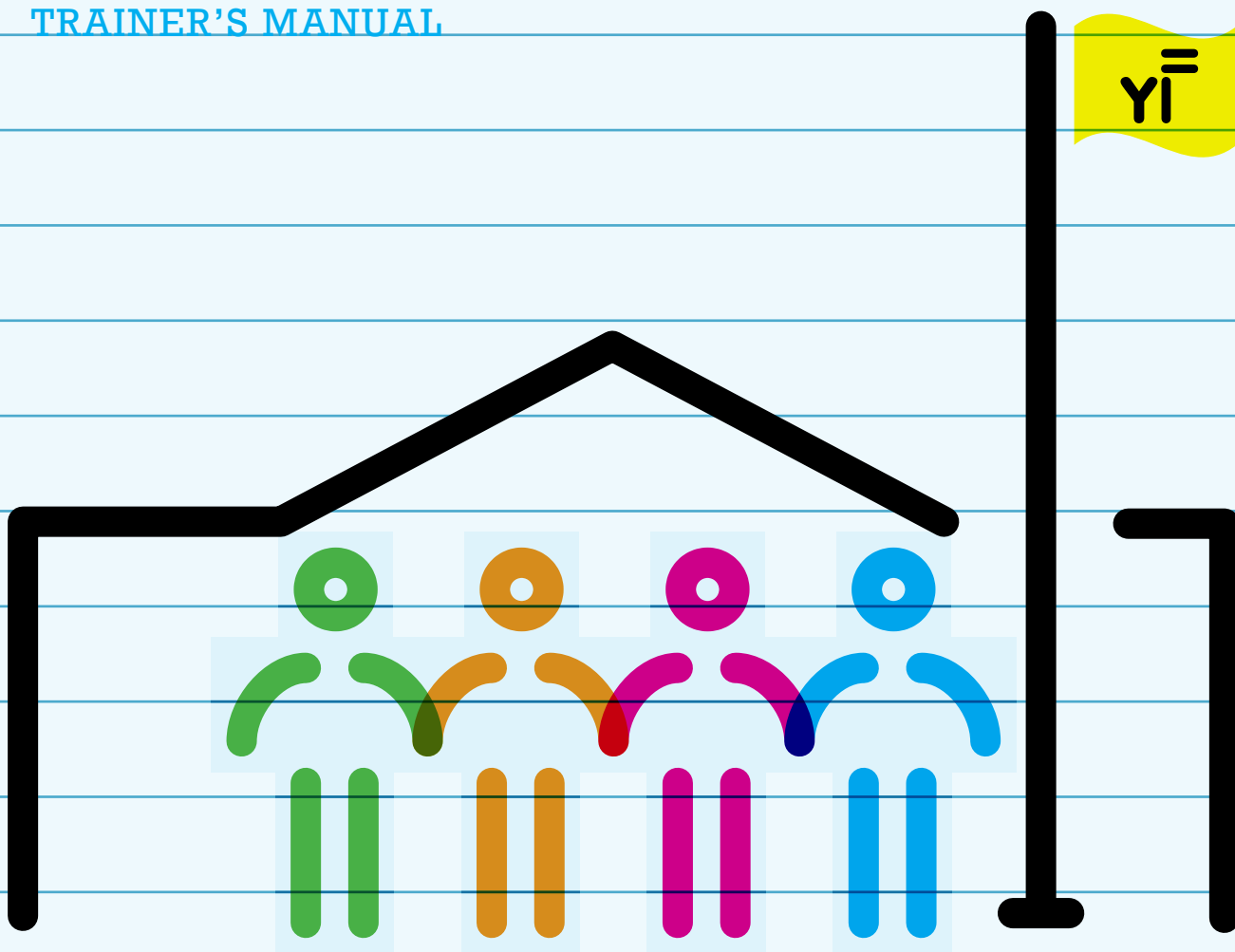


Intercultural Training for Yellow Flag Schools

A two hour workshop for staff and teachers

TRAINER'S MANUAL



The Yellow Flag Programme



Coimisiún na hÉireann
um Chearta an Duine
agus Comhionannas
Irish Human Rights and
Equality Commission

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**Coimisiún na hÉireann
um Chearta an Duine
agus Comhionannas**
Irish Human Rights and
Equality Commission

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c/o Irish Traveller Movement
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The Irish Human Rights and Equality Commission (IHREC) was established under statute on 1 November 2014 to protect and promote human rights and equality in Ireland, to promote a culture of respect for human rights, equality and intercultural understanding, to promote understanding and awareness of the importance of human rights and equality, and to work towards the elimination of human rights abuses and discrimination.

The Irish Traveller Movement (ITM), a national representative organisation representing Travellers and Traveller organisations, was founded in 1990 and one of its core principles was to challenge the racism that Travellers face in Ireland and promote integration and equality in Irish society. The ITM is a membership organisation representing the views of 40 local and national Traveller organisations from across the island of Ireland. The Yellow Flag Programme was pioneered by the Irish Traveller Movement as an intercultural innovative solution.

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Designed by Piquant

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INTRODUCTION

One of the steps of the Yellow Flag programme consists of awareness training for school staff and management. This resource provides a number of activities which can be used by trainers in an initial 2 hour whole staff workshop which will fulfil the school's requirements for achieving the Yellow Flag.

Preparation and planning for workshop

The introductory workshop is designed to take place after the staff have had an information session about the Yellow Flag Programme, so that they come to the workshop informed about and committed to the programme.

Each workshop will be planned in consultation with key staff members, i.e members of the Diversity Committee, school management and other relevant staff, to ensure that it meets the specific needs of individual schools.

Framework underpinning the workshop

The workshop has been designed to support schools in taking an equality and human rights approach to interculturalism, based on the NCCA (2005) definition of intercultural education as:

Education that respects, celebrates and recognises the normality of diversity in all aspects of human life, promotes equality and human rights, challenges unfair discrimination and provides the values on which equality is based.

Key human rights articles which relate to interculturalism and schools include articles 29 and 30 of the 1989 [UN Convention on the Rights of the Child](#) and the 1963 [International Convention on the Elimination of all Forms of Racial Discrimination](#).

The workshop uses the description of the inclusive school from the [Schools and the Equal Status Acts](#) (Equality Authority, 2nd edition, 2005, p 1) to help schools understand and promote the concept and practice of equality:

The inclusive school prevents and combats discrimination. It is one that respects, values and accommodates diversity across all nine grounds in the equality legislation – gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community. It seeks positive experiences, a sense of belonging and outcomes for all students across the nine grounds. Outcomes include access, participation, personal development and achieving education credentials.

Further elaboration on the concept of equality in relation to schools can be found in [Embedding Equality in School Development Planning](#) (Equality Authority, 2010).

Workshop structure

The workshop is divided into two parts. The first part consists of generic training for all schools while the second includes a number of options from which schools may choose according to their situation and needs.

Part 1 includes:

- Reminder about the steps of the Yellow Flag programme
- Diversity in our school – its benefits and challenges
- Our own identity and the impact of stereotyping
- Awareness of inequality and discrimination
- A reflection on the inclusive school as described Schools and the Equal Status Acts

Part 2 will vary depending on the needs identified in advance by the school. A number of possible topics which could be covered are provided in the resource, but trainers may need to adapt or change them to suit a particular school. The topics include:

A. Respecting, Valuing and Accommodating Diversity

This exercise can be used to look at any issue affecting minority ethnic students.

B. Positive Intercultural relationships

This is explored through a number of Critical Incidents. This exercise allows staff to reflect on how best to respond to critical intercultural incidents or situations in the school.

C. Classroom Practice which promotes Inclusion

This exercise allows staff to reflect on what happens in the classroom and how, using an equality and human rights framework, they could introduce small changes to their practice to better promote inclusion of diversity.

D. Planning for the Inclusive school

This is a planning template which can be used to develop an action plan based on an equality and human rights framework, and which promotes inclusion in relation to specific areas of school life.

YI Workshops and the Yellow Flag Programme Steps

While the workshop itself covers the requirement of the Intercultural Awareness Training for Staff and Management, some of the exercises included in this resource also link to other steps, in particular *Step 4 Intercultural Review*, *Step 5 Action Plan* and *Step 7 Curriculum Work*. The relevant link is indicated in the description of each exercise.

PART 1



1 INTRODUCTION AND REFLECTION ON CULTURE

(10 mins)



Rationale

Workshops normally take place after a long school day, so it is essential to energise the staff and to help them move into the intercultural space for the workshop. The following activity is a reminder of a number of key elements of culture:

- We all have a cultural identity
- All cultures have positive and negative features
- Cultures change constantly



Process

Ask the teachers to think about their cultural identity, Irish or other, and to identify one aspect of their culture that they particularly like and one aspect which they dislike and would like to see changing.

Give them a moment to consider this and then ask them to stand up and move around the room, sharing their two aspects in pairs. They should share with around four people. When they have all had a chance to share with a few people, facilitate a general discussion on what they learned or found interesting from the sharing. Discussion points could include some of the following:

- What does reflecting on their own cultural identity tell them about cultures in general?
- Would they have included the same likes or dislikes ten or fifteen years ago? If not, what does that tell them about the way cultures change?
- To what extent do we negatively judge other cultures on the basis of one or two aspects which we dislike? The exercise should have shown them that, just as we are critical of some aspects of our own culture, likewise others are not always happy with all aspects of their culture, so we need to remember this when we are critical of certain cultural practices.
- Cultures change constantly, so teaching about another culture requires that we stay up to date on practices within that culture.



Purpose and outline of the workshop

Explain that this is the first of a number of workshops which will be offered to the school through the Yellow Flag programme. Remind the staff of the 8 steps in the programme and of what they've achieved so far e.g. set up the Diversity Committee, established relationships with community organisations...



This workshop fulfils the requirements of Step 1 *Intercultural Awareness Training for Staff and Management* and can also contribute to later steps in the programme, including Step 4 *Intercultural Review* and Step 5 *Action Plan*.

Remind staff that they had been consulted regarding the content of the workshop and that it is based on their interests and needs. Outline what the workshop will include, and remind them of the need for respect and confidentiality in their discussions (ground rules).



2

DIVERSITY IN OUR SCHOOL

(15 mins)



Rationale

This may be the first time the staff have sat down together to discuss diversity in the school. This activity helps them identify the range of diversity present within their school community, to recognise its benefits, and also to be realistic about its challenges.



Materials

- Flip chart, markers and paper or flip chart sheets for small groups.
- Prepared slide with different types of diversity listed, see example provided.



Process

Ask the staff to list all the various types of diversity present in the school and list them on a flip chart (*3 mins*). Then ask them to form small groups and to brainstorm 2-3 benefits and 2-3 challenges which this diversity brings to the school community (*8 mins*). Take brief feedback from a number of groups of some of the benefits and challenges (*5 mins*).

Remind them that the purpose of this workshop is to focus on responses to cultural, ethnic and religious diversity using an equality and human rights framework.



3 IDENTITY
(10 mins)



Rationale

This activity enables participants to reflect on the complexity of equality/human rights issues related to identity. It acts as a reminder that we all have stereotypes about certain groups of people, no matter how open we believe ourselves to be. These can have a negative impact on our relationships or potential relationships with others. Stereotypes can negatively impact on people's life chances and well-being. In a school environment, negative stereotypes contribute to inequality.



Materials

- A slide of a flower with individual petals or equivalent, representing the various aspects of our identity (Figure I)
- Poster of Traveller girl from Citizen Traveller Campaign or similar (Figure II)



Process

Tell the staff that the flower petals represent the many aspects of their identity. Ask them to quietly think of what they would include on each petal, i.e. which aspects would they put on the larger petals, and which on the smaller ones.

Take brief feedback on how they found the activity. Then use the poster of the Traveller girl to talk about:

- The complexity of identity
- The right to choose to identify as, for example, a Traveller or not
- How children of migrants may choose a different identity to that of their parents...
- How it feels to be identified as only one aspect of your identity – to be stereotyped based on our gender, age, religion, ethnicity...
- Having to hide some aspect of your identity, such as sexual orientation...
- The effects of stereotyping or hiding our identity on self- esteem, sense of belonging, achievement and life chances...

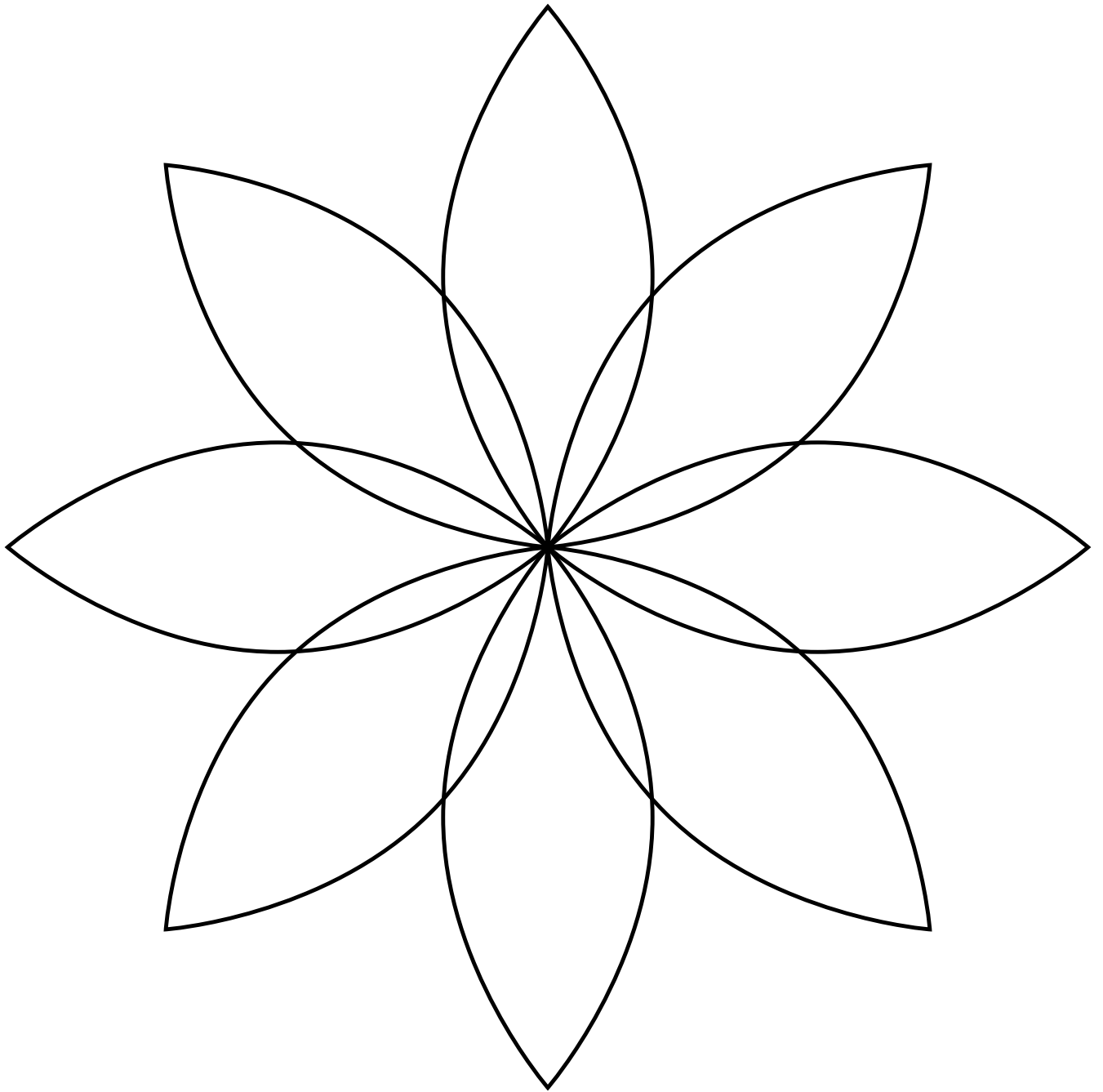


Figure I: Slide of Flower



Figure II: Poster of Traveller Girl, Citizen Traveller Campaign



4

AWARENESS OF INEQUALITY AND DISCRIMINATION

(10 mins)



Rationale

Equality and human rights are not just concepts – they directly affect people’s life experiences and relationships with others. This activity asks the group to empathise with how people feel when they are subject to inequality or discrimination and to consider the effects this can have, particularly on young people’s educational experience and achievement levels.



Process

Ask them to take some time to share in pairs when they first become aware of or experienced discrimination or inequality? (Remind the group that they need to ‘be safe’ and to share only an experience that they are comfortable sharing.) Ask them to consider the following questions:

- What issues were at the core of the inequality or discrimination?
- How did you or the person experiencing the inequality feel?
- What were the effects of the inequality and the feelings engendered – withdrawal from group or activity, exclusion, lack of motivation...

Take brief feedback on the feelings and effects, rather than the incidents. Relate these to the impact of inequality or discrimination on young people in school, i.e. how it affects their participation in school, their relationships with staff and other students and their long term achievements.



5

THE INCLUSIVE SCHOOL

(10 mins)



Rationale

The description of the inclusive school is an accessible way for staff to consider the key dimensions of equality – access and opportunity, respect and recognition, participation in decision making, and equal relationships – without needing to provide a complete theoretical outline. For schools participating in the Yellow Flag programme, placing their work and activities within the framework of an inclusive school supports them in taking a human rights and equality approach to their work and planning of intercultural activities. It also ensures that these are not simply feel-good actions, but actions which have a real impact on equality in the school.



Materials

- A slide with the definition of the inclusive school
- A handout of the definition for each person



Process

Using the slide, introduce the concept of the inclusive school.

The inclusive school is one which:

- Prevents and combats discrimination
- Respects, values and accommodates diversity
- Seeks positive experiences, a sense of belonging
- Seeks outcomes for all students – outcomes include access, participation, personal development and achieving education credentials
- Supports participation in decision-making by a diversity of students
- Has a similar concern for and focus on diversity among staff.

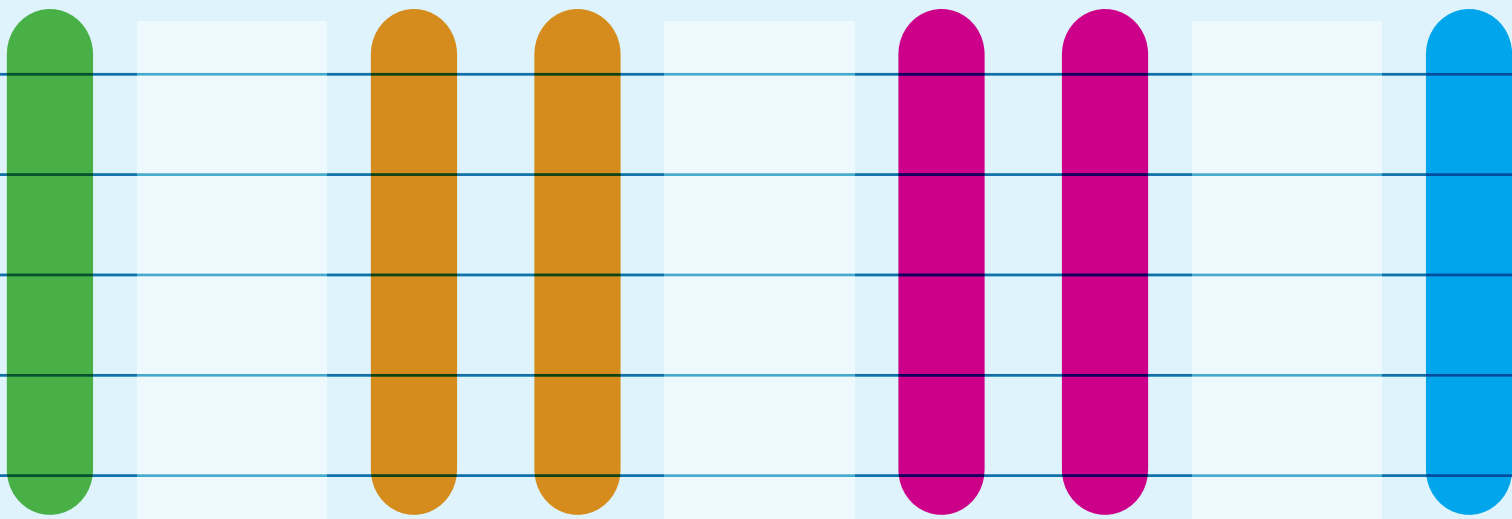
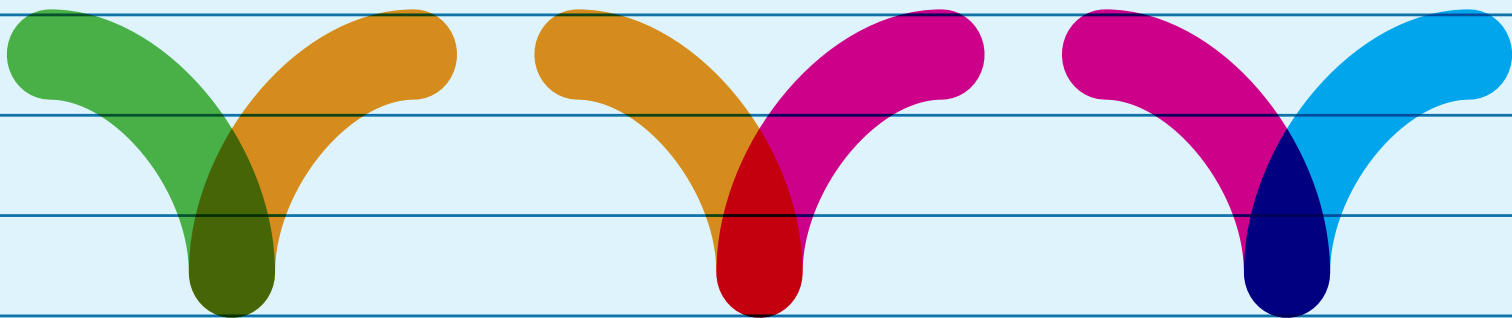
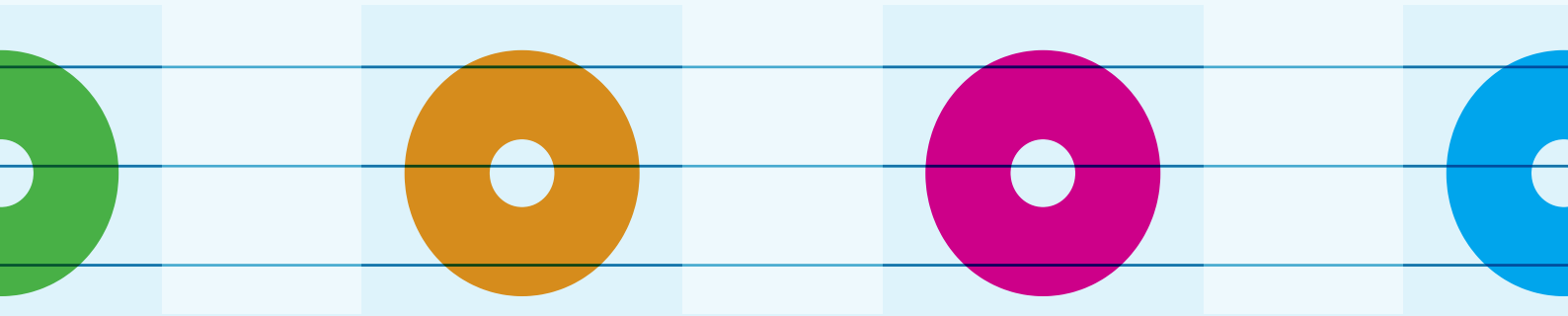
Highlight the different elements in the description and ask for examples of how the school is currently practising inclusion based on this description, and for any ideas for improvement that the description has sparked in people's minds.

THE INCLUSIVE SCHOOL

The inclusive school prevents and combats discrimination. It is one that respects, values and accommodates diversity across all nine grounds in the equality legislation – gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community. It seeks positive experiences, a sense of belonging and outcomes for all students across the nine grounds. Outcomes include access, participation, personal development and achieving education credentials.

Schools and the Equality Status Acts

(Equality Authority, 2nd edition, 2005 p1)



PART 2

This section contains ideas for covering common issues which may arise in schools and from which the school has been asked to select two topics to be included in the workshop. The topics reflect elements of the description of the inclusive school.



The topics can also contribute to two steps in the Yellow Flag programme, Step 4 *Intercultural Review* and Step 5 *Action Plan*.

The four options are:

A. Respecting, Valuing and Accommodating Cultural and Religious Diversity

(respect and recognition of cultural identities)

B. Positive Experiences and a Sense of Belonging

(relationships and critical incidents, antiracism)

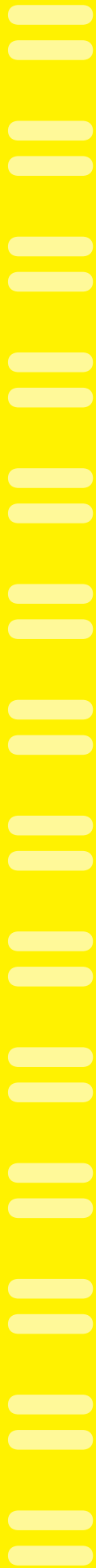
C. Classroom Practice to Promote Inclusion

(inclusive teaching and learning and classroom relationships)

D. Planning for the Inclusive school

(all aspects of the inclusive school)

Note that suggested timings are not provided for these activities as the context of the school will dictate how long is spent on any one activity and it is worthwhile allowing sufficient time for in-depth discussion of any issues which arise. However, it is likely that any of these activities will take at least 30 minutes.



**A RESPECTING,
VALUING AND
ACCOMMODATING
DIVERSITY**



Rationale

Schools are often unsure how to make the school experience more inclusive of the range of diversity among their pupils/students. This exercise facilitates a reflection on how inclusive the school is in its day to day practices and allows staff to view these practices from the perspective of some of their pupils/students.



Materials

- A set of character cards and a number of Statements of Inclusion which should be devised to suit the school's situation – pupil/student make-up and issues identified by the staff.

Sample Statements and Character Cards are provided overleaf.



Process

Give each person an identity card representing a student in their school, and ask them to step into that character's shoes and to think of themselves as being that student/pupil in this school. Tell them you are going to read out a series of statements and they are to listen carefully, in character, and to reflect on how their character would experience life in this school.

If they feel a statement fully applies to them, they should stand up. If they don't, they should remain seated.

Go through all the statements and then ask the staff for their reactions to the activity.

- What did this say about how inclusive the experience in this school is for all their students/pupils?
- Were some students/pupils more likely to be included than others? Who were they?
- Which areas of school life appear to be very inclusive?
- Which areas could be more inclusive?
- Are there any other areas, not mentioned, which could be worked on?



Record or ask a staff member to record any ideas or suggestions for making the school more inclusive, as these could form part of two of the steps in the Yellow Flag programme, Step 4 *Intercultural Review* and Step 5 *Action Plan*.

1
When I come to school every day, I feel as if I belong.

2
The school's mission statement makes it clear I am welcome and that my identity is recognised and respected.

3
I feel safe from bullying or harassment while I am in the classroom and school.

4
My identity is visibly respected and valued in the everyday practices of the school, for example, in the language and terminology that is used, the images on display, communications between staff and families etc.

5
Teachers actively show me that they respect my beliefs and family values in the way they talk to me and in how accommodate my needs.

6
The curriculum includes references and content relevant to my culture, religion and history, for example in stories, literature, perspectives in history, RE etc.

7
Teachers have equally high expectations of me as they have of other pupils/students.

8
I am confident that where stereotypes of cultural or religious groups arise they will be challenged by the teacher and/or other students.

SAMPLE STATEMENTS OF INCLUSION

9
Special events in the school such as beginning of year events, graduations etc. are inclusive of my cultural, linguistic and/or religious identity.

10
Days of significance for my cultural or religious community are recognised and celebrated in the school.

11
The school helps me feel proud of who I am.

SAMPLE OF POSSIBLE CHARACTER CARDS

(to be devised to suit school situation)

Cheung, 9

I was born in Ireland and my family, who came to Ireland many years ago, are Chinese and also Irish citizens. I speak Cantonese at home, English with my friends, and also love Irish. The children in my class are mostly very friendly, but quite often other children call me names or make comments about my appearance in the playground.

George, 16

I'm Irish and have an Irish mother and a Nigerian father. Just because I'm black, I frequently get asked where I'm from, and it makes me feel like they think I don't belong here. The teachers are friendly but don't show any interest in my Nigerian identity, so anything I learn about Nigeria comes from my Dad. My class are fine, but I quite often get called racist names by students who don't know me.

Nadia, 15

My parents originally came from Somalia, but have lived in Ireland since before I was born and are Irish citizens. We are a Muslim family and while we are not strictly orthodox, I wear the hijab because I believe it is right for women to dress in a modest way. I feel that some of the teachers and other students dismiss my beliefs, and don't really try to understand my point of view.

Caitríona, 14

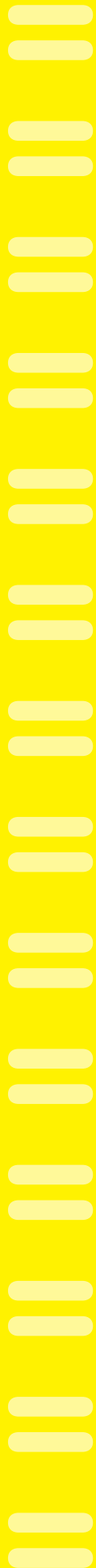
I like music and spending time with my friends. I would like to be a social worker after leaving school. I am a Traveller and live in a halting site. I don't openly say that I'm a Traveller in school because I know that some teachers would treat me differently if they knew. Some of my friends get a lot slugging from older students for being Travellers. I don't invite friends home because of comments other students have made in school about halting sites.

Lena, 6

I came to Ireland two years ago with my family who plan to settle here. I've got used to going to school in Ireland, but I still miss Poland and speaking Polish with my friends. In school, Poland is rarely mentioned. My parents spend a lot of time with me reading Polish stories and books and we watch Polish DVDs together.

Patrick, 12

I'm a Traveller and go to a small school where everyone is very friendly. I like learning and would like to do well in secondary school. The big thing I don't like about school is that no one ever talks about Travellers, and there are no books or pictures with Travellers in them. Sometimes I think that teachers would like me to be just like a settled person and ignore the fact that we are Travellers. My parents are always nervous coming into the school to meet the teachers and I don't like that.



**B POSITIVE
INTERCULTURAL
RELATIONSHIPS
EXPLORED THROUGH
RESPONSES TO
CRITICAL INCIDENTS**



Rationale

The scenarios provided below are based on incidents which have occurred in schools. Due to the sensitivities involved, staff may not always be sure as to how best to respond to this type of incident. This exercise enables them to consider a number of different responses and, through discussion of their merits or otherwise, to come to a conclusion about how best to respond in their own context. When facilitating this session, it is important to emphasise the need for staff to avoid a simple classroom management response, but to consider how best to respond in a way which promotes equality and human rights and teaches young people about the need to take responsibility for their actions and the consequences they may have.



This exercise may relate to two steps in the Yellow Flag programme, Step 4 *Intercultural Review* and Step 5 *Action Plan*.



Materials

Copies of a number of scenarios, either the sample ones below, or scenarios which reflect current issues in the school. You will need sufficient numbers of participants to break into small groups of 3-4 to discuss one scenario.

Notes for Trainers to help guide the discussion are provided after each scenario. The context in which the scenarios are discussed will differ depending on the school, so it is important to emphasise that there are no 'correct' answers to the problems described. Any response (including a non-response) to a situation has consequences. Consequences can be positive or negative and are influenced by the particular context in question. Therefore, the same response can have different consequences in different situations.

The function of the scenarios is to support schools to look at the situations from an equality and human rights perspective, rather than simply from a classroom or school management perspective.

SCENARIO 1

Primary and Post-Primary

An Irish staff member continuously makes jokes and derogatory remarks in the staffroom about students/children who are members of minority ethnic groups and people who are gay or lesbian. Which of the following options would best promote equality and human rights in this situation?

| | Options (Note, these are not the only options) | Positive Consequences | Negative Consequences |
|---|---|-----------------------|-----------------------|
| Option 1 | Say quietly to the person that racism and homophobia are not allowed in the school and ask them to stop saying these things. | | |
| Option 2 | Go to the principal and ask that the staff receive anti-racist/ anti-homophobic training or that it is discussed at the next staff meeting. | | |
| Option 3 | Ignore the comments when they are made but complain to your colleagues about the person. | | |
| Additional Option (can be added by group) | | | |

We recommend option

We feel this is the best option to promote equality and human rights because

☰ Points for consideration in Scenario 1 could include:

- A culture of acceptance of stereotyping and racism has negative impacts within a school including on students and parents who are the subject of the remarks, on students and parents in general and on other staff
- Challenging the norm that 'It's only a joke!' gives people the opportunity to clarify what they mean. It may also allow them to articulate if they have an issue or difficulty with a particular situation.
- Developing the courage to offer an alternative viewpoint to people who make racist/homophobic/sexist....comments, highlights that these comments are not acceptable and helps to create a positive school culture based on equality and human rights
- The Principal and Board of Management can play a key role in providing leadership in relation to staff behaviour and supporting a culture of equality and human rights within a school
- Staff training and school policies and practices (e.g. diversity policy, anti-bullying policy) are important elements in creating a culture of equality and human rights
- Taking a stand on inappropriate jokes and comments can help identify the need for training or highlight the need for development and implementation of school policies and practices to support a culture of equality and human rights if they are not already in place

SCENARIO 2

Primary

During class, an argument breaks out among two children at one table. They call each other derogatory names based on skin colour and Traveller ethnicity. A third child gets involved and they make a derogatory comment about him having same sex parents. Which of the following options would best promote equality and human rights in this situation?

| | Options (Note, these are not the only options) | Positive Consequences | Negative Consequences |
|---|--|-----------------------|-----------------------|
| Option 1 | Say that name calling is not allowed in this school and ask them to apologise to each other immediately. | | |
| Option 2 | Facilitate a discussion with the class on why some people call other people names and the harmful effects of this on everyone. | | |
| Option 3 | Ignore it and carry on with your lesson. You talk to the three children after class. | | |
| Additional Option (can be added by group) | | | |

We recommend option

We feel this is the best option to promote equality and human rights because

☰ Points for consideration in Scenario 2 could include:

- It is sometimes thought that if minority ethnic groups can be racist then this gives permission to the majority to be racist. The fact is that all ethnic groups can be racist about people who are different and it always needs to be challenged.
- Studies of primary school yards have shown that name-calling is very prevalent among children. Sometimes this is seen as acceptable and just what all children do, and that using a racist term doesn't necessarily mean that children are actually racist. While this may be true, the culture of acceptance of name-calling and 'slagging' in schools needs to be challenged, as name-calling is hurtful regardless of intent. This kind of culture can influence attitudes and foster acceptance of casual racism.
- If teachers spend time with the children in drawing up a class agreement (recommended as part of SPHE) at the beginning of the year and reviewing it at regular intervals, this can provide a framework for challenging name-calling incidents which occur.
- Existing school policies, such as a diversity policy and diversity code and anti-bullying policy, can provide a framework for challenging name-calling incidents which occur.

SCENARIO 3

Post-Primary

A student in your class makes a racist remark about a minority ethnic group and some other students laugh. Which of the following options would best promote equality and human rights in this situation?

| | Options (Note, these are not the only options) | Positive Consequences | Negative Consequences |
|---|---|-----------------------|-----------------------|
| Option 1A | Ignore the remark and carry on with the lesson. | | |
| Option 1B | Ignore the remark but talk to the student(s) after class. | | |
| Option 2 | Stop the lesson, say that racism is not allowed in this school and ask the student to apologise. | | |
| Option 3 | Abandon your lesson plan and initiate a discussion on why some people might have this view, why others might disagree with it and what people can do when others say racist things. | | |
| Additional Option (can be added by group) | | | |

We recommend option

We feel this is the best option to promote equality and human rights because

☰ Points for consideration in Scenario 3 could include:

- Ignoring a racist comment made by a student may give the impression that the teacher agrees with the comment and that racist remarks are acceptable. This may strengthen any racist sentiments that the student has and influence other students in the class to think similarly.
- Reprimanding the student and simply saying that racist comments are not allowed in the school means that a teaching moment is missed. The result may be that the student may be embarrassed, or alienated but doesn't necessarily reflect on their behaviour and the rest of the class miss out on an opportunity to discuss the nature and impact of racism, the prevalence of casual racist joking in Ireland (or in the school/community).
- If the teacher is not in a position to facilitate a discussion at the time, it is recommended that they state this but make sure to come back to the discussion at a following class.
- Existing school policies, such as a diversity policy and diversity code, can provide a framework for discussion.

SCENARIO 4

Primary

An Irish parent complains to you that her child's education is being held back because there are 'too many foreigners and they can't even speak English'. She wants her child to be moved to a class where there are fewer foreigners. Which of the following options would best promote equality and human rights in this situation?

| Options (Note, these are not the only options) | Positive Consequences | Negative Consequences |
|--|-----------------------|-----------------------|
| <p>Option 1</p> <p>Say that it is school policy to integrate children who speak English as an additional language into all classes and the school is not prepared to change this.</p> | | |
| <p>Option 2</p> <p>Sympathise with the parents but say that it would be impossible to move their son as all the classes are full.</p> | | |
| <p>Option 3</p> <p>Say that the staff will review their son's progress to identify any problems and discuss any issues that arise with them. Also talk about the benefits to their son of being in a diverse class.</p> | | |
| <p>Additional Option (can be added by group)</p> | | |

We recommend option

We feel this is the best option to promote equality and human rights because

☰ Points for consideration in Scenario 4 could include:

- It is important that schools and teachers help Irish parents understand the benefits of diversity, including linguistic diversity, for their child’s education and development.
- How the school organises EAL support will be a crucial factor in this discussion and the trainer may wish to have information about this before the workshop.
- The rights of all children and parents have to be balanced.
- Existing school policies which reflect the culture of the school, such as a diversity policy and diversity code, can provide a framework for discussion.

SCENARIO 5

Post-Primary

You correct a student from an ethnic minority for being seriously disruptive in class. The student shouts back at you 'You're racist, you're only saying that because I'm black'. His parents come to the school to complain that the teacher is being racist. Which of the following options would best promote equality and human rights in this situation?

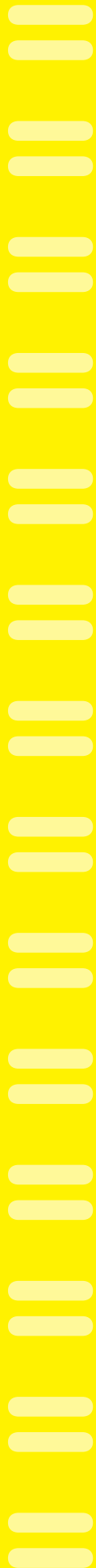
| Options (Note, these are not the only options) | Positive Consequences | Negative Consequences |
|--|-----------------------|-----------------------|
| <p>Option 1</p> <p>You explain that you have corrected the student just as you would any other student. Their son's behaviour was disrupting others and needed to stop. They have all signed up to the Code of Behaviour and he needs to follow it.</p> | | |
| <p>Option 2</p> <p>You ask the student not to use his colour as a way of getting out of punishment and say he needs to realise he is treated no differently to anyone else in the school.</p> | | |
| <p>Option 3</p> <p>You acknowledge the parents' concerns and explore with them why the student is continually being disruptive, whether he has a problem in school or at home and how you can help him.</p> | | |
| <p>Additional Option (can be added by group)</p> | | |

We recommend option

We feel this is the best option to promote equality and human rights because

☰ Points for consideration in Scenario 5 could include:

- Disruptive behaviour in class is usually complex and teachers and parents should ideally work together with the student to figure out why he is being disruptive and what is behind his comment: Could the student be right about the teacher? Is he being targeted by other students because of his colour? Is he just playing on his colour as a way of getting out of trouble?
- In this situation the approach of quoting the Code of Behaviour to the parents is unhelpful, as it does not lead to understanding of why the student is behaving/feeling the way he does.
- An existing class agreement which highlights a commitment to treating others with respect, or school policies which reflect the culture of the school, such as a diversity policy and diversity code, can provide a framework for discussion. This can help to reassure the parents about the school culture in relation to racism and to put the focus on working out why the student is being disruptive.
- The rights of the student to be respected must be recognised, but the student must also respect the staff and other students in the school. Ideally an open discussion, facilitated by a third party, which allows all the people involved to express their views in a calm and respectful way, is the most likely way to solve the problem equitably and fairly.



**C CLASSROOM
PRACTICE WHICH
PROMOTES
INCLUSION**



Rationale

To promote inclusion based on human rights and equality within the classroom, it is not enough to teach about it – the classroom itself, both in practices and curriculum content, must model inclusion, equality and human rights. This activity allows staff to reflect individually and in groups on various factors which impact on inclusion in the classroom and how even small changes can make their classrooms more inclusive.



This exercise relates to Step 7 *Curriculum Work* of the Yellow Flag programme, as well as contributing to two further steps of the programme, Step 4 *Intercultural Review* and Step 5 *Action Plan*.

If relevant, this exercise could also be adapted for use as a reflection tool on whole school practices.



Materials

You will need copies of the *Teaching and Learning to Promote Inclusion* worksheet – one for every person. The sample worksheet provided overleaf can be adapted for Primary or Post-primary schools, or to focus on particular areas of concern as identified by the school.



Process

Explain the rationale for the exercise to the group, emphasising that this is a reflection and awareness raising exercise – not an inspection!

Give each participant a classroom practice sheet and ask them to use it as a way to reflect on their current practice. Ask them to first individually read the statements and tick the appropriate box for each one.

When they have completed the worksheet, ask them to form groups of three and to share one example from their current practice of things that are working well.

Then ask the groups to discuss and come up with suggestions for how they might work on one or more of the statements which they see as particularly relevant to promoting equality among their students. Participants can note these on their sheets.

Finish by taking limited feedback – a number of examples of things which are working well and some suggestions for change.



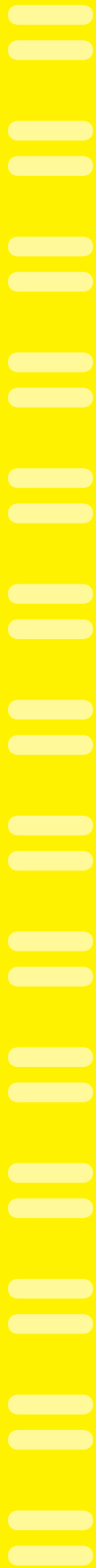
Examples and suggestions can be recorded and used in later steps in the Yellow Flag programme.

TEACHING AND LEARNING TO PROMOTE INCLUSION

| | I consider this in my teaching/ classroom | This is an area we could work on |
|---|---|----------------------------------|
| The teaching materials I use reflect and value diversity – stories and poetry from different cultures, varying family structures, history taught from perspectives of all participants... | | |
| I use teaching and learning methodologies that are inclusive of all my students - they meet the needs of students with different learning styles, or language and literacy difficulties... | | |
| I include examples, references and content which are relevant to children's/students' cultural, religious and/or family backgrounds... | | |
| I check textbooks, materials and images for stereotypes, bias, and assumptions – cultural, religions, gender based, heterosexual... | | |
| I carefully choose images to reflect diversity, inclusion, and positive recognition – a migrant contributing to the local community, people in disaster areas working to improve their situation... | | |
| Primary only - I have a selection of books, games, dressing up clothes... which reflect a diversity of cultures, languages and religions | | |
| I support pupils/students in relating to each other positively and respectfully. We develop and regularly review a Class Agreement which encourages respect for all... | | |
| I use group work to ensure that children/students learn to work co-operatively within diverse groups | | |
| I take care to learn how to pronounce children/ students' names correctly and I find out what their cultural and religious background is so I can include it in my teaching... | | |

One example from my practice

Areas we could work on together as a staff



**D PLANNING FOR THE
INCLUSIVE SCHOOL**



Rationale

Planning for inclusion based on equality and human rights requires buy-in from the whole staff. This exercise provides staff with an opportunity to identify areas which need to be worked on, and to reflect together on how issues are currently being dealt with, what's working well and what needs to be improved. The opportunity to discuss this in a whole staff group allows for multiple perspectives and a variety of suggestions to be discussed. The template can be used to discuss issues identified during Part 1 of the workshop, or as a follow on to the earlier activities in Part 2.

Note This exercise involves a consultation with staff. It is important that the issues are also discussed in some format with pupils/students and parents, so that their voices are included in the planning and decision making process.



This exercise can contribute to Step 5 *Action Plan* of the Yellow Flag programme.



Materials

You will need copies of the *Planning for Inclusion* worksheet. A sample template is provided overleaf.



Process

Identify the issues which are to be discussed. This can be done through prioritising issues which came up in the *Diversity in our School* exercise or in one of the earlier Part 2 exercises. It is more effective to limit the exercise to looking at 3-4 key issues, rather than spread it too widely, to increase the likelihood of the suggested actions being incorporated into the *Action Plan* step of the Yellow Flag programme.

Ask the staff to form small groups of 4-5, based on their interest in discussing specific issues (you will have several small groups discussing each issue). Distribute the templates and ask the groups to discuss the questions and record their ideas. As time is limited, it would be helpful to give them a set amount of time for each question, to ensure the discussion gets to the ideas stage.



Take a brief feedback of the ideas which have been proposed, and suggest that the sheets are kept and given to the Diversity Committee for use in relation to relevant steps in the Yellow Flag programme.

PLANNING FOR INCLUSION

| | |
|-------------------------------------|------------------------|
| What's working well at present | |
| What needs to be improved | |
| What we could do in the short term | 1. 2. 3. |
| What we could do in the medium term | 1. 2. 3. |
| Resources Needed | |
| Volunteers to work on these ideas | |

PART 3



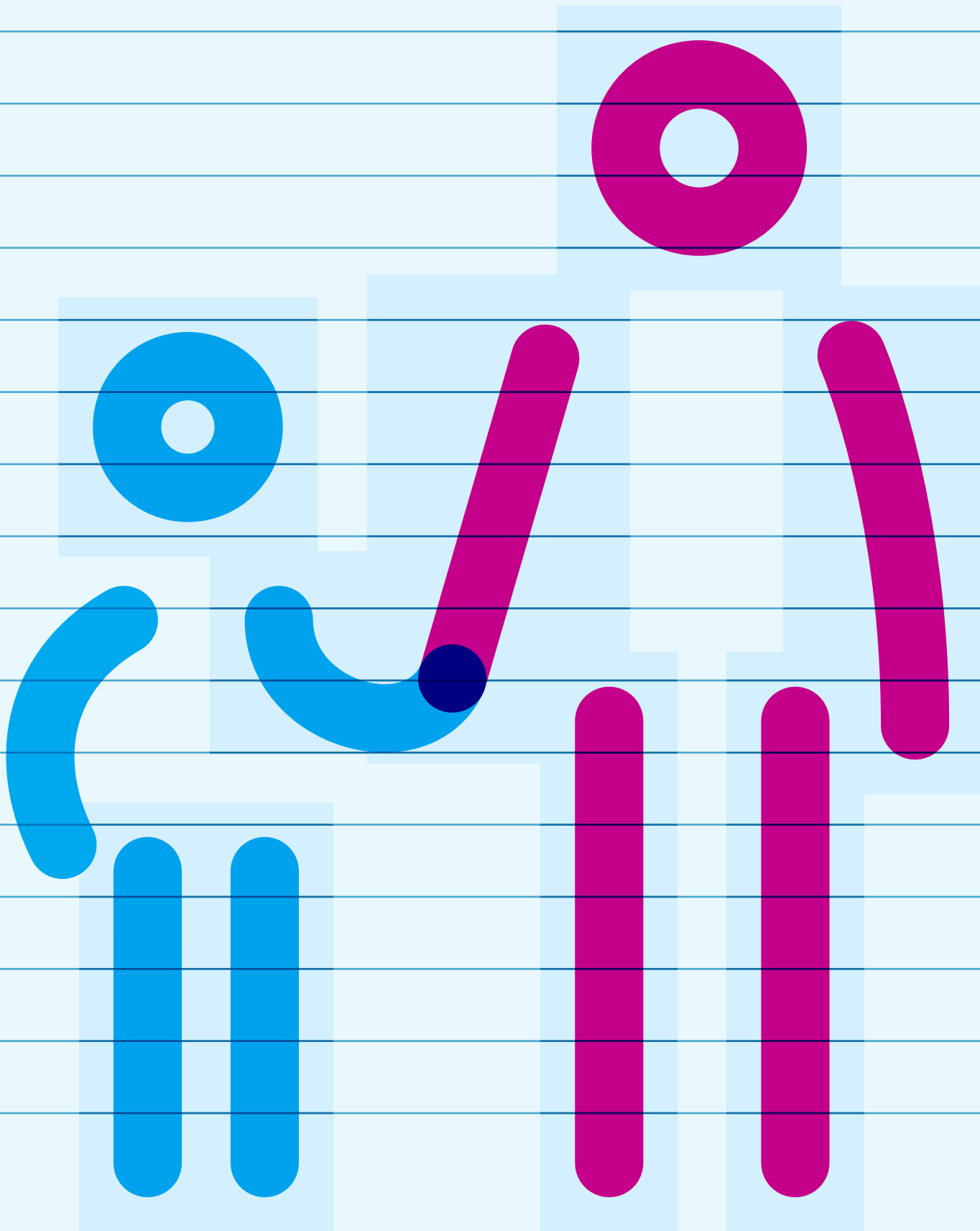
1 CONCLUSION AND EVALUATION

Conclusion and Evaluation

Take a few minutes at the end of the workshop to remind the staff that this workshop is only an introduction to the issues. Highlight that further training and general support are available and will be offered to the school as they work through the Yellow Flag programme:

- The Yellow Flag website contains links to useful resources
- Yellow Flag staff will support and advise.

Conclude the workshop by asking staff to complete and return the Yellow Flag intercultural training evaluation form.





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