

Teacher's Notes

Printing required for worksheets - Slides 15 & 16 (info sheet and map task require printing- but the 2 slides can be printed onto 1 page) You can do it for individual students or pairs.

The common issue that raises itself with conservatives or right wing press is that diversity or discussions about LGBTQIA+ groups in schools promote an agenda.

Lessons developed for tutor and MY Curriculum are about **promoting awareness**- awareness of the existence of different people and their right to basic British values of tolerance and rights. We are not promoting a particular culture or encouraging students to experiment but we are making students aware of our diverse culture and rich heritage and mix of people in Britain.



How do we perceive diversity?

What are our perceptions of different genders, sexuality, abilities and races?

Perceptions (how we look & think about things)

In this theme in Year 8, the one connecting thread throughout all the lessons is PERCEPTION:

- How do we view **different types of families**?
- How do we view **ourselves** and the issues of **body image**?

Today we consider, how we perceive different people who identify as **different genders**; **different sexual orientation**; who have **different abilities** and **different races**.



Memory Recall:

1. From previous RSHE unit:

- a) What is “consent”?
- b) Why is it important to respect everyone’s right to consent?

1. From this THEME/ unit:

- a) What % of teenagers (13-19) often worried about the way they looked?
- b) Identify 3 different types of family.
- c) How does the media create the “perfect body” in advertising or films?

Memory Recall: ANSWERS

1. From the previous RSHE unit:

a) What is “consent”?

When you give your permission to take part in or be part of something or to have contact with someone else.

a) Why is it important to respect everyone’s right to consent?

It is a basic human right...

1. From this THEME/ unit:

a) What % of teenagers (13-19) often worried about the way they looked?

35% - Any answer between 30-40% is close enough (or $\frac{1}{3}$) (46% girls, 25% boys)

a) Identify 3 different types of family.

Nuclear (traditional man woman couple & kid); Extended (aunts, uncles etc); Reconstituted (2 families joining to make new unit - e.g. step parents etc); Single-parent; Same sex; Communal families.

a) How does the media create the “perfect body” in advertising or films?

Either “Photoshop” - post-production/ image editing or by extreme Dehydration / Starvation diets

Part 1: How do we perceive diversity in GENDER & SEXUAL ORIENTATION?

The LGBTQ+ Community is naturally full of diversity. In this case, diversity in sexual orientation.

You may know some of the more common terms that are represented by the LGBTQ+ acronym but do you understand the other less common + orientations.

What does the L,G,B,T,Q initials stand for?

Recently an extra I, A has been added.



How do we perceive diversity in GENDER & SEXUAL ORIENTATION?

L -

G -

B -

T -

Q -

I -

A -

P -



Discuss/ Answer in
pairs

What do the Letters
of the LGBTQIA+
acronym stand for?

ANSWERS: How do we perceive diversity in GENDER & SEXUAL ORIENTATION?

L - Lesbian (homosexual women)

G - Gay (homosexual men or women)

B - Bisexual (someone who is interested in both men and women)

T - Trans (transexual, someone who has changed sex or transvestite, someone who has the outer appearance of a different gender)

Q - Queer or Questioning (people who are unsure about their sexuality)

I - Intersexual (someone whose gender is biologically unclear).

A - Asexual (little or no sexual interest)

P - Pansexual (someone who is not focused on gender when attracted to another)

Part 2: How do we perceive the diversity of different abilities?

What comes to mind when you consider people who have what society calls “disabilities”?

What if we turned the negative stereotypes linked to the idea of DISability and considered that these people just have **DIFFERENT diverse abilities**?

Sometimes these different abilities can translate into something amazing.



How do we perceive the diversity of different abilities?



The Channel 4 trailer for the Paralympics in 2016 showed off these different and often super abilities to their best.

Discussion questions

What was the purpose of this advert?

How does it portray these people in a different way compared to the stereotypes of “disabled” people?

How do we perceive the diversity of different abilities?

The IBSA (International Blind Sports Association) hosts the **World Games in Birmingham** last **August 2023**.

How would you get on if you tried to play “blind football”? BBC Sports’ Liam tries out against the GB team.

The World Cup of Blind Football takes part this summer in Birmingham.

[BBC blind football](#) (play football clip)



[IBSA World Games website.](#)

<https://www.bbc.co.uk/sport/av/football/65640352> (BBC blind football)

How do we perceive the diversity of different abilities?



Some people see issues like Dyslexia as a handicap or a barrier to learning.

But what if it is a DIFFERENT ability, that you could use Dyslexia because it is just a different way of thinking.

Richard Branson; Orlando Bloom; Kiera Knightley explain how they have a superpower.

TASK

Can you think of a different way to describe people who have different abilities?

Part 3: How do we perceive diversity & different races?

Since 2017, the number of incidents of race hate or race crime has increased significantly across the UK.

From 2017 to end of 2022, reported Racist incidents have doubled from 50,000 to over 100,000 cases each year.

In Year 7, you studied the story of migration in Britain and would realise that we are a country with a 3,000 year history of immigration.

99% of us will have a history of immigration in our DNA & family history.

Let's look at that history and the positives that have made this country Great Britain.

Task: Where do British people come from?

Everyone starts at Step 1.

CORE: **Step 1**

Using the MAP of the World, colour in the places where significant groups have migrated to the UK over the past 3,000 years.



EXTENSION:

Using 4 different colours, categorise the following reasons why different groups emigrated to Britain across the ages on the info sheet.

- War / Invasion
- Social Reasons (for a better lifestyle/ family reasons)
- Economic Reasons (for better jobs/ resources)
- Other Reasons



Where do British people come from?

The Celts (arrived c.1000 BC/ BCE)

Celtic people from all over Northern Europe come over to Britain to share the good fishing and farming with Neanderthal man (cavemen).. 1,000 years later they made up 90% of Britain

The Romans (arrived 55 BC/ BCE)

The Romans also saw the farming and fishing potential of Britain and invaded in 55BC. Britain became part of the Roman Empire until the 4th century.

Saxons, Angles and Jutes (4th century)

Groups of North Germanic tribes, the Angles, Saxons and Jutes began invading England after the fall of the Roman Empire. They wanted to take over the Celts the same way the Romans had 400 years before.

The Vikings (8th-9th centuries)

Vikings from Scandinavia start attacking villages in North East England in 8th century. By 9th century they had taken over most of the North and East of England. They liked that England was similar in weather to where they came from. The Saxons would eventually beat them and retake the North and East by the 10th century.

The Normans (1066)

The Normans came from Northern France. They invaded England in 1066 as their leader, William wanted to be King of England. During the Battle of Hastings the Normans killed the last Saxon King, Harold.

The Irish (1750 onwards)

Due to the Industrial Revolution in Britain from the 1750s, the Irish came over to work in the new factories in British cities like Liverpool and Glasgow.

In 19th century more came over as things got bad in Ireland. 1/3 of Irish population died during the “potato famine”.

Black Afro-Caribbeans (1948)

The West Indies were part of the British Empire and people there were invited after WW2 to come and live in Britain and help rebuild it after WW2. The first black immigrants arrived in 1948 on the ship, “Empire Windrush” and so became known as the “Windrush Generation.”

Indian, Pakistani, Bangladeshi People (1950s)

1950s Britain invited more immigrants to help rebuild after WW2. This time from their former empire in South East Asia. Asians helped fill unskilled jobs, created new businesses like corner shops and also supported the NHS with new doctors and nurses.

Ugandans (1960)

Uganda had been part of the British Empire. In 1960, when civil war (war between people of the same country) started, They came to escape fighting.



Chinese (1970s)

Hong Kong was part of the British Empire until 1997. Hong Kong Chinese came over for better education for their kids and more job opportunities.

Australians & New Zealanders (1980s)

Many young Australians and New Zealanders came to live and work in 1980s Britain if their grandparents had been British.

Bosnians (1990s)

When civil war started in former Yugoslavia in the 1990s, the EU agreed to help those running away from the fighting. Britain helped many escape.

Eastern Europeans (2002)

In 2002, countries like Poland and the Baltic States joined the EU. This allowed them the freedom to live and work anywhere in Europe.

Hong Kong Chinese (2022)

PM Johnson promised to help any HK Chinese who held a British passport from when Britain controlled HK as part of its Empire. over 200,000 invited.

Ukrainians (2022)

The Russian-Ukrainian War in 2022 caused millions to flee Ukraine. Britain & the EU agreed to house those families fleeing from war.

Label the map of Migration to Britain



Review

Benjamin Zephaniah:
“The British (serves 60 million)”

<https://www.youtube.com/watch?v=Aq13dvtZjP4>



ADVANCED



CORE

So what do you think it means to be British?
Can you justify your ideas with examples from
the poem?

Can you identify and explain any British
Values which are mentioned or implied in the
poem?

What is Benjamin Zephaniah trying to say
about the British in his poem?

Part 4: How do we perceive Diversity? (Discussion Task)

1. Life in the UK is extremely diverse- whether it is diverse in sexual orientation; abilities and races.

So why do some people focus (often negatively) on the differences?

1. By our very nature, people are different in many ways -
why do some people laugh at people who are different; make negative comments about differences and bully others over their differences?
1. **How can diversity and differences make our community and our society a better place?**
1. **What difference can you make?**

Part 5: Diversity Quiz

What has diversity ever done for us?



**Q1. What do these three women have in common?
1 mark for each correct answer (more than 1 answer)**

Part 5: Diversity Quiz

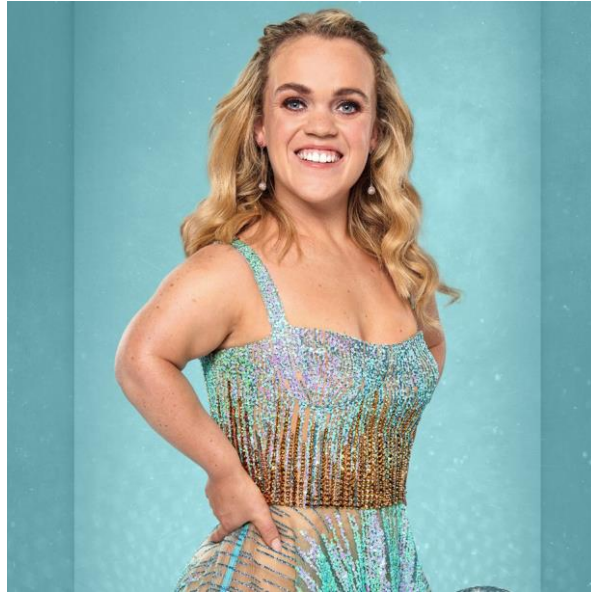
What has diversity ever done for us?



**Q2. What do these three artists have in common?
1 mark for each correct answer (more than 1 answer)**

Part 5: Diversity Quiz

What has diversity ever done for us?



**Q3. What do these three sports people have in common?
1 mark for each correct answer (more than 1 answer)**

Part 5: Diversity Quiz

What has diversity ever done for us?



**Q4. What do these three foods have in common?
1 mark for each correct answer (more than 1 answer)**

Part 5: Diversity Quiz

What has diversity ever done for us?



**Q5. What do these three celebrities have in common?
1 mark for each correct answer (more than 1 answer)**

Part 5: Diversity Quiz

What has diversity ever done for us?

Q1. Beth Mead; Clare Balding; Alex Scott

- All 3 are famous for sports (although Clare has not represented her country in sport she is currently the President of the Rugby League)
- All 3 have been on Match of the Day
- All 3 are lesbians

Part 5: Diversity Quiz

What has diversity ever done for us?

Q2. Lady Gaga; Sir Elton John; Sam Smith

- All 3 are famous singers
- All 3 have had Number 1 singles and albums in UK and USA
- All 3 have won Oscars (Academy Awards) for their songs in films & Grammy and Brits Music Awards
- All 3 have sold over 10 million albums worldwide (Elton John actually = 250 Million+)
- All 3 are gay or bisexual

Part 5: Diversity Quiz

What has diversity ever done for us?

Q3. Jonnie Peacock; Ellie Simmonds; Lauren Steadman

- All 3 are famous athletes/ paralympians
- All 3 have represented GB at the Paralympics
- All 3 have won gold medals at the Paralympics (Ellie Simmonds has 5!)
- All 3 have taken part in Strictly Come Dancing!
- All 3 have been world champions in their sports (Jonnie can run the 100m in 10.81 sec)
- All 3 represent the disabled community of the UK

Part 5: Diversity Quiz

What has diversity ever done for us?

Q4. Spaghetti Bolognese; Fish & Chips; Chicken Tikka Masala

- **All 3 are dishes have origins in countries outside of Britain**

Bolognese = Italy; Fish & Chips = Jews from Spain/ Portugal; Chicken Tikka Masala = India

- **All 3 dishes have evolved and been given a British twist!**
- **You will not find these 3 dishes in their original countries as they have been Anglofied or made “British”.**

Tomato meat sauces are served with tagliatelle in Italy; Spanish/ Portuguese Jews would not serve chips with their fried fish (and it was often served cold!); You can find Chicken Tikka in India but No Masala (sauce) as the British twist included tinned tomato soup and cream.

- All 3 dishes make up the **TOP 3 most popular dishes** in the UK (according to Daily Mail 2021).

Part 5: Diversity Quiz

What has diversity ever done for us?

Q5. Dame Jessica Ennis-Hill; Sir Mo Farah; Sir Lewis Hamilton

- **All 3 are sporting superstars**

Jess Ennis-Hill = Athletics; Mo Farah = Distance Running; Lewis Hamilton = F1

- **All 3 have been multiple World Champions representing GB in their sports**

Mo = 10 Olympic and World titles; Lewis 7 world; Jess = 4 Olympic and World titles.

- **All 3 have first or second generation family roots outside of the UK**

Mo = Somalia; Jess's father = Jamaica (West Indies); Lewis's father = Grenada (West Indies)

- **All 3 have been honoured by the previous Queen - 2 Sirs and 1 Dame!**