Kerr, David et al Department for Education and Skills, 2002. ISBN 1841858110. £4.95.

Detailed analysis of England's participation in phase 2 of a international study of civic education and participation among young people. It focuses on three particular dimensions of citizenship: civic knowledge, civic concepts and attitudes, and civic engagement and participation. It draws together the main conclusions from the study, both national and international, and makes a number of recommendations on the policy, practice and research of citizenship education in England.

[www.dfes.gov.uk/research](http://www.dfes.gov.uk/research)

#### **Together we can: people and government, working together to make life better Civil Renewal Unit, 2005.**

Sets out the Government's commitment to working with communities and public bodies to set and achieve common goals related to citizens and democracy; regeneration and cohesion; safety and justice; and health and sustainability, involving twelve government departments. [www.active-citizen.org.uk](http://www.active-citizen.org.uk)

RESEARCH  
CIVIL  
RENEWAL  
UNIT



# Engaging with young people

## Toolkits/games

### **Democracy cookbook: doing politics with young people**

Electoral Commission, 2005. ISBN 1904363598.

Activities and ideas to work with young people on the issue of politics. It includes information about how politics work, democracy and what democratic institutions do. [www.electoralcommission.org.uk](http://www.electoralcommission.org.uk)

### **The essential guide: BYC's handbook for local youth councils**

Mason, Jules British Youth Council, 2003. £30

Information and advice on setting up and running a local youth council. It includes sections on getting started, running a project, participation, and influencing decisionmakers. [www.byc.org.uk](http://www.byc.org.uk)

### **Involving children and young people – an introduction**

Department of Health, 2003. Free.

Briefing written for adults working with, and responsible for, the involvement of children and young people, which offers a framework to help ensure their safe, sound and effective participation.

### **Involving young people in the recruitment of staff, volunteers and mentors**

Michel, Emma and Hart, Di. National Children's Bureau, 2002. ISBN 1900990776. £25

Training pack includes information to help organisations develop policy, procedures and structures, and training materials for a two-day accredited course to give young people the skills to participate effectively in the recruitment of staff, volunteers and mentors. [www.ncb.org.uk](http://www.ncb.org.uk)

### **Learning to listen report**

DfES 2003. Free.

Sets out core principles for involving children and young people in shaping government policy, design and delivery across all departments. Covers contribution to decisionmaking; improving accessibility of information; preventative measures; evaluation of services; and enhancing structures and practice. [www.dfes.gov.uk](http://www.dfes.gov.uk)

### **Meeting with respect**

Barnardo's, 2005. £30

Provides ideas and guidance on how to involve children and young people in meetings with parents, carers and professionals in a range of settings. [www.barnardos.org.uk](http://www.barnardos.org.uk)

### **Participation – spice it up!**

Shepherd, Carol and Treseder, Phil. Save the Children, 2002.

ISBN 1841870625. £18.95.

Toolkit of methods for professionals wanting to involve children and young people in decision-making. It includes background information – values, practice and issues; practical activities to involve and engage young people; and practical resources. [www.savethechildren.org.uk](http://www.savethechildren.org.uk)

### **Participation in our village: involving children and young people in the development of parish and town plans**

National Children's Bureau, 2005. ISBN 1904787495. Free.

Introduction to encouraging and enabling children and young people to participate in the development of parish and town plans. It looks at what participation is; why it is important for young people to participate; how children and young people can be encouraged and enabled to participate; and what can be achieved through participation. [www.ncb.org.uk](http://www.ncb.org.uk)

#### **Up for it: getting young people involved in local government**

Combe, Vicki. The NYA. 2002. ISBN 0861552733. £12.95.

Guidance document aimed at elected members and local authority officers with responsibility for developing public involvement policy. It introduces four key stages to involving young people in local decision-making – ‘creating the right environment’, ‘planning’, ‘doing’, and ‘follow up.’ [www.nya.org.uk](http://www.nya.org.uk)

## **Research**

#### **Building a culture of participation: involving children and young people in policy, service planning, delivery and evaluation – research report**

Kirby, Perpetua; Lanyon, Claire and Cronin, Kathleen. DfES, 2003. ISBN 0954669509. Free.

Study examines participatory practice with children and young people in case studies of twenty-nine organisations. It provides an overview of the range of participatory activity at local, regional and national levels; uses practice examples to describe the ways in which children and young people have been involved in decision-making; identifies factors that seem to promote good outcomes; and explores ways of developing participatory organisations. [www.dfes.gov.uk](http://www.dfes.gov.uk)

#### **Revisiting youth political participation**

Forbrig, Joerg, ed. Council of Europe, 2005. ISBN 9287156549.

Explores political and democratic participation among young people in Europe. It focuses on new forms of social and political involvement which have emerged among young people, bringing new meaning to contemporary democracy.

#### **Standard! Organisational standards and young people's participation in public decision making**

Cutler, David. Carnegie Young People Initiative, 2003. ISBN 0900259515. Free.

Looks at the use of standards by young people's organisations and others as they apply to young people's involvement in decision-making, and proposes a national kitemarking system to benchmark good practice. [www.carnegie-youth.org.uk](http://www.carnegie-youth.org.uk)

## **Participation and disabilities**

### **Toolkits/games**

#### **‘Getting it right’ – involving disabled children in assessment, planning and review processes**

Marchant, Ruth and Jones, Mary Triangle Services Ltd, 2003. £7

Provides practical strategies and resources for the meaningful involvement of disabled children and young people in assessment, planning and review processes in a variety of settings. [www.triangle-services.co.uk](http://www.triangle-services.co.uk)



# Human Rights Activities

A range of All Different All Equal activities from author and trainer Vanessa Rogers.

See [www.nya.org.uk](http://www.nya.org.uk) for Vanessa's other activity packs published by The National Youth Agency

# Freeze Frame

## Aim

This is a large group warm up to quickly demonstrate inequality and offers the opportunity to reflect on difference and build empathy.

## You will need

- A deck of playing cards

## How to do it

Before you start please consider whether this activity is suitable for your group. I think that it needs to be used with young people that you know and managed well to avoid any reinforcement of negative feelings.

Shuffle a pack of ordinary playing cards elaborately, introducing the notion of higher and lower numbers, Kings, Queens and the Ace. Refer to power and abuse of it – for example the Queen of Hearts in *Alice in Wonderland*. Explain that for this activity Kings have the highest status in the pack and aces the lowest.

Deal one card to each young person and then ask him or her to memorise it and return it to the pack unseen by anyone else. Ask everyone to now take on a character whose social status they think is equivalent to their card.

In order to get used to the feel and behaviour of this character invite everyone to spend a few moments moving around the room greeting one another. Encourage the young people to think about their body language and to be aware of eye contact as well as the words they use in their role. Should they walk upright looking forward, or with a bowed head looking at the floor? What tone of voice should be used?

When everyone is in role and circulating clap your hands and ask everyone to stop and engage in conversation with the people closest to them. Introduce the idea that one of the group has something that the others want from them. Encourage them to be as forceful as their character allows, and as loud and assertive as possible.

When things reach a crescendo, ask everyone to 'FREEZE FRAME' and stop. Select pairs or groups of young people and invite them to share how they think the other people in their group are feeling. For example how do lower number cards feel when trying to prevent a higher card taking what they want?

Clap your hands and tell the group that everything has changed and that there has been a revolution and there is a New World Order. In this new world, the Ace is highest and the King and picture cards are the lowest. Go through the exercise again.

Clap for a final time to end the activity and invite the group to sit back in a circle and reflect on the experience.

human rights activities

# Group Rights Activity

## Aim

To consider values and beliefs around rights and develop a set of Group Rights.

You will need

- A set of cards (or two if you have a large group)
- Flipchart and markers
- Further information about the United Nations Convention on the Rights of the Child or the Human Rights Act ([www.unicef.org.uk](http://www.unicef.org.uk))

## How to do it

Divide the young people into small groups of four or five. Hand each group a pack of cards and a sheet of flipchart paper and a marker. The flipchart paper should be divided into three, with the headings 'ALWAYS', 'NEVER' and 'SOMETIMES'.

Invite one person to deal out the cards to their group, face down. Now explain that in turn each person should read their card and then place it where they think it should go under the three headings. So, for example, if a young person thinks that killing is always wrong, regardless of the circumstance, then they should place it under the ALWAYS section. No one should challenge any decision until all the cards are laid.

The group should now discuss where cards have been laid and reach consensus about where they should go, so that it represents the group's view rather than individuals. Allow about ten to fifteen minutes for this part and encourage the young people to explore their values and attitudes.

Once agreement has been reached invite the young people to look at all the cards under the ALWAYS heading. Suggest that these cards are a list of Group Rights – ie everyone in the group believes that they should apply to all people, regardless of their age, gender, ethnicity or sexuality.

Invite each group to share their Group Rights and facilitate a discussion that looks at shared beliefs and differences between groups.

Finally, take rights from the United Nations Convention on the Rights of the Child or the Human Rights Act ([www.unicef.org.uk](http://www.unicef.org.uk)), and compare them with the rights that young people have drawn up. Are there parallels? What about some of the dilemmas it throws up – for example The Human Rights Act includes the right to freedom of expression, but this does not include the right to act in an anti-social way that might affect someone else enjoying this right.

# Rights Cards

(Continued on page 28)

If a relative is really ill in some cases it is acceptable to help them die

People in prison should not have luxuries like TVs

People should be allowed to say whatever they like in public

Everyone over the age of 18 should have to vote and be fined if they don't

Slavery of any kind is wrong

Young people should be allowed to meet wherever they want to

If someone turns down a job they shouldn't be able to claim benefits

The death penalty should be brought back for some crimes

Everyone should be free to choose whom they marry

No one should be persecuted for their religious beliefs

People have a right to keep their post and telephone calls private

Everyone should have somewhere to live

human rights activities

## Rights Cards (continued)

Killing is always wrong, whoever does it

If someone is ill they should have the right to free medical help

The police should be able to hold suspects for longer without arrest

People should be allowed to criticise the law

CCTV should be stopped as it invades people's privacy

Everyone should have a fair trial no matter who they are or what they have done

Everyone should be treated with dignity and respect

People should be allowed to travel and live anywhere in the world they choose

Parents should be able to choose the kind of education they want their children to have

All people have a right to belong to a country and hold a passport

# Human Rights Circles

For this to really work you need a group of at least 12 young people.

## Aim

To open up discussions around Human Rights issues and explore values and beliefs.

## You will need

- Information about the Human Rights Act  
(for example see [www.citizenshipfoundation.org.uk](http://www.citizenshipfoundation.org.uk))

## How to do it

Divide the young people into two equal groups. Ask them to hold hands and form two circles, one inside the other.

Members of the outer circle should face inwards, and members of the inner circle should face outwards. Participants should now let go of each other's hands and stand facing someone.

Explain that you are going to read out a series of statements, and the young people should spend one minute discussing their opinions with the person opposite. Stress that it doesn't matter if they agree with each other, the idea is to find out about each other's views and beliefs.

After a minute clap your hands loudly to get everyone's attention and invite the outer circle to take a step to their right. They should now be facing a new partner. Read aloud a new statement and continue the process until the circle has been round at least once.

## Human Rights Statements

1. All children and young people should have the right to free education.
2. I think that the public have the right to know about the personal life of people like the Royal Family – it is all part of being famous.
3. I believe I have the right to express my own opinion, even if it upsets or offends someone else.
4. I think that pupils would behave better in school if corporal punishment was brought back and teachers could use the cane.
5. I think that everyone should be allowed to get married at 16.
6. I think that young people are not mature enough to vote until they are 18.
7. I think that people should have the right to protect their property and defend themselves.
8. I think that everyone who lives in the UK should speak English.
9. I think that people have the right to know if a person convicted of a serious crime is living near them – even if that person has been to prison and served their sentence.

human rights activities

# Human Rights People Poems

This is a warm up for larger groups of young people and is good as part of an introduction to Human Rights issues.

## Aim

To explore the meaning of words within The United Nations Universal Declaration of Human Rights statement.

## You will need

- Post it notes and pens for everyone
- Cards

## How to do it

In preparation make up cards with individual words or themes on from The United Nations Universal Declaration of Human Rights statement, 'All human beings are born free and equal in dignity and rights.' For example, 'FREEDOM', 'DIGNITY', 'RIGHTS' and 'EQUALITY'. You will need enough cards to divide the main group into groups of five or six.

At the start of the session, divide the group up and invite them to find an area to work in. Then hand each young person a Post-it note and a pen each.

Place a card face down with one of the words into the middle of each of the smaller groups. Explain that each group has a different word and they should keep this to themselves at this point.

Each group member should then write down words or a short sentence associated with the theme on the card. So for example if the theme is 'FREEDOM' they might write down '*being free, able to do what you want, independence, free to choose, not a slave*'. Once they have finished they should stick the Post-it notes onto the floor in the middle of the group, so that they can share thoughts.

Now each group has to create a visual made out of its members, linked to their given theme. Once they have managed this bit, you can give a further instruction that they need to make the 'object' move. Finally as the group brings their object to life invite them to find a way to bring in some or all of their words on the Post-it notes and link it to their movements!

They now have a fully working 'People Poem' to share with the other groups. After each small group performs their piece, the rest of the young people can try and guess the theme.

Review the process.

**RIGHTS**

**FREEDOM**

**EQUALITY**

**DIGNITY**

human rights activities

# Right or Responsibility?

## Aim

This activity explores the differences between rights and responsibilities within the United Nations Convention on the Rights of the Child framework

## You will need

- Copies of the Right or Responsibility? worksheet enlarged onto A3 paper
- Scissors
- Glue
- Flipchart and markers
- More information about Children and Young People's Rights and Responsibilities.

## How to do it

Start the session by asking the young people to tell you about some of the responsibilities that they have. For example, family responsibilities such as babysitting a younger sibling or paid responsibilities such as a Saturday job. Write them up onto flipchart as the young people call them up.

Move on to briefly consider rights in a similar way before dividing the young people up into small groups.

Hand each group two x flipchart sheets, scissors, glue, markers and an A3 copy of the Right and Responsibility sheet. They should then write a large heading on each flipchart sheet, RIGHT on one and RESPONSIBILITY on the other.

Explain that the task is for participants to discuss each statement on the worksheet and then cut and glue it under either the Right or Responsibility column on the other sheet of paper. They should write an explanation for their choice under each statement for both Rights and Responsibilities.

Allow plenty of time for discussion and then facilitate a feedback session to share decisions. Ask the young people how they came to the decisions they made and finally consider the differences between rights and responsibilities.

Give out additional information, if you have it, or direct the young people to [www.unicef.org.uk](http://www.unicef.org.uk)

# Right or Responsibility?

Cut out each statement and glue under Right or Responsibility. Explain why your group decided it was either (more cards on page 34)

To give my opinion about things that affect me

To help and support if I need it

To make healthy choices

To feel safe when I go out

To take responsibility for my actions and decisions

To meet with my friends

To contribute to the community I live in

To be healthy

To have access to educational opportunities

To have places to go and things to do

To keep some things private

To show other people respect

human rights activities

# human rights activities

To have my own beliefs and practise my own religion	To be listened to
Not to bully others	To be protected from violence, abuse and neglect
To make sure my actions don't stop someone else enjoying their rights	To be treated with respect
To listen to others	To respect the beliefs and opinions of others
Not to be bullied	To legal help and support if I break the law

# What are Human Rights?

## Aim

This activity explores the difference between being equal and having equal rights.

## You will need

- Different shape pin badges (for example squares, stars and circles)
- Pens/markers
- Flipchart paper

## How to do it

Have enough pin badges of different shapes to give one to each young person. Hand them out randomly so that there is a selection of squares, circles and stars in the group.

Now, ask the young people to write their name and draw a picture of something on their badge to personalise it. Don't explain the point of what you are asking, just ask them to make their badge reflect a little bit about the person that they are.

Read aloud The United Nations Universal Declaration of Human Rights statement, 'All human beings are born free and equal in dignity and rights.' Now ask the young people to think about what this means. Suggest that everyone has different abilities in different areas. Ask young people to turn to the person next to them and identify an ability they have that is different to their own. Is everyone exactly the same? Is everyone exactly equal? Establish agreement that no one is exactly equal and then ask 'What is the difference between 'being equal' and 'having equal rights'? Record ideas onto the flipchart paper. Now, ask the young people with star badges to stand in a group in one part of the room, separate from the others. Invite all the young people with circle badges to stand in another area and finally ask all those with square badges to stand in a different place.

In their 'shape groups' ask them to choose a partner and then identify three things about their partner's badge which is different to their own. Then ask the question, 'Are you all equal?' (The answer should be NO)

Announce that all star badge holders may take chairs and form a group circle. Circle badge holders can form a circle and sit on the floor. Square badge holders must make a circle but stay standing.

Without anyone moving, ask, 'Do you all have equal rights?' (The answer should, again, be NO)

Now announce that everyone, regardless of the shape of their badges, can choose to sit or stand and as long as they show respect for each other, they may walk around the room freely. Encourage people to move around and mingle together.

Give them a minute, then get everyone's attention and ask, 'Do you all have equal rights as stars, squares and circles?' (The answer should be YES)

End the activity and invite everyone to take their seats to review the process.

human rights activities

# Participation Activities

A range of All Different All Equal activities from author and trainer Vanessa Rogers.

See [www.nya.org.uk](http://www.nya.org.uk) for Vanessa's other activity packs published by The National Youth Agency

# First Impressions Warm Up

This is a good warm up to start looking at stereotypes and prejudice. The point of it is that people tend to make assumptions about others based on very limited information – once you have an idea your existing knowledge, attitudes and values complete the picture, and what you end up with is not necessarily right.

## You will need

- Paper and a pencil for each participant
- A copy of the Aardvark description

## How to do it

Hand out paper and pencils, but do not say too much about the aim of this warm up. Introduce it as a quick drawing game or active listening exercise. Stress that it doesn't matter how well people can draw, this is about listening and recording information.

Once everyone has a paper and pencil explain that you are going to read out a description of something, and as you do you want them to listen and then draw it.

Carefully read the Aardvark description allowing time for people to draw, but not too much time as you want them to go with their first thoughts.

Once you have finished go around the group and ask each young person to show their picture and share what they thought they were drawing. In my experience this ranges from an elephant to a rabbit! If anyone has guessed correctly lead a round of applause from the group.

Finally, encourage the young people to explain the mental process they went through to arrive at their decision.

Reflect that often, we are given limited information about something and then we 'make up' the rest of the picture based on our experiences, knowledge, culture and values. Whilst this can be a good thing, it can also lead to false assumptions and stereotypes. Encourage the young people to reflect on a time where assumptions have been made about them that were not necessarily true. Then to share experiences where they have jumped to conclusions or assumed something about somebody just because of the way they looked, talked or the music they liked.

Conclude that it is easy to assume things, but important to find out more about individuals to avoid stereotyping or judgments being made that can lead to prejudice.

## The Aardvark

It has a short neck connected to a massive, dull brownish-grey almost hairless body. Its back is strongly arched. It has four legs. The back ones are longer than the front ones. Its head is elongated and ends in a long, narrow snout, with nostrils that can be open or closed. The ears are long and tubular shaped, normally held upright but they can be folded and closed. It has a short muscular tail that is cone shaped and tapers to a point. Finally, it has thick claws on the forefeet that are used as digging tools.



# LGBT Role Models Activity

## Aim

To promote discussions about positive gay and lesbian role models for young people.

## You will need

- 52 x A6 cards (13 of each colour)
- Black/red marker pens
- At least 52 pictures of possible role models
- Glue

## How to do it

In advance of the session collect a good selection of pictures from the internet or magazines of people who could be considered role models for LGBT young people. At this stage don't worry if they are positive or negative – that is part of the discussion process for young people later. Photocopy the pictures and place in envelopes so that each group of four to six young people has a pack to work with.

Divide the young people into groups and explain that their task is to design a deck of playing cards that depicts LGBT role models. These should be people who inspire or motivate them, including singers, politicians, movie stars and sports heroes, but could also include people who young people know personally. Assign each group a suit – Diamonds, Spades, Hearts and Clubs.

Give each group a pack of pictures to look through and discuss – they can add their own role models or heroes as well if they are not there. Of the pictures, 13 can be chosen to represent the different cards, for example the Knight of hearts or the Ace of spades. Explain that everyone in the group must agree before a playing card is made by sticking a picture onto one of the A6 cards.

Once each group has finished invite them in turn to share their choices, explaining why they think that this person is a role model to LGBT young people. At the end of the session you should have a deck of playing cards that the young people can use for other activities.

Review the process and facilitate a discussion; for example what makes someone a gay icon? Can heterosexual people be LGBT role models? What do young people feel about including suggestions for role models that perpetuate stereotypes? How do the group feel about celebrities/sports people who are thought to be gay but are not openly out yet?

participation activities

# participation activities

## Ideas for role models

<b>Amy Winehouse</b>	<b>Dirk Bogarde</b>	<b>Noel Coward</b>
<b>Sir Ian McKellen</b>	<b>Rock Hudson</b>	<b>Quentin Crisp</b>
<b>Boy George</b>	<b>Jake Shears (Scissor Sisters)</b>	<b>Graham Norton</b>
<b>Elton John</b>	<b>Cher</b>	<b>John Curry</b>
<b>Andy Warhol</b>	<b>Doris Day</b>	<b>James Dean</b>
<b>George Michael</b>	<b>Peter Mandelson</b>	<b>Ellen Degeneres</b>
<b>David Beckham</b>	<b>Rupert Brooke</b>	<b>Portia de Rossi</b>
<b>Madonna</b>	<b>Pete Burns</b>	<b>Divine</b>
<b>Mariah Carey</b>	<b>Matt Lucas</b>	<b>Kylie</b>
<b>Robbie Williams</b>	<b>Miriam Margolyes</b>	<b>James I</b>
<b>Freddie Mercury</b>	<b>Stephen Fry</b>	<b>Rupert Everett</b>
<b>Oscar Wilde</b>	<b>Johnny Mathis</b>	<b>Mark Feehily (Westlife)</b>
<b>Giorgio Armani</b>	<b>Julie Goodyear</b>	<b>Sam Fox</b>
<b>Paul O'Grady</b>	<b>Debbie Harry</b>	<b>Julie Andrews</b>
<b>Josephine Baker</b>	<b>Shirley Bassey</b>	<b>Greta Garbo</b>
<b>Pink</b>	<b>Rudolf Nureyev</b>	<b>Sir John Gielgud</b>
<b>Michael Barrymore</b>	<b>Rhona Cameron</b>	<b>Angelina Jolie</b>
<b>Eddie Izzard</b>	<b>Michael Cashman</b>	<b>Billie Jean King</b>
<b>Alan Bennett</b>	<b>Julian Clary</b>	<b>Spice Girls</b>
<b>Cynthia Nixon</b>	<b>Judy Garland</b>	<b>Ru Paul</b>

# My Perfect Day

## Aim

To raise awareness and build empathy around disability issues.

## You will need

- A copy of the 'temporary disability' sheet printed onto card and cut up
- Flipchart paper and markers

## How to do it

Divide the young people into groups of four or five and hand each group some flipchart and a selection of markers.

Now invite the young people to plan the 'perfect day', reflecting all group members ideas. Explain that this can be as action packed or as chilled out as they like – the only rules are that it starts when everyone wakes up and ends when everyone goes to sleep!

Allow about ten to fifteen minutes for discussion, encouraging people to be as descriptive as they can. Ask that they then write down their ideas, showing what they plan to do for each hour of the 'perfect day'.

Now hand one member of each group a card with a 'temporary disability' on it. How does this effect their perfect day? Ask the group to reflect on their perfect day sheet and mark down the things they think they could still do. Would there be any difficulties? What adjustments would need to be made so that everyone can still share the experience? How does everyone in the group feel about the changes, including the member with the temporary disability?

In turn invite each group to describe their perfect day planned before they acquired their disability and how the day has necessarily changed.

**You have broken your leg and are now in plaster from thigh to ankle**

**You have got bad laryngitis and have totally lost your voice**

**You have a middle ear infection that has left you feeling dizzy and off-balance**

**You have broken the arm that you write with and have a plaster cast and a sling**

**You have very poor eyesight and have broken the only pair of glasses you have**

**You have hurt your neck and are wearing a neck brace**

participation activities

# Soap Operas

This idea can be developed into a short play or scripted piece of work.

## Aim

To consider difference and diversity through role play and short pieces of drama.

## You will need

- flipchart paper & pens to record ideas

### How to do it

Start the session by asking who watches or has seen a 'soap opera'. Invite the young people to call out what they watch and record it up onto the flipchart paper.

Now, facilitate a short discussion about soap operas, in particular looking at the way difference is portrayed by the characters. Encourage the young people to offer examples from popular soap operas, are they all equal? Are some wealthy? Some working class? Look at how gender, ethnicity and sexuality is portrayed. Is there a difference in the way 'educated' characters, such as Doctors, are shown as opposed to those without qualifications? Does this challenge or reinforce stereotypes?

Next, question what would happen if these very different characters went through the same plot. Split the group into groups of four or five and hand them a scenario each. Explain that the scenario is the same for everyone, but that each group will be given an individual card with their characters on. They can add detail to this around ethnicity, culture, age and family values.

In true soap opera style each group should now devise a short scene that introduces all the characters and shows how they think these people would behave in the circumstances.

Allow about 30-40 minutes for the group to develop their plot and script, offering paper for anyone who prefers to write it down.

Each group should then in turn perform their piece for the rest of the group without disclosing what was on their individual card. After each one facilitate a short feedback session as the audience discusses how the characters reacted, what they said and what decisions, if any were made.

Close by pulling out the main ways that the different characters were depicted. Was it easy to show diversity? How did this compare with the earlier discussion about stereotypes?

## The Scenario

Mark is 15-years-old and has been caught shoplifting in a local supermarket. The shop manager stopped him as he tried to leave the shop with a bottle of vodka inside his jacket. When the manager asked him to empty his pockets he also had two CDs and some chocolate. The police have been called as the store has a policy of always prosecuting thieves. The scene opens as Mark sits in the manager's office waiting for the police and his parents to arrive.

- 1. Mark's father is a solicitor and his mum is the deputy head of a secondary school.**
- 2. Mark does not live with his parents; he is in care so his social worker will probably get to the scene first.**
- 3. Mark has not seen his dad for years. His mum is at home caring for his twin who has severe disabilities.**
- 4. Mark's mum is a nurse and will just have gone to bed after the night shift. His step-dad is a window cleaner.**
- 5. Mark's mum is a well-known actress and his dad is a famous football player.**
- 6. Mark's mum is dead and he lives with his elderly Gran.**

# Values Activity

This activity works best when the young people know each other well enough to share things about themselves, but not so well that they know everything!

## Aim

The aim of this activity is to discover shared values and also to identify core personal values that make each person individual.

## You will need

- Copies of the value cards copied onto card and cut up and put into an envelope
- Flipchart paper and markers

## How to do it

Divide the young people into pairs or groups of four maximum. Hand each group a pack of the cards, a marker and a sheet of flipchart paper.

Explain that the cards in the envelope represent different values that people may have. Stress that everyone thinks differently and that no card has a higher value than another.

Now, ask them to draw a Venn diagram onto the flipchart sheet. Explain that each circle represents a group member and the intersection in the middle where the circles meet represents the whole group. Invite the young people to write their names alongside the circle that will be theirs.

Invite each group to look through their cards and discuss the values and ideals on each. If they think that a card is one of their own personal core values that makes them who they are then they should place it in the circle with their name on. If it is a value that is important to more than one, but not all, of the group then suggest they use the marker to write it in both participants' circles. If it is not a concern for anyone then it can be placed back into the envelope. If it is an important value for everyone in the group it can be placed into the middle section. Allow time for discussion and then ask for the group to decide on three core values that they all hold.

Once everyone has completed the task, invite the young people to look at each others' Venn diagram. Encourage questions and discussions about the values that the whole group holds, as well as individuals. Review the activity and ask what they have learnt about each other. Ask how easy it is to uphold personal values if they are not shared within a group. Facilitate a discussion that looks at the issues around maintaining personal values and beliefs whilst accepting that others may not share them.

## Value Cards

WORK	SPIRITUALITY
INDEPENDENCE	TRADITION
SECURITY	TEAMWORK
RESPECT	TAKING RISKS
RELATIONSHIPS	SUCCESS
PRIVACY	HONESTY
PHYSICAL APPEARANCE	HELPING OTHERS
EXERCISE/FITNESS	HEALTH
LOYALTY	MONEY
COMMUNITY	BELONGING
COMMITMENT	COMPETITION
EDUCATION	CREATIVITY
SELF CONTROL	CULTURAL IDENTITY
FREEDOM	EQUALITY
FAMILY	JUSTICE
HUMOUR	FRIENDSHIP
LOVE	PASSION
DIGNITY	ROUTINE
RELIGION	SAFETY
TRUST	PRIDE

participation activities

# Diversity Activities

A range of All Different All Equal activities from author and trainer Vanessa Rogers.

See [www.nya.org.uk](http://www.nya.org.uk) for Vanessa's other activity packs published by The National Youth Agency

# Cultural Diversity Warm up

This warm up focuses on cultural diversity and encourages young people to explore the meaning of the term 'cultural'.

## Aim

To increase awareness of the wide range of cultures in society.

## You will need

- Flipchart paper and markers

## How to do it

Start the activity by suggesting that the word 'culture' is used in many contexts. For example;

- Cultural festivals
- Cultural differences
- The Minister for Arts and Culture
- Cultural ritual
- Personal culture

Now, divide the group into smaller groups of three or four and hand each group a sheet of flipchart and markers. Ask each group to come up with a definition of what they think 'culture' means.

Allow a maximum of ten minutes for discussion and then ask the young people to move on and decide the different things that they think makes up a culture. For example, is a culture something you can only be born into? Is it about where you live? Can you belong to more than one culture?

Invite each group to present their findings and encourage questions to carry on the discussions. Conclude that there are many factors that contribute to defining cultural identity. Encourage the young people to discuss their own cultural identity and consider the diversity within the group.

Display the flipchart sheets to refer to during future sessions on cultural diversity.

diversity activities

# Gypsies and Irish Travellers True/False Facts

## Aim

This is an activity to explore attitudes and give information about Gypsies and Irish Traveller communities.

## You will need

- A copy of the activity sheet
- 3 x A4 sheets; TRUE, FALSE, NOT SURE
- Commission for Equality and Human Rights *Gypsies and Irish Travellers: The Facts* information sheet

## How to do it

Set up the room so that one side has the 'TRUE' sheet clearly showing, the other side the 'FALSE'. Place a 'NOT SURE' zone in the middle of the space between.

Now read out the statements, and ask the young people to move to the side of the room that they think is right. If they are not sure then they should move to the area in the middle. Encourage people to go with their own thoughts and not just follow the crowd. Explain that there is no expectation that everyone will know everything, and leave space between each round for comments, discussions and challenges. Remember to ask for feedback from people in the 'NOT SURE' zone as often this provokes the best debates.

1	<b>Local authorities have a legal duty to provide sites for Gypsies and Irish Travellers</b>  <b>False:</b> This duty was removed in 1994 following the Criminal Justice and Public Order Act. The lack of permanent transit sites throughout the country has forced Travellers to camp wherever they can.
2	<b>The latest figures for the number of caravans in the UK is 15,000</b>  <b>True:</b> According to the latest figures from the Office of the Deputy Prime Minister, collated by the number of caravans or pitches, not sites. Of these, 72 per cent are on authorised sites.
3	<b>'Gypsy' is thought to come from the word 'Egyptian'</b>  <b>True</b>

# diversity activities

	<p><b>4 Historically, Gypsies and Irish Travellers are defined as people with a nomadic way of life, but nowadays 60 per cent of Gypsies across the world live in houses</b></p> <p><b>False:</b> 90 per cent now live in houses, though their culture and heritage stays with them.</p>
5	<p><b>Gypsies don't pay taxes</b></p> <p><b>False:</b> All gypsies living on a local authority or private site pay rates, rent, gas, electricity etc measured and charged in the same way as neighbouring houses.</p> <p>Those living on unauthorised encampments do not pay these charges, but they also don't have access to the services.</p> <p>As with everyone else, they pay VAT on petrol and goods.</p>
6	<p><b>Gypsies tend to be dirty and leave rubbish everywhere</b></p> <p><b>False:</b> Although there are exceptions (as with people who live in houses!), Gypsy culture is built upon strict codes of cleanliness learnt over centuries of life on the road. For example, dogs are not allowed in trailers or anywhere near plates or cutlery.</p>
7	<p><b>The word for the 'Gypsy Law' that is central to the cultural code of many Romany communities is called 'Romaniya'</b></p> <p><b>True:</b> It is a set of rules that distinguishes between behaviour that is pure 'vujo' and polluted behaviour that is 'marime'.</p>
8	<p><b>By Key Stage 3 it is estimated that only 30 per cent of Traveller pupils are registered or attend school regularly</b></p> <p><b>False:</b> According to an Ofsted survey, it is estimated that only 15-20 per cent of young people are.</p>
9	<p><b>Most Travellers don't work</b></p> <p><b>False:</b> Traditionally Gypsies and Irish Travellers worked as pedlars, horse dealers or seasonal agricultural jobs. Nowadays many work as landscape gardeners, scrap dealers or motor trade workers. Some are employed in careers as diverse as teaching to the entertainment industries – as with any other ethnic group.</p>

Source: CRE Gypsies & Irish Travellers fact sheet 2007

## I Prefer Game

This game works best with large groups as the sense of walking against the flow of the circle is much more intense.

### Aim

This warm up encourages debate about difference and diversity.

### You will need

- Nothing!

### How to do it

Ask everyone to stand up and to begin moving in a circle in a clockwise direction. If you have young people with disabilities that make standing or moving about difficult adapt the game by giving them two different colour cards to indicate preferences. Keep the group moving, encouraging them to speed up and keep a steady pace.

Now explain that you are going to call out statements that offer preferences. The group should listen and if they agree with the statement keep walking in the clockwise direction. If they prefer the alternative choice then they should halt, turn and start walking in an anti-clockwise circle. The clockwise circle should not slow down to accommodate difference, but keep walking at the same pace.

### I prefer statements ...

- I prefer BMWs to Minis
- I prefer curry to fish and chips
- I prefer winter to summer
- I prefer the ocean to a river
- I prefer cats to dogs
- I prefer a soap opera to a detective series
- I prefer salad to pizza
- I prefer books to films
- I prefer MTV to radio
- I prefer cycling to running
- I prefer rugby to football
- I prefer the colour black to the colour red
- I prefer trainers to boots
- I prefer ice lollies to ice cream

After a few rounds, add your own ideas to represent individual and group interests.  
Finally, review the activity by asking;

- How does it feel to be 'different' and not go along with the group?
- Is it comfortable when your preferences are the minority choice?
- Would this be the same if it was your beliefs that you were standing up for?

# Life Story Activity

We all have a life history, made up of events, memories and dreams. But what about the stories, events and family history that we are told by others; parents, grandparents and carers? These contribute to who we are and how we feel about ourselves and the world around us.

## Aim

This activity helps make the connection between past, present & future and enables young people to explore their heritage and recognise diversity and similarity within the group .

## You will need

- A photo of each young person
- Large sheets of paper
- Markers / pens
- Glue
- Craft materials (sequins, feathers, material scraps etc)

## How to do it

In advance of the session ask the young people to bring in a photo of themselves. If you think this is going to be a problem you could use a web cam and then print the pictures off so that everyone's is in the same format.

Set up tables so that the young people can work in smaller groups. Place paper, a good selection of pens, craft materials and glue on each one, and invite the young people to sit down.

Ask everyone to turn their paper so that it is landscape and then draw a 'river' across the centre of the page from one side to the other. Once this is done suggest that this is now the 'river of life'. Ask the young people to stick their photo onto the right hand side of the paper at the end of the river and explain that this represents the present, the here and now.

Now ask them to think about family members/carers that they know about, going back as many generations as they can. This can include people who are important to them now as well as those that they only know through old photos and the stories of others. You can make this gender specific by asking young men to focus on key male figures and young women female. Make sure that you tell the group that information will be shared later in the session to give young people the option to share as much as they feel comfortable with.

When they are ready, the young people can begin to put these key figures onto their river of life, stretching back into the past. Stress that this is not a drawing exercise, so they can represent people as they choose. Encourage them to write, or draw symbols / pictures to explain a bit about the person they have chosen; for example where they were born, where they lived, what work they did or any stories they know about them.

(continued on page 52)

## Life Story Activity

Allow about thirty minutes for the rivers to be completed and then invite the group to sit in a circle and share information.

Facilitate a discussion asking the group

- What is different about their lives to that of their ancestors?
- What traditions or rituals continue?
- What links can they see between the past, 'heritage' and their own lives?
- What similarities are there in the group? What differences?

Display the pictures as a visual representation of the diversity in the group.

# Migration Quiz

There is nothing new about people coming to Britain to live and work. It has been happening for hundreds of years. According to the Commission for Racial Equality almost everyone in Britain today is either an immigrant or descended from immigrants. This quiz looks at the long history of migration to Britain.

- 1. The largest empire the world has ever known (by area covered) was;**
  - a) The Persian Empire
  - b) The Roman Empire
  - c) The British Empire
  - d) The Ottoman Empire
  
- 2. The first documented black person in London was John Blanke, a trumpeter in the service of the King. Which year was it?**
  - a) 1302
  - b) 1507
  - c) 1604
  - d) 1701
  
- 3. By the end of the 1700s London's black population was around ...**
  - a) 200
  - b) 2,000
  - c) 20,000
  - d) 200,000
  
- 4. Which EU country has the highest net migration rate (that is the highest number of migrants for every 1,000 people in the population)?**
  - a) Ireland
  - b) UK
  - c) Poland
  - d) Luxemburg
  
- 5. Members of a race can be identified by their**
  - a) Blood group
  - b) Genes
  - c) Ancestry
  - d) None of these
  
- 6. Roughly what per cent of people living in Britain in 2001 were born outside the British Isles?**
  - a) 3
  - b) 8
  - c) 12
  - d) 19
  
- 7. The most common country of birth for people living in Britain in 2001, but born outside the British Isles was**
  - a) Caribbean
  - b) Germany
  - c) India
  - d) Pakistan
  - e) USA

diversity activities

# diversity activities

- 8. Who, in February 2004, was voted number one in the last of 'The 100 Greatest Black Britons'?**
  - a) Linford Christie (Athlete)
  - b) Samuel Coleridge-Taylor (Composer)
  - c) Mary Seacole (Nurse)
  - d) Bernie Grant (MP)
  
- 9. Britain is a multi-faith country. In 2001 there were more than 100,000 followers of each of the six religions most commonly practised in England and Wales. How many people asked said that they held religious views of one kind or another?**
  - a) 3 out of 10
  - b) 5 out of 10
  - c) 6 out of 10
  - d) 8 out of 10

# Migration Quiz Answers

## 1. The largest empire the world has ever known (by area covered) was;

### The British Empire

In 1921 the British Empire covered nearly 14 million square miles. The Roman Empire covered just over two million.

## 2. The first documented black person in London was John Blanke, a trumpeter in the service of the King. Which year was it?

1507

John Blanke was trumpeter in the court of Henry VII.

## 3. By the end of the 1700s London's black population was around ...

20,000

This was due to retiring ex-colonial officials, traders, military personnel and plantation owners bringing people to Britain as slaves. This practice was effectively stopped by the abolition of the British slave trade in 1807.

## 4. Which EU country has the highest net migration rate (that is the highest number of migrants for every 1,000 people in the population)?

Luxemburg

The CIA World Factbook estimated that Luxemburg would take in 8.75 migrants for every 1,000 of its population in 2006, compared with 2.18 in the UK.

## 5. Members of a race can be identified by their

None of these

There are no traits, not even one gene that is present in all members of one so called race and absent in another. Skin colour tends to correlate with the earth's geographic latitude, not race.

## 6. Roughly what per cent of people living in Britain in 2001 was born outside the British Isles?

8 per cent

BBC Born Abroad website in 2001 stated that 4.30 million or 7.53 per cent of the total British population of 57.1 million was born outside Britain. This compares with 4.55 per cent in 1971, 5.14 per cent in 1981 and 5.75 per cent in 1991.

## 7. The most common country of birth for people living in Britain in 2001, but born outside the British Isles was

f) Caribbean – 254,000

g) Germany – 262,000

**h) India – 466,000**

i) Pakistan – 320,000

j) USA – 155,000

diversity activities

# diversity activities

- 8. Who, in February 2004, was voted number one in the last of 'The 100 Greatest Black Britons'?**

Mary Seacole (Nurse)

Mary Seacole was a Jamaican born nurse who travelled to the war ravaged Crimea in the 1850s to care for the wounded soldiers, despite having her initial offer of help rejected by the government because of the colour of her skin.

- 9. Britain is a multi-faith country. In 2001 there were more than 100,000 followers of each of the six religions most commonly practiced in England & Wales. How many people asked said that they held religious views of one kind or another?**

8 out of 10

Source: Commission for Equalities and Human Rights 2007

# The ‘English’ Language Game

## Introduction to the game

Many people all over the world speak the English language – but what exactly is the ‘English’ language?

Every year new words are added to the dictionary, some originating from ‘slang’ words that have moved into common usage. Others enter everyday language via entertainment, such as TV, or through the power of the press. Both ‘chav’, which was language experts word of the year for 2004, and comic Catherine Tate’s catchphrase ‘bovvered’ which won the same accolade in 2006, demonstrate the power of popular culture.

Not all words are used nationally. Regional variations exist too, so that the same word can have different meanings in different parts of Britain. Even more confusingly, some words only have meaning within the culture or group that they are used.

Many other words have much older origins, deriving from the UK’s rich history of migrants and ancient cultures. For example, the average British speaking adult is estimated to have a vocabulary of 80,000 words. Of these, 5 per cent come directly from Greek and about 25 per cent indirectly via the Romans or Ancient Greek texts. In total 75 per cent of the English language is believed to have been ‘borrowed’ or adapted from other languages.

The point is that English is a ‘live’ language that evolves to incorporate the people who use it.

## How to do it

In advance, cut up the English language puzzle cards on the following page and stick them onto A6 pieces of card. You should end up with a pile of cards with different countries on and another with individual words on. Shuffle the cards well so that they are all mixed up and then put the whole lot into an envelope. You will need one set for every group of four/five young people.

Now hand a pack with the cards in to each small group of young people. Explain that their task is to match the words with the country or region that they think it originally came from. Allow up to twenty minutes for them to decide, whilst stressing that it is unlikely that anyone will know all of the answers!

Go through the answers, explaining that teams get one point for every correct answer. Move around the groups taking an answer from each so that no one loses interest.

At the end, the team with the most points wins!

# The ‘English’ Language Game Cards

<b>Anglo-Saxon</b> A precursor to the English language spoken in England before 1000 AD	<b>Thursday</b> <b>Easter</b>
<b>Cornish</b>	<b>Gull</b> <b>Puffin</b>
<b>Celtic</b>	<b>Clan</b> <b>Slogan</b> <b>Drum</b>
<b>Greek</b>	<b>Alphabet</b> <b>Drama</b> <b>Athlete</b>
<b>Gaelic</b>	<b>Trousers</b> <b>Hooligan</b> <b>Whisky</b>
<b>Latin</b> Extinct language of the Roman Empire	<b>Curriculum</b> <b>Doctor</b> <b>Sandal</b> <b>Miracle</b>
<b>Norse</b> Extinct language of the Vikings from Scandinavia	<b>Husband</b> <b>Mistake</b> <b>Gift</b> <b>Anger</b>
<b>Norman French</b> 11th century language of France and England	<b>Crime</b> <b>Marriage</b> <b>Fashion</b>
<b>Persian</b>	<b>Paradise</b> <b>Angel</b> <b>Cash</b>
<b>Welsh</b>	<b>Maggot</b> <b>Crumpet</b> <b>Crowd</b>
<b>Yiddish</b>	<b>Kosher</b> <b>Bagel</b>

## **The National Youth Agency**

works in partnership with young people and with organisations and services to ensure better outcomes for young people. It is an independent, development organisation located between government and funding bodies on the one hand and service providers and their users on the other.

### **We strive to ensure that the work of services and organisations is:**

- relevant to the lives of young people;
- responsive to policy;
- effective and of a high standard;
- efficient and provides good value; and
- successful in securing the best outcomes for young people.

### **Our five strategic aims are:**

- Participation: promoting young people's influence, voice and place in society.
- Professional practice: improving youth work practice, programmes and other services for young people.
- Policy development: influencing and shaping the youth policy of central and local government and the policies of those who plan, commission and provide services for young people.
- Partnership: creating, supporting and developing partnerships between organisations to improve services and outcomes for young people.
- Performance: striving for excellence in The Agency's internal workings.

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**Eastgate House, 19–23 Humberstone Road, Leicester LE5 3GJ.**

**Tel: 0116 242 7350. Fax: 0116 242 7444.**

**Website: [www.nya.org.uk](http://www.nya.org.uk) E-mail: [nya@nya.org.uk](mailto:nya@nya.org.uk)**