

Lesson 3 - 5: Understanding Diversity	
Lesson Objectives	Skills Objectives
<ul style="list-style-type: none"> To demonstrate an understanding of Britain's diversity. Young people will be able to explain how they can help to promote inclusion and embrace diversity. 	<ul style="list-style-type: none"> Problem-Solving - I can use various reference materials and appropriate resources for different purposes. Problem-Solving - I can follow an argument, identify different points of view, and distinguish facts from opinions.

Curriculum link: Young people are taught how citizens can contribute to the improvement of their community, including the opportunity to actively participate in community volunteering and other forms of responsible activity.

In this lesson, students understand migration, enabling them to create their own informed opinions about immigration in the UK and Britain's diversity and multiculturalism. Students should also be aware of how to welcome others and embrace diversity.

				National Curriculum: Citizenship, PSHE and English
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<h1>Keywords</h1>	<p>An Asylum Seeker is someone who has left their country and is seeking protection from persecution and serious human rights violations in another country but who hasn't yet been legally recognised as a refugee and is waiting to receive a decision on their asylum claim. Seeking asylum is a human right.</p>
<p>Migrants are people who leave their country because they want to work, study or join the family. Others feel they must leave because of poverty, political unrest, gang violence, natural disasters or other serious circumstances.</p>	<p>A refugee is a person who has fled their own country because they are at risk of serious human rights violations and persecution there. A legal process is used to determine whether an asylum seeker is considered a refugee under international, national or regional law.</p>

Lesson 3-5: Understanding diversity (continued)

Inclusion and Education

The 2020 GEM Report on 'Inclusion and Education: All means all' calls on countries to concentrate on those being left behind and move towards inclusion and education. This video provides an overview of how education that is not inclusive affects children and what can be done to promote change and ensure all children have access to inclusive and equitable quality education. Read more by downloading the [@GEMReport](#)

Ensure an inclusive and equitable quality education in the formulation of SDG 4, the global goal for education.

Time	Task
5 mins	<p>Students should be made aware of the differences between a refugee, asylum seeker and migrant. Go through the keywords.</p> <p>it is important to understand that, just because migrants do not flee persecution, they are still entitled to have all their human rights protected and respected,</p>
10mins	<p>Memory Game: Put the young people in groups of 4-6. Each group needs paper and a pen for each participant.</p> <p>A3 Sheets of paper - Pens.</p> <ul style="list-style-type: none">• The objective of this activity is for the teams to remember as many items on the two slides as they can.• They can look at them in any order.• However, they must only look at each slide twice and for a minute at a time (adjust this accordingly for your class).• The teams must not write anything down when the slides are being shown. <p>Discussion Points: After one view, encourage your teams to think strategically & discuss these points:</p> <ul style="list-style-type: none">• How many did your team remember correctly?• What strategies did you use as a team to help you remember the items?• How can we work as a team to remember all the items?• Are there any methods we can use to remember all the items?• When the activity is complete, ask them:• What type of communication was used in attempting to solve the problem?• Did we communicate well as a team? Why? Why not?

10mins	<p>Watch this video as a class. Hiba's Story: Ten-Year-Old Syrian Refugee UNICEF USA</p> <p>Students discuss these questions. Imagine leaving your home and going to another country to find safety.</p> <ul style="list-style-type: none"> • How would you feel? • What would you take with you? <p>Ask the students these questions before they watch the video. Then watch the video.</p> <p>What is Heba; a refugee, asylum seeker or migrant? Why?</p> <p>After watching the video, would you change anything that you would bring with you? Did how you imagined you would feel, change after you saw the video?</p>
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45 mins	<p>Debate Rules</p> <p>Remind the young people about the importance of preparing for a debate, understanding its rules, and ensuring they actively listen.</p> <p>Debate</p> <p>Students could debate whether our borders should be open or closed. This could be a House of Commons-style debate with more able students.</p> <p>Debate- Under the anti-refugee bill, Priti Patel wants to criminalise people who attempt or manage to reach the UK irregularly. But people seeking safety often have to travel without permission. Is this the correct approach to dealing with immigration?</p> <p>Once the debate is done, the lessons need to reflect back on the LOs for the lessons, which were;</p>
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Lesson 4	<p>Prepare your debate</p> <p>Agree on some rules for your debate.</p>
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Lesson 5	<p>Present your debate</p>
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Lesson 3 - 5: Understanding Diversity

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Inclusion and Diversity Lesson 3 - 5




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Curriculum link: Pupils are taught how citizens can contribute to the improvement of their community, including the opportunity to participate actively in community volunteering and other forms of responsible activity.

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 National Curriculum: Citizenship, PSHE, English	

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Your instructions:

The objective of this activity is to remember as many items on the two slides as you can in your **team**.

You get three attempts to view the slides.

You cannot write down your list until you have finished viewing the slides.

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What is diversity?

"The practice or quality of including or involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientations, etc."

Oxford Dictionary

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What is a?

A Asylum Seeker
A Migrant
A Refugee

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Keywords	Definitions
An asylum seeker	- is a person who has left their country and is seeking protection from persecution and serious human rights violations in another country but who hasn't yet been legally recognised as a refugee and is waiting to receive a decision on their asylum claim. Seeking asylum is a human right.
Migrants	people who leave their country because they want to work, study or join the family. Others feel they must leave because of poverty, political unrest, gang violence, natural disasters or other serious circumstances.
Refugee	- is a person who has fled their own country because they are at risk of serious human rights violations and persecution there.

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Watch this video as a class. Hiba's Story: Ten-Year-Old Syrian Refugee | UNICEF USA

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- Debate Topics:**
- "Under the anti-refugee bill, Priti Patel wants to criminalise people who attempt or manage to reach the UK irregularly. But people seeking safety often have to travel without permission. Is this the correct approach to dealing with immigration?"
 - "Diversity and better integration will help promote respect and tolerance and build community cohesion" how far do you agree?"
 - "We should be free to identify anything we like" how far do you agree?"
 - "What makes someone feel or identify as British?"
 - "Does increased diversity jeopardise community cohesion?"
 - "Has immigration led to more tension and friction within communities?"
 - "Should Britain do more to help migrant communities and those seeking to come to Britain?"
 - "Does the government do enough to protect and promote tolerance and the rights of diverse groups?"

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Inclusion and Diversity Lesson 4



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Rules for debating:

