



TACKLING ISLAMOPHOBIA: A CHILDREN'S RIGHTS RESOURCE FOR SECONDARY SCHOOLS IN WALES

CHILDREN'S COMMISSIONER FOR WALES



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SHOW
RACISM
THE
RED
CARD

Lesson Overview

A resource about rights and equality for young Muslims in Wales, developed by the Children's Commissioner for Wales with advice from Show Racism the Red Card and EYST Wales.

Why has this resource been created?

The principal role of the Children's Commissioner for Wales is to safeguard the rights and welfare of young people in Wales. When Sally Holland became Children's Commissioner for Wales the first thing she did was talk to children and young people about their experiences in a nationwide consultation called [What Next | Beth Nesa](#)'. Over 6000 children and young people took part in What Next | Beth Nesa' and these young people identified bullying as their top concern. There were also significant concerns raised by young people about Islamophobia in Wales and how this threatens the rights of young Muslims. This teaching resource enables young people in Secondary schools to develop their understanding of the rights of all young people in Wales, and to understand that young Muslims living in Wales have the same rights as others.

Show Racism the Red Card is an anti-racism education charity which has been working with young people and teachers since 1996. In Wales, the charity delivers workshops to over 13,000 pupils a year, as well as providing training for teachers. Despite this, young people continue to be victims of racial abuse every day in Wales. Consultations led by Show Racism the Red Card have found that 3/4 teachers have dealt with racism in their school without receiving proper training or support. Show Racism the Red Card offer anti-racism training for schools in the form of face-to-face workshops and have also [created a video](#) to help teachers facilitate the lessons outlined in this resource.

EYST Wales is a registered charity and was set up in 2005 to support ethnic minority young people living in Swansea, and help them achieve their full potential. Since then its remit has expanded to support BME people of all ages living across Wales, through the provision of a range of services covering education, employment, health, and community safety. EYST Wales has offices and staff based in Swansea, Cardiff, Newport and Wrexham and is currently funded by the Welsh Government to deliver the All Wales BAME Engagement programme.

What is the resource?

It consists of three sessions, designed for young people aged 11-14 (Key Stage 3). We recommend the sessions for Year 9 pupils, but there are scaffolding and extension tasks listed at the end of the session outline so that the resource can be adapted to suit different ages. Schools trialling this resource found that each session fitted comfortably into an hour lesson. Each session focuses on a different right, as laid out in the United Nations Convention of the Rights of the Child. Using videos and interactive activities, young people will explore how rights are experienced by young people in Wales generally, and young Muslims in Wales specifically. Sessions can be delivered as standalone sessions but will have most impact if all three are delivered to develop incremental learning. Accompanying teacher guidance informs teachers about how best to facilitate young people to explore children's rights and to understand and challenge discrimination.

The scheme will develop:

- Knowledge of children's rights and the role of the Children's Commissioner for Wales;
- Knowledge of Islam;
- Understanding of discrimination;
- Understanding of the right to religion;
- Skills to analyse media texts;
- Skills to identify and challenge negative stereotypes.

How does this support schools?

Supporting the development of the **Four Purposes of Successful Futures is the UNCRC**. These sessions enable young people to further their understanding of rights and will help develop **healthy, confident individuals who can learn and thrive**. Activities in this resource also provide opportunities for young people to participate as **ethical, informed citizens in their school and wider community**. Activities also develop outcomes relating to **Health and Wellbeing and Humanities**, particularly around the understanding of religions. Throughout the resource there are also opportunities identified to develop outcomes of the **Literacy and Numeracy Framework** and **Digital Competency Framework**.

This resource also supports schools to develop their approaches to **Wellbeing** and to **Care, Support and Guidance**, as required by the **Estyn Common Inspection Framework 2017** [Sections 2.1; 4.1; 4.2; 4.3].

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Session	Right in Focus	Video Resource	Outcomes
One	<p>Article 2: No child or young person should be treated differently because of where they live, what they believe, the language they speak or if they are a boy or a girl.</p>	<p>Experiences of Islamophobia</p>	<ul style="list-style-type: none"> • Young people can describe how Article 2 applies to all young people in Wales • Young people can identify how discrimination threatens the rights of young Muslims in Wales • Young people explore the effects on individuals when Article 2 is denied • Young people understand that the Children’s Commissioner for Wales stands up for the rights of all children and young people in Wales <p>Literacy and Numeracy Framework</p> <ul style="list-style-type: none"> • Oracy (Listening): consider the relevance and significance of information and ideas presented to them • Oracy (Collaboration and Discussion): Take a range of roles in group discussion <p>Digital Competency Framework</p> <ul style="list-style-type: none"> • 1.2 Citizenship (Health and Wellbeing): identify stereotypes and their impact in a range of media forms

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Session	Right in Focus	Video Resource	Outcomes
Two	<p>Article 14: You have the right to practice your own religion, as long as you are not stopping people from enjoying their rights.</p>	<p>What Islam means to you</p> <p>Hobbies</p>	<ul style="list-style-type: none"> • Young people know that all young people in Wales have the right to their own religion (Article 14) • Young people can identify facts about Islam • Young people explore how religion can be part of personal identity • Young people understand that the Children’s Commissioner for Wales stands up for the rights of all children and young people in Wales <p>Literacy and Numeracy Framework</p> <ul style="list-style-type: none"> • Oracy (Listening 09): consider the relevance and significance of information and ideas presented to them <p>Digital Competency Framework</p> <ul style="list-style-type: none"> • 1.2 Citizenship (Health and Wellbeing): identify stereotypes and their impact in a range of media forms

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Session	Right in Focus	Video Resource	Outcomes
Three	Article 17: You have the right to honest information from the media in a way you can understand.	Media portayals	<ul style="list-style-type: none"> • Young people identify fact and opinions in media texts • Young people analyse how far media texts enable or threaten their right to honest media • Young people understand the impact of negative stereotyping on individuals • Young people explore how they can challenge negative stereotyping in their community • Young people understand that the Children’s Commissioner for Wales stands up for the rights of all children and young people in Wales. <p>Literacy and Numeracy Framework</p> <ul style="list-style-type: none"> • Reading (Response and Analysis): Distinguish between facts/evidence and bias/argument • Reading (Response and Analysis): Identify different interpretations of facts and information and evaluate their relative merits • Reading (Response and Analysis): Evaluate the usefulness and reliability of texts • Oracy (Collaboration and Discussion): recognise a range of options for action and reach agreement to achieve the aims of the group <p>Digital Competency Framework</p> <ul style="list-style-type: none"> • 1.2 Citizenship (Health and Wellbeing): identify stereotypes and their impact in a range of media forms • 3.1 Producing (Planning, Sourcing and Searching): evaluate the reliability of sources of information, justify opinions and reasons for choices and reference using appropriate methods

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Session One		
Article 2: No child or young person should be treated differently because of where they live, what they believe, the language they speak or if they are a boy or a girl.		
Outcomes	Activities	Teacher Guidance
<p>Young people can describe how Article 2 applies to all young people in Wales.</p> <p>Young people can identify how discrimination threatens the rights of young Muslims in Wales.</p> <p>Young people explore the effects on individuals when Article 2 is denied.</p> <p>Young people understand that the Children's Commissioner for Wales stands up for the rights of all children and young people in Wales.</p> <p>Literacy and Numeracy Framework</p> <ul style="list-style-type: none"> Oracy (Listening): consider the relevance and significance of 	<p>Introduce:</p> <p>Explain to young people that you are going to talk about young people's rights in Wales: "things you need to grow up happy, healthy and safe".</p> <p>Show the short video called Right Words Wrong Order - English, Welsh.</p> <p>Explain that the video[s] discussed a list of rights called the UNCRC. Display the Know Your Rights poster in class and explain that this lists the rights that belong to young people.</p> <p>Develop:</p> <p>Display Article 2 in the classroom so young people can see it, either by writing it on a whiteboard or on handouts.</p> <p>Article 2: No child or young person should be treated differently because of who they are, where they live, what they believe, the language they speak or if they are a boy or a girl.</p>	<p>Resources needed:</p> <ul style="list-style-type: none"> Key Words and Definitions Rights video Islamophobia video Know Your Rights poster Handout 1: Reflection Guide <p>Teachers will find it helpful to establish ground rules for discussion at the outset of this session. You can remind the class of your existing discussion rules or you can use the Know Your Rights poster to do this by explaining that in your classroom these rights belong to all pupils at all times.</p> <p>Article 2 of the UNCRC means that all young people have the right to be treated as equals, regardless of their identity. Teachers can help inform their facilitation of discussion with the factsheets Tackling Racism in Schools, which include a guide to appropriate terminology when talking about race. You can also share the Key words and Definitions by displaying this or handing out to students to refer through during the sessions.</p>

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Session One		
Outcomes	Activities	Teacher Guidance
<p>information and ideas presented to them</p> <ul style="list-style-type: none"> Oracy (Collaboration and Discussion): Take a range of roles in group discussion <p>Digital Competency Framework</p> <ul style="list-style-type: none"> 1.2 Citizenship (Health and Wellbeing): identify stereotypes and their impact in a range of media forms 	<p>Put the class into pairs / small groups and ask them to discuss the following questions:</p> <ul style="list-style-type: none"> What does this right mean? Do you think young people in our school experience this right? What might stop young people getting this right? <p>After consideration ask the class as individuals to answer the second question using either YES, NO, or MAYBE. They can show their response with a display of hands, by voting through iPads or by moving to different areas of the room.</p> <p>Ask what might stop young people experiencing Article 2 and list these as a class. Young people should be encouraged to come up with their own ideas. These could include racism; discrimination; homophobia; prejudice; poverty; age or gender discrimination; ignorance; misunderstanding; attitudes of others; media portrayals. You can keep this list to use in later sessions.</p> <p>Explore:</p> <p>Explain that you are going to show a video of young people in Wales describing how they do not always experience Article 2. Explain that the video is introduced by Sally Holland, the Children’s Commissioner for Wales because it is her job to stand up for the rights of all children and young people in Wales.</p>	<p>The video shows young Muslims in Wales describing how they sometimes experience discrimination. It is introduced by Sally Holland, Children’s Commissioner for Wales. In the introduction Sally explains that the video gives a chance for young people to describe their experiences in their own words. Sally explains that the video includes the racist abuse ‘Paki’. Young people in the video used this word to explain how they feel when they are racially abused with this term. Sally also explains that this is a completely unacceptable word to call another person. This information is also written for pupils in the Reflection Guide. Teachers should reinforce this message. As previously, you can help inform facilitation of this with the factsheets Tackling Racism in Schools.</p> <p>At the end of the session ensure that young people know the school policy and procedures regarding racism and racist bullying. The guidance about identifying and reporting racism will be helpful for schools to ensure they are following good practice.</p>

Session One		
Outcomes	Activities	Teacher Guidance
	<p>Distribute the Reflection Guide and allow individual reflection time to complete this sheet. Invite young people to feedback responses to the class if they wish but inform them that they can keep their response private if they prefer.</p> <p>Distribute the Know Your Rights posters to small groups. Ask small groups to identify which of the rights were threatened or denied by the racist behaviours described in the video. You may like to show the video again to do this. Feedback which rights were threatened or denied as a class.</p> <p>Empower:</p> <p>Ask pairs to consider: what do you do if you see or hear racism?</p> <p>You might want to encourage young people to consider online and offline contexts. Invite feedback.</p> <p>Inform young people of your school policy and procedures about reporting racism and also where they can access support if they see or experience racism. Ensure young people know how they do this in your school, you can also display the ChildLine number 0800 1111 in case pupils wished to obtain confidential support.</p>	<p>If you have pupil-friendly versions of your policies then display them in your classroom while you are doing these sessions. If you don't have a pupil-friendly version then as an extension to these sessions young people could design their own posters or presentations explaining how your school responds to racism.</p> <p>The video may cause young people to reflect upon their own experiences, particularly if they have experienced racism. Offer support by making sure young people know with whom they can discuss any worries in your school. You may also find it helpful to share the ChildLine number 0800 1111 in case young people wish to talk confidentially.</p> <p>Young people and adults can also contact the Children's Commissioner's Investigation and Advice service if they feel racism or other discrimination are not being properly addressed. Share and display the Freephone number 0808 801 1000.</p>

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Session One		
Outcomes	Activities	Teacher Guidance
	Inform young people that they can also contact Sally's Investigation and Advice service if they are worried about racism. Share and display the Freephone number 0808 801 1000	

Session Two		
Article 14: You have the right to practice your own religion, as long as you are not stopping people from enjoying their rights.		
Outcomes	Activities	Teacher Guidance
<p>Young people know that all young people in Wales have the right to their own religion (Article 14) .</p> <p>Young people can identify facts about Islam.</p> <p>Young people explore how religion can be part of personal identity.</p> <p>Young people understand that the Children’s Commissioner for Wales stands up for the rights of all children and young people in Wales.</p> <p>Literacy and Numeracy Framework</p> <ul style="list-style-type: none"> Oracy (Listening 09): consider the relevance and significance of information and ideas presented to them 	<p>Introduce:</p> <p>Remind young people that the right to be treated equally was the focus of the last session. Explain that this session you will focus on another right:</p> <p>Article 14: You have the right to practice your own religion, as long as you are not stopping people from enjoying their rights. Display this right in the classroom.</p> <p>Explain that you are going to do a group activity about identity. Ask young people to stand in a circle and say you are going to read a series of statements. If this statement is TRUE then individuals need to take a step inside the circle. If it is FALSE they stay in the same place.</p> <p>Read the following statements and you can also add your own or invite young people to add their own:</p> <ul style="list-style-type: none"> I don’t have a religion I am Welsh I support a football team [you could name your local team] I enjoy music I am a boy I speak more than one language I have been to a church 	<p>Resources needed:</p> <ul style="list-style-type: none"> Hobbies video What Islam Means to Me video Handout Two, Islam: How Much Do I Know? <p>During the introduction activity you can comment on what is happening to the group. Notice how the group divides, for example, you might want to notice how many young people have a particular thing in common (if it is many or few) and whether some have several things in common. You might wish to notice statements that seem particularly important to your group, or the reaction they have as a group or individuals to the exercise.</p> <p>Sally’s introduction to the hobbies video reminds young people that all young people have things in common with others and things that make them unique. You may wish to reinforce this in your class discussion.</p>

Session Two		
Outcomes	Activities	Teacher Guidance
<p>Digital Competency Framework</p> <ul style="list-style-type: none"> 1.2 Citizenship (Health and Wellbeing): identify stereotypes and their impact in a range of media forms 	<ul style="list-style-type: none"> I enjoy art I celebrate on Christmas Day I have been to a mosque I watch TV [you could substitute this with a favourite programme] I play computer games [you could substitute this with the name of popular game] <p>After the activity invite young people to reflect on the activity, either in small groups or as a whole class, using the following questions: How did it feel to have things in common with others? How did it feel to be different to others? Which of the statements was the most important part of your identity? Feedback as a group.</p> <p>Develop:</p> <p>Explain that you are going to show a video of young people in Wales talking about their hobbies and interests, which will be introduced by Sally Holland, Children’s Commissioner for Wales.</p> <p>Play the Hobbies video and invite the class to write down anything that they have in common with any of the young people on the video as it is shown. Ask for feedback. Explain that one thing the young people in the video had in common with each other was that they are young Muslims living in Wales. Remind the class of Article 14:</p>	<p>Your class may wish to discuss the right to religion [Article 14] and what this means, in particular the second part of the Article. This right applies equally to children of all religions and you might find it useful to encourage pupils to think about other religions, not just Islam. Young people might wish to clarify examples of how religious practice should not stop other people from enjoying rights, an example would be that no religion should prevent a child from experiencing their right to education.</p> <p>The activity sheet Islam: How Much Do I Know? Can be done by everyone in your class, whether they have a lot or a little knowledge of Islam. Young people who are Muslim themselves should not be singled out to answer questions but if it is clear that they wish to share their knowledge, this is a valuable opportunity to enable them to talk about what their religion means to them. You might wish to enable them to answer the same question that was asked to the young people on the video: what does Islam mean to you?</p>

Session Two		
Outcomes	Activities	Teacher Guidance
	<p>You have the right to practice your own religion, as long as you are not stopping people from enjoying their rights.</p> <p>Distribute the handout: How Much Do I Know about Islam and ask young people to complete. Reassure them that it doesn't matter if they get things right or wrong – it's a chance for them to see how much they know themselves.</p> <p>Show the short video: What Islam Means to Me?</p> <p>Place young people into pairs and ask them to reflect on their answers, would they change any of their answers after the video? Invite them to share if any of their answers have changed.</p> <p>Empower</p> <p>Remind the class that you have explored identity and how Islam can be an important part of the identity of some young people.</p> <p>Using the ideas discussed this session ask pupils to answer the same question that was asked in the video, what does Islam mean to you?</p> <p>You might wish to invite the class to write their answers on a large piece of paper or display.</p>	<p>This is also an opportunity to draw parallels with other religions. You can explain to the class that correct true and false answers on the handout about Islam also apply to Christianity and Judaism. You might like to explain that all world religions follow the principle to treat others as you would wish to be treated yourself, you can explain that this is sometimes referred to as the Golden Rule.</p> <p>Young people may wish to bring up some of the reasons for misunderstanding about Islam. You can explain that next lesson you will focus on media portrayals and stereotypes, which will give them an opportunity to explore this further. You can also remind them of the activity you did at the start of session one, when you listed the reasons why young people might not experience their right to be treated equally (Article 2). You can share the list again. Do any of the ideas the young people have about misunderstandings about Islam reflect the ideas you had then?</p>

Session Three		
Article 17: You have the right to honest information from the media in a way you can understand.		
Outcomes	Activities	Teacher Guidance
<p>Young people identify fact and opinions in media texts.</p> <p>Young people analyse how far media texts enable or threaten their right to honest media.</p> <p>Young people understand the impact of negative stereotyping on individuals.</p> <p>Young people explore how they can challenge negative stereotyping in their community.</p> <p>Young people understand that the Children’s Commissioner for Wales stands up for the rights of all children and young people in Wales.</p>	<p>Introduce:</p> <p>Distribute Handout: Media Extracts About Young People. This is an extract that portrays young people. Ask pairs to consider their initial response to this extract. How does this portrayal make them feel? Share responses as a class.</p> <p>Display Article 17: You have the right to honest information from the media in a way you can understand.</p> <p>Ask pairs to discuss whether the extract on the handout denies or supports their right to honest media. Share ideas as a group.</p> <p>Develop:</p> <p>As a class you have looked at an extract that shows a negative stereotype of young people. Explain that stereotyping is grouping individuals together and making a judgement about them. Ask the class to consider what other groups of people they think can be stereotyped in the media.</p> <p>Explain to the class that many young Muslims in Wales feel that they are negatively stereotyped in the media.</p>	<p>Resources needed:</p> <ul style="list-style-type: none"> • Media Portrayals Video • Handout Three: A Media Extract About Young People. • Handout Four: How to Spot a Media Stereotype • Flipchart / large blank paper and pens • Handout Five: Evaluation <p>Young people begin this session considering how they can be negatively stereotyped in the media. They then compare their response to this with the responses of young Muslims in Wales to the negative stereotyping of Muslims in the media.</p> <p>Handout Four gives a chance for young people to explore how the media negatively stereotypes Muslims and models an analysis of a media article. Young people can then apply their own analysis using the guidance questions on the second article. As an extension task there is also a blank article without scaffolding questions that young people can analyse independently.</p>

Session Three		
Outcomes	Activities	Teacher Guidance
<p>Literacy and Numeracy Framework</p> <ul style="list-style-type: none"> • Reading (Response and Analysis): Distinguish between facts/evidence and bias/argument. • Reading (Response and Analysis): Identify different interpretations of facts and information and evaluate their relative merits. • Reading (Response and Analysis): Evaluate the usefulness and reliability of texts. • Oracy (Collaboration and Discussion): recognise a range of options for action and reach agreement to achieve the aims of the group. <p>Digital Competency Framework</p> <ul style="list-style-type: none"> • 12 Citizenship (Health and Wellbeing): identify stereotypes and their 	<p>Explain that you are going to show a film in which young people explain how this makes them feel.</p> <p>Show the film Media Portrayals. Ask the class to consider the effects of media stereotyping on the young people in the film. You might want to ask young people to compare the responses in the film to their own responses to negative stereotypes of young people.</p> <p>Explore:</p> <p>Distribute the Handout: How to spot a media stereotype. As a class or in groups read through the example article and the comments.</p> <p>Ask small groups or pairs to annotate the second extract using the prompts on their handout.</p> <p>As a class feedback, what features did they spot? How far is this article supporting or threatening Article 17: the right to honest information from the media?</p> <p>As an extension activity you can also share the blank article without guidance questions for young people to annotate themselves.</p>	<p>Teachers may find it useful to refer to our video guidance: Discussing Racism in the Classroom.</p> <p>The empowerment activity is a chance for young people to reflect on all the different activities and learning throughout the sessions. Young people can be encouraged to think of their own ideas but you might like to suggest some based on the learning outcomes of the sessions.</p> <p>The evaluation gives the class the opportunity to reflect on their learning and teachers can evaluate and reflect whether outcomes have been achieved.</p> <p>The Children’s Commissioner and Show Racism the Red Card can also use this information to help us improve and plan our learning resources. Please send the completed sheets to: Children’s Commissioner for Wales, Oystermouth House, Phoenix Way, Llansamlet, Swansea SA7 9FS.</p> <p>You can also let us know about your experiences with this resource on Twitter - @childcomwales</p>

Session Three		
Outcomes	Activities	Teacher Guidance
<p>impact in a range of media forms</p> <ul style="list-style-type: none"> 3.1 Producing (Planning, Sourcing and Searching): evaluate the reliability of sources of information, justify opinions and reasons for choices and reference using appropriate methods 	<p>Empower</p> <p>Explain to the class that through the videos and activities you have explored examples of times when young Muslims in Wales are not experiencing their rights.</p> <p>Ask the class to consider how you can tackle this. What can you do as a school? What can young people do as individuals?</p> <p>You might like to record young people’s ideas on two display sheets: “As a school we can...”; “I can...”</p> <p>Encourage young people to think widely and to think about how their actions can influence themselves, their family, their friends and community. You can use their ideas to inform future actions for you as a school.</p> <p>Distribute the Evaluation hand-out to the class, please send the completed forms to: Children’s Commissioner for Wales, Oystermouth House, Phoenix Way, Llansamlet, Swansea SA7 9FS.</p>	

Opportunities for Differentiation

Scaffolding tasks

Session One

- You can scaffold key questions and discussion points using a PowerPoint resource. Pentrehafod School created [this PowerPoint](#) to lead these three sessions with young people.
- Rather than giving out the poster of all children's rights for young people to consider, draw out a few rights from the poster, e.g. Articles 2, 12, 14, 15, 28, 29, 30, 31. Give one article to a pair / small group and ask young people to consider whether this one right has been denied to the young people in the video. You can download and print individual rights posters using our UNCRC symbols pack.

Session Two

- To support young people to identify what they know about Islam you could develop a mind-map tool for them to complete during the session. Dwr-y-Felin School in Neath created [this mind-mapping template](#) for young people to complete during this session.
- Refer to the key-words and definitions sheet and display these / distribute for young people to refer to throughout the sessions.

Session Three

- Rather than asking young people to independently annotate the second extract in Handout 5: How to Spot a Media Stereotype, annotate this as a whole-class, or lead a small group through completing this sheet together.
- Use the key-words and definitions sheet to check understanding of key words and concepts.

Extending tasks

Session One

- Introduce the concept of the indivisibility of children's rights. Indivisibility of rights means that when one right is denied, other rights are always affected. Ask young people to consider how denying Article 2 to a child or young person, as seen in the videos, illustrates the indivisibility of children's rights. Young people can use the children's rights posters to list the rights that are denied as a consequence of denying Article 2 in the videos.

Session Two

- Using a book box of world religions or using internet sources, invite young people to research Islam further. Young people could create a display or presentation about Islam.
- Using a book box of world religions or using internet sources, invite young people to compare Islam with Christianity. What do the two religions have in common? What differences are there between them?

Session Three

- Distribute the third blank article in Handout 5: How to Spot a Media Stereotype for young people to annotate independently without guidance questions.
- Challenge young people to find their own example(s) of negative stereotyping online. This could be a social media post, or a media article. Young people could then present their analysis of these examples in small groups or to the class.
- Invite young people to re-write one of the articles in Handout 5 without using negative stereotyping or bias. Young people can share their non-biased versions with each other. This could be extended further into a discussion of why young people think media outlets choose to use negative stereotyping or bias.