



MIKE HAINES

**GLOBAL**  
**ACTS-OF**  
**UNITY**

**LESSON PLAN GUIDE**

# INTRODUCTION

In September 2014, a British aid worker called David Haines was beheaded by an ISIS terrorist. A video of the murder was uploaded to the internet, creating reactions of horror and anger across the world.

But David's brother, Mike Haines, has reacted in a way that many people would find unusual, if not incomprehensible. He does not hate the terrorists who killed his brother. He believes that if he allows hate into his life, then the terrorists have won. He argues that hate only leads to more hate, and an increase in suspicion and fear in our own communities. It is largely because of terrorist acts that our society has become more and more polarised.

Mike believes that we cannot allow this to continue and that the best way to fight the terrorists is to talk to people, to ask questions, to make friends.

This lesson plan accompanies the Acts of Global Unity interactive resource and should help you get the most out of the activities and the discussions with your class.

The lesson is aimed at **Key Stage 3 and 4** students, although some of the details of Mike's story may be too disturbing for younger, more sensitive pupils.

There is enough material for you to spend **two hour-long** lessons working through the resource. Alternatively it would be a good resource to use during an 'off-timetable' PSHE Day or similar.

# HOW TO USE THIS INTERACTIVE RESOURCE

From the homepage, click 'Start' to run the whole presentation from start to finish, with all the activities following on from each other in the order that they appear in this lesson plan. Alternatively, if you want to pick and choose what to do, click on 'Resources' to see thumbnails for each activity.

On every page there is a blue button which you can click to pause the resource. You will then be given the option of returning to the previous slide, or to the home page.

The lesson plan indicates where there is a slide or activity with a  symbol.

You can use the resource on an interactive whiteboard, inviting students up to the front to have a go at the activities where appropriate, and using their answers as a springboard for discussion. Alternatively, if you have class sets of tablets or laptops, you can ask students to have a go at the activities by themselves or in pairs and then discuss the issues raised together.

Approximate timings for each activity are shown in the lesson plan.

# LESSON PLAN

Begin the lesson by highlighting the lesson objectives with your students.



## Lesson objectives



- To understand what polarisation is and why it is bad for society.
- To think about possible solutions to the problems caused by polarisation, eg education.
- To think about how people should respond to terrorism.
- To understand that there is a cycle of violence and consider ways to break out of it.
- To understand what stereotypes are and why they are a form of prejudice.
- To understand that diversity is good for society.



## Key words



Now use the interactive resource to help the class get to grips with the key words. Either individually, or as a group activity, each word should be dragged and dropped on the correct definition.

|                |  |
|----------------|--|
| Islam          | The Muslim religion – the word means ‘peace’ or ‘submission’ in Arabic.  |
| Muslim         | A follower of Islam – the name means ‘someone who is at peace’ or ‘someone who submits [to God]’.  |
| Prejudice      | Judging someone before knowing them properly.  |
| Discrimination | Doing something which shows prejudice.   |
| Stereotyping   | The view that everyone in a group is the same.   |
| Scapegoat      | A person or group of people who take the blame for things other people do wrong.   |
| Diversity      | Having a range of different people in society, eg race, religion, political beliefs.   |
| Empathy        | The ability to understand how other people feel.   |
| Multicultural  | Having a range of different cultures in society.   |
| Polarisation   | When people are at completely opposite extremes of an argument.  |
| Patriotism     | Having pride in your country.  |
| Xenophobia     | Hostility and prejudice against people from different countries or cultures.   |
| Terrorism      | Using violence and threats against ordinary people to force political change.  |
| Extremism      | Having political or religious views that go beyond what most people think are reasonable.  |
| ISIS           | Islamic State of Iraq and Syria, also known as ISIL – Islamic State of Iraq and the Levant; a terrorist group which controls a large area of Syria and Iraq and enforces an ultra-strict version of Islamic law. |
| Daesh          | The Arabic name for ISIS (or ISIL).  |

## Starter



Begin the lesson by highlighting the lesson objectives with your students.

- Who is your best friend? What makes them your best friend?
- Who is the first person you would call if you were in trouble?
- Who is the person you would trust with your darkest secret?

Take a few answers from the class. What makes those relationships so special? Is it an experience you shared? The length of time you've known them?

The resource continues with a presentation that tells the story of David and Mike, narrated by Mike himself. Ideally, this should be watched on the whiteboard (rather than on individual devices), so the whole class can share in it together.

The slides will advance by themselves until the **Pause to reflect** questions, unless you click the blue pause button. You can advance to the next slide by clicking anywhere on the page.

## PART 1 - MIKE'S STORY

To help you keep track, here are the captions that accompany the story:

(There are three points in the story where you can **Pause to reflect** with your students, by answering some questions which are also included below. On each occasion, ask the questions, and take a few answers from the class.)

### Part 1



1. This is the story of two brothers and how they found their paths in life.
2. I'm Mike, and David is my little brother.
3. Mum was in the Royal Navy, and Dad was in the Royal Air Force.
4. We travelled with my Dad to whatever country he was based in. We saw many countries, many cultures, many beliefs.
5. David and I were friends as well as brothers. We were the only constants in each other's lives. He could be very annoying. I'm sure I was too.
6. We were shooting bottles with a low-powered air pistol. I shot David in the backside. He never let me forget that.
7. Mum and Dad brought us up to be as open-minded as possible, to learn about other people's cultures and beliefs, and to show respect.
8. When we grew up, David and I both joined the RAF.
9. When we left the RAF, I became a mental health nurse and David went into humanitarian work to help refugees.
10. David joined ACTED in March 2013. He travelled from their headquarters in Paris to Turkey, where he was briefed before going to Syria. I never saw him again.

## Pause to reflect

- What made Mike and David's relationship so close?
- Why is Mike so proud of his little brother?



## Part 2

11. David and his colleague Federico had travelled to a refugee camp near Aleppo. On 11 March 2013, their convoy was ambushed. The security guards were disarmed, and David and Federico were kidnapped.
12. When David began his humanitarian work, we had discussed kidnapping. I would be the point of contact between the authorities and my family.
13. We were asked to provide 'Proof of Life' questions which, no matter his condition, David would be able to answer.
14. One of the questions was related to when I shot him with the air pistol. There were specific details he would never forget.
15. Some hostages were released and we gathered from them the identity of the kidnapers - this was ISIL.
16. ISIL or ISIS or Daesh is a terrorist organisation operating in Iraq and Syria.
17. They say they stand for Islamic values, but this is wrong. They stand for power, hatred, terror and fear.
18. On 19 August 2014, a video showing the murder of Jim Foley was released online by ISIS.
19. The video showed an ISIS terrorist - later identified as Mohammed Emwazi - in the process of killing Jim Foley.
20. Mohammed Emwazi, also known as 'Jihadi John' was brought up in west London. Just an ordinary young man manipulated by evil people.
21. On 2 September, ISIS uploaded another video which showed the murder of Steven Sotloff.
22. In the background was my brother, paraded in an orange overall, with a look of horror on his face.
23. It took 16 minutes from the release of the video for the first reporters to arrive at my parents' door.
24. I brought the whole family back to my home in Dundee where I could protect them from the media.
25. The image of horror on David's face was plastered all over the internet, the television, the papers. You couldn't get away from it.
26. On 13 September 2014 another video was published. My brother was gone.



## Pause to reflect

- How would you feel if you were Mike, after what happened to his brother?
- What do you think was going through David's mind when he was kneeling beside Emwazi?
- What would you want to do in Mike's situation?



## Part 3

27. My brother was not better than other men. David was an ordinary man who made mistakes, as we all do.
28. David was a hero - not for how he died, but for what he did. He went into areas of danger to help people in need. He was a true hero.



29. The reaction that people expect from me is hatred. The reaction the terrorists wanted was hatred. But hatred only breeds more hatred.
30. But I was not going to let terrorists dictate the way that I behaved. I was not going against what David and I believed in.
31. I want to talk of unity, tolerance and understanding.
32. We all want to be safe. We want to be free to follow our own beliefs. We want to live in peace.
33. Terrorists don't want this. Terrorists want to bring hatred into our communities. They want to force us apart.
34. My Imam friend Shahnawaz and I came into contact through the Foreign Office, and now we have a truly wonderful friendship.
35. I learn from Shahnawaz. We have an understanding between us that we can ask questions about each other without causing offence.
36. My friendship with Shahnawaz and ones like it do more to fight terrorism than bombs and bullets. This is truly the way that we fight.
37. The fight against terrorism is not in some far-off country. It is here, now. We have to stand together.
38. By making friends with people from different backgrounds, we can overcome the fear that the terrorists want us to feel.
39. I will fight to my dying breath against the fear that they want to bring into our lives.

### Pause to reflect



- Is this the reaction you expected? Why or why not?
- Why do you think Mike has chosen this approach?

## PART 2 - DISCUSSION

The presentation continues with a series of activities designed to help you discuss some of the issues raised by Mike's story. These are divided into two main themes:

- What are the obstacles to the success of Mike's campaign?
- What is going to help Mike's campaign to succeed?

### What are the obstacles to the success of Mike's campaign?



Begin by asking the class what they think might stand in the way of Mike's mission to get communities talking to each other.

Take some ideas from the class and make a mental note of anything you think needs further discussion before suggesting that the obstacles fall into four main areas:

1. Extremism
2. Stereotyping
3. 'Britishness'
4. Polarisation

We're going to look briefly at each one – what it is, why it is a problem, and possible solutions to help Mike overcome it.

## 1. EXTREMISM

Remind the class what extremism is: having political or religious views that go beyond what most people think are reasonable.

David Haines was killed by a group of Islamic terrorists called ISIS. Use the resource to help explain what ISIS stands for.



### What is ISIS?



ISIS is a terrorist organisation that took control of parts of Syria and the neighbouring country of Iraq during the Syrian civil war which broke out in 2011. The name ISIS stands for Islamic State of Iraq and Syria, but they are also known as ISIL (Islamic State of Iraq and the Levant), or just IS (Islamic State), or Daesh (which are the initial letters of their name in Arabic). The UN does not recognise their authority as an actual 'state' or nation, so ISIS is often referred to as 'so-called Islamic State'. They claim to have authority over all Muslims worldwide, but only consider followers of their branch of Islam – Sunni Islam – to be real Muslims. They enforce an ultra-strict version of Islamic law, punishing or killing anyone who disagrees with them, including other Muslims, especially those from the Shia branch of Islam. They have carried out terrorist attacks across the world, but most of their victims have been Muslims.

### For discussion



There are many other forms of extremism. It's not just the 'Islamist' groups that we hear about in the news at the moment. Ask the class if they can think of other individuals or groups that might be considered 'extremist'. eg The English Defence League, National Front, Ku Klux Klan, Westboro Baptist Church, Arab Liberation Movement...

But what makes them 'extremist'?

### Extremism - true or false statements



Ask your pupils to go through each statement to decide whether they are true or false. This can be done individually, but do discuss each one (briefly) with the class to help them understand the implications.

- Extremist views go beyond what most people think are reasonable. TRUE
- I can tell if someone is an extremist just by looking at them. FALSE
- Extremists are always violent. FALSE
- Extremists are always religious. FALSE
- All extremists come from the Middle East. FALSE
- Some extremists deliberately target young people. TRUE
- Extremism is against the law. FALSE

- Extremists find it difficult to compromise. TRUE
- Extremists find it hard to see other people's points of view. TRUE
- Extremists tend to think they are right. TRUE
- Extremists want everyone to think like they do. TRUE

### For discussion



Continue the discussion by asking your class if they think it is wrong to have strong views about something. Hopefully (!) they will disagree, because we need people with strong views to challenge society and help change it for the better. But these ideas need to be convincing enough for a majority of people to choose them of their own free will. They need to take other points of view into account in order to be fair to everyone and to show that the ideas can survive being challenged.

Extreme views go beyond what most people would choose, but one of the biggest problems with extremists is that they continue to think their ideas are right, even when everyone else disagrees. They see no value in anyone else's point of view. They fail to understand that if they have to use threats and violence to convince people of their arguments, then maybe they aren't very good ideas. This can lead to unreasonable thinking and, eventually, dangerous behaviour: 'If everyone thought like me, then the problem would disappear', 'Deport the people who don't agree with me', 'Kill the people who don't agree with me'.

## 2. STEREOTYPING

### For discussion



The actions of 'Islamist' extremists have led to an increase in attacks on innocent Muslims who are often stereotyped and made scapegoats.

Stereotyping is to make a judgement about a group of people, to think that all the members of that group are the same.

Ask the students to think about the other schools in your area. How would they describe each one in just a few words? Take a few suggestions (but ask the class to keep it clean!).

"Rough", "stuck up", "full of weirdos". These descriptions are stereotypes. Your school will have a stereotype too - do you (or the students) know what it is?

Explain that all the people who go to your school wear (roughly) the same uniform, many of them went to the same primary schools, they're likely to be from a similar social background - so it's easy to understand why an outsider might see them as "all the same". However, it's obvious - just looking around the classroom, that they all have very different personalities.

The 'stereotype' is often a simple caricature - a cartoon version of reality - that might be based on your experience of meeting one member of a group, or on the actions of a small section of a larger group.

Sometimes there is a grain of truth in a stereotype, but often a stereotype is completely untrue. It might be based on a misunderstanding, or on rumours deliberately spread by malicious people.

Stereotypes change as attitudes in society change, showing that they are based more on opinion than on hard facts.

A stereotype is always a form of prejudice - making a judgement about someone (or a group of people) before you know them properly.



### Why do we use stereotypes?



Use the interactive activity to get your students thinking about why we all use stereotypes.

The resource lists some of the reasons why people use stereotypes. The students should drag and drop them in order from most convincing (at the top) to least convincing (at the bottom), according to their opinion.

- Because people think the stereotypes are funny.
- Because it is easier to think, “They are all the same”.
- A positive stereotype can make a group feel special.
- A negative or untrue stereotype can turn people against a group.
- It is sometimes quicker to use a stereotype.
- A positive stereotype can unite people.
- Stereotypes can be used to support government plans.
- An extreme stereotype is a good way to get attention.
- Stereotypes get easy reactions from an audience.

The students can complete this activity on their own devices before you discuss it as a class - “What have you put at the top? Do you think this is true?” Alternatively, you could complete it as a class, inviting a pupil up to the interactive white board to do the dragging and dropping, while you discuss the statements with the class - “What would you put at the top? Why? Who agrees?” and so on.

The aim of the discussion is to help the students examine their own reasons for using stereotypes, and to begin to think about why that might be a problem in preparation for the next activity.



### Why are stereotypes a problem?



And now use the interactive resource to think about the problems that using stereotypes can cause.

Again, invite the students to drag and drop the list of reasons in order from most important to least important according to their opinion.

- People with very different personalities are seen as all the same.
- Large groups of people are seen as having the same negative characteristics.
- Many stereotypes are unfair.

- Many stereotypes are not true.
- A large group of people is blamed for the actions of a few.
- We don't see people as individuals.
- People think of a group as 'them' and not 'us'.
- Stereotypes concentrate on the differences between groups.
- People notice things that agree with a stereotype and ignore things that disagree with it.

And again, discuss the reasons and the order the class wants to put them in. There are no right or wrong answers, but the aim is to help the students see how unhelpful, unfair or even dangerous using stereotypes can be.

### For discussion



Move the discussion on by asking: "Does the media stereotype Muslims?"

If you have time, you could find some headlines, either in print or online, that demonstrate how people are often identified as 'Muslim' rather than 'a man' or 'a woman', even when the story has nothing to do with religion.

The vast majority of Muslims are just ordinary people like anyone else, but the media treats Muslims as the 'other', as 'them'. Why do you think this is?

What other groups of people (in the news today or in the past) have been stereotyped and blamed for problems in society? eg the Irish, Jews, black people, immigrants, refugees...

Why does society like to find a scapegoat? ie a person, or a group of people to blame unfairly for the things that go wrong?

### 3. 'BRITISHNESS'

Another problem is that many people have very stereotypical views of what it means to be British, or what 'Britishness' is.



#### Rate my 'Britishness'



Use this activity to see how 'British' – on a scale of 1 to 10 – your students think each person is, where 1 = definitely not British, and 10 = as British as they come.

The truth is that all of these people are (or could be) British. You can't tell just by looking at someone, because that is thinking in stereotypes.

Ask the students what their judgement was based on? How did they decide what 'Britishness' is? How would they define what it means to be British?

This activity is a (not entirely serious) test to see how British your students are. The questions test how well they know Britain and Britishness. They can either complete the quiz on their own devices and share their scores; or you can do the quiz as a class, taking a vote on the correct answers.

Of course, you will know the answers... but here they are anyway.

1. Which landmark is a prehistoric monument which still stands in the English county of Wiltshire?
  - Stonehenge [CORRECT!]
  - Hadrian's Wall
  - Fountains Abbey
  - Blackpool Tower
  
2. What is the name of the admiral who died in a sea battle in 1805 and has a monument in Trafalgar Square, London?
  - Cook
  - Drake
  - Nelson [CORRECT!]
  - Raleigh
  
3. In 1801, a new version of the official flag of the United Kingdom was created. What is it often called?
  - British Standard
  - St George Cross
  - Union Jack [CORRECT!]
  - Jolly Roger
  
4. Who is the patron saint of Scotland?
  - St Andrew [CORRECT!]
  - St David
  - St George
  - St Patrick
  
5. The second largest party in the House of Commons is usually known by what name?
  - Senate
  - Opposition [CORRECT!]
  - Lords
  - The Dark Side
  
6. How old do you have to be to drive a car or motorcycle in the UK?
  - 16
  - 17 [CORRECT!]
  - 18
  - 21

7. Boudicca was one of the tribal leaders who:
  - built Hadrian's Wall
  - fought against the Romans [CORRECT!]
  - built Stonehenge
  - invented the wheel
  
8. When did the First World War end?
  - 1914
  - 1916
  - 1918 [CORRECT!]
  - 1920
  
9. What is the Shadow Cabinet?
  - Senior members of the main opposition party in Parliament [CORRECT!]
  - The name of the Leader of the Opposition's office
  - A group of people who secretly rule the world
  - A large, dark wardrobe
  
10. MPs are elected in a general election held at least every how many years:
  - Three
  - Four
  - Five [CORRECT!]
  - Six



### What makes someone British?



Does your Britishness depend on what you know? Or is it more about how you behave – the things you do and don't do?

For this activity, ask the students to drag and drop each (not entirely serious) characteristic onto the map of Great Britain if they think it describes how British people behave, and into the sea if they think it is 'not British' – or not necessarily British – behaviour.

Display the questions that follow the activity:

- What does it really mean to be British?
- Has 'Britishness' changed? What did it mean to be British 50 years ago? 100 years ago? 200 years ago?
- What would happen if 'Britishness' never changed? What would that mean for society?

### For discussion



Having completed the 'Britishness' activities, discuss the above questions with the class.

What does it really mean to be British? Take some suggestions from the class, but try to keep the conversation open. The aim is not to come up with a once-and-for-all definition, but rather to highlight that defining 'British' and 'Britishness' is difficult. So play devil's advocate and keep asking questions. For example, if someone suggests "Someone who was born here" – ask "What about

people who came here as tiny babies? Or people who have taken a citizenship test and been given a British passport? Do people stop being British if they go and live permanently in a different country?"

Has 'Britishness' changed? Discuss the changes that have taken place in Britain: culture, ethnicity, religion. Try to bring out the point that the changes are not all to do with immigration – technology improves, morals shift and laws change as society develops over time.

What would happen if 'Britishness' never changed? Make the point that society has to evolve to keep up with the world, with technology, with attitudes.

Finish this section by making the point that what matters is that the people living in Britain (whoever they are) make a positive contribution to society.

#### 4. POLARISATION



### Polarisation



Use the activity which ask pupils to decide whether they think a variety of issues are right or wrong.

#### For discussion



Some of your students may tell you that they cannot decide whether some of the issues are right or wrong, or even that it depends on the situation. Ask the class which issues they think are easy to decide, and which caused them more problems. Why was that?

Most people would agree that murder is wrong and that freedom of speech is right. On some issues – like euthanasia – people have an opinion but accept that in some situations their view might change. However, there are issues which provoke strong opinions on both sides of the argument.

When someone does something to hurt you, or your family, or your community, then the usual – and very understandable – response is to lash out. You get angry and want to deal with it. Set things right. Get retribution. See justice done. Make people suffer because you have had to suffer.

But it's this impulse which continues the cycle of violence. You did something to me, so I'm going to do something to you, so you do something to me again, so I do something to you again. You see it when three-year-olds get together. Fortunately most of us grow out of the more obvious symptoms of this disease, but the instinct to get back at someone remains.

It leads to polarisation. Polarisation is when people are at completely opposite extremes of an argument – as in 'polar': being as far apart as you can get, like the North and South Pole. When people are polarised, they cannot find anything to agree on – there is no middle ground between their two positions.

Some things aren't always right or wrong, right wing or left wing, 'British' or 'not-British' – there is plenty of room in the middle ground for uncertainty and exploration and compromise.

Mike Haines certainly thinks so. Rather than trying to get revenge for his brother's death, he is contributing to a society in which people do their best to find common ground.



### What is going to help Mike's campaign to succeed?



Now ask the class what they think might help Mike's campaign to succeed.

Take some ideas from the class and make a mental note of anything you think needs further discussion before suggesting five factors that will be of help (and displaying them on the board):

1. Our multicultural society
2. People want peace
3. History
4. Education
5. Us

### 1. OUR MULTICULTURAL SOCIETY



#### Our multicultural society



Britain has always been a country of immigrants and so its culture has changed from how it used to be in the past, and will continue to change as it is influenced by the people who live here and come to live here. Films, TV, music, literature, art, food, fashion all evolve in new and exciting ways. However, living in a multicultural society is not without its challenges.

Ask the class: What are the benefits and challenges of living in a multicultural society?

Take some suggestions from the class before you display slides on the resource.

Benefits:

- Wide variety of food
- Music
- Interesting fashion
- Art
- Opportunities to learn about other groups
- Different groups learn how to live together
- Culture evolves and doesn't get stale

Challenges:

- Segregation
- Loss of identity
- Extremism
- Opportunity for discrimination

## For discussion

No one is saying that living in a multicultural society is free of problems – no society is – but it is here to stay. Britain has always been diverse and it will only get more so as communications and travel become easier and cheaper. Our future will depend on how well we can co-operate with each other and take advantage of the benefits a multicultural society brings. If we try to fight that we will be left behind by the rest of the world.

## 2. LIVING IN PEACE

Make the point that most people – nearly all people – do not like conflict. As Mike points out in his story, they want to feel safe and live in a place surrounded with people they get on with.



### Living in peace



Ask the class to think about the kind of society they would like to live in. Using the activity, they can make lists of attributes they'd like, and attributes they wouldn't like.

Again – the students could do this individually (or in pairs) on their own devices, or together as a class, taking a vote on the things they want and don't want.

## For discussion

When they have finished, ask them:

- What sort of society have you described?
- Is there anything missing from your list?
- Have you contradicted yourself anywhere?
- Look at the things you don't want in society – what is it about them you don't like? What sort of society would the things they don't like create?

## 3. HISTORY

There are many wars and conflicts continuing around the world, but we know from history that the cycle of violence can be broken and peace can be achieved.

## For discussion



Ask your class if they know what a 'cycle of violence' is.

A 'cycle of violence' describes the kind of never-ending fight that you see children getting into – they keep hitting each other back until eventually they can't remember who started it or why. They are both thinking, "I'm going to hit him, because he hit me", and it never stops.

Unfortunately, this kind of behaviour continues into adulthood, and tragically even entire countries get involved in neverending cycles of revenge. Wars break out and countless people suffer as a consequence.

But history shows us that wars do end. Enemies become allies. Peace is achieved. The cycle of violence is broken.



## Conflict resolution for beginners



But how do we make a start? Especially when confronted with people we don't understand or don't even like. All too often our first instinct is to be angry or to be violent, so when conflict arises, what's the best way to deal with it?

In this activity, the students should rate the various strategies for dealing with potentially violent situations. They should rate each one from 1 to 5:

- 1 - Doesn't help at all
- 3 - Might help
- 5 - Definitely helps

- Keep calm, and when you feel yourself getting angry... wait.
- Don't blame other people for how you are feeling.
- Don't assume that everyone thinks the same way as you do.
- Think about your own prejudices: "Am I thinking in stereotypes?"
- Don't tell other people how they feel: "You're only saying that because..."
- Take one problem at a time: don't bring up something they did last week.
- Be nice. Don't swear. Don't say, "Yeah? Well you're fat..."
- Watch your body language - be open, don't turn away or frown.
- Listen carefully - wait your turn to speak and don't interrupt.
- Show you understand by rephrasing: "So what you're saying is..."
- Be big and apologise when you're in the wrong.
- It's not about winning, so never say, "In your face, loser!"

Depending on the class, you may like to discuss each one to gauge the attitude of your students. You are likely to encounter some scepticism - "That would never work!" or, "I'm not going to do that, I'd get my head kicked in..." - and that's fine. Ask the students to say why they think it wouldn't work and suggest a (non-violent) alternative.

The point is: it's hard. Very often our first instinct is to be aggressive, but that is precisely why there is so much violence in the world. It's too easy. We need to do the hard thing and break the cycle of violence.



## Dos and Don'ts



In conflict resolution, what you say and how you say it is all important. In this activity there are some examples of the right thing to say paired with the wrong thing to say in a variety of situations. Drag and drop the phrases to match up the pairs. Here are the answers:

| <b>Do say...</b>                          | <b>Don't say...</b>                        |
|---|--|
| I don't understand you.                   | You don't understand me.                   |
| I am feeling annoyed.                     | You are so annoying.                       |
| Why do you say that?                      | You're only saying that because you...     |
| I don't think I explained that very well. | I just explained! You're so stupid!        |
| Thank you for agreeing with me.           | In your face, loser!                       |
| I'm sorry.                                | Pfft... whatever.                          |
| I can't help what you think of me.        | Yeah? Well you're fat.                     |
| What do you think?                        | You all think the same way.                |
| So what you're saying is...               | I don't have to listen to what you say...  |
| I feel bad when you do this.              | This is just like you. You always do this. |
| Let's deal with one thing at a time.      | And what about last week when you...       |
| How do you see it?                        | Why can't you see it my way?               |
| Please explain why you think that.        | But that's just wrong!                     |
| Why do you do that?                       | Don't do that.                             |

Discuss with the class why the 'Dos' are more likely to cool down potentially violent situations than the 'Don'ts'. How many of the class admit to saying some of the 'Don'ts' or things like it? What reaction did they get?

#### 4. EDUCATION

There's a saying "Ignorance is bliss" but in most cases, it really isn't. When people understand each other and what makes them tick, they are less likely to be prejudiced. Education isn't just about learning to read and write, it really does help people to get on.



#### How does education help?



To get your students thinking about the benefits of education, ask them to use the resource to put the list in order from important to least important (in their opinion).

- Understanding that there is diversity within a group.
- Having the knowledge to tell what is true and what is made up.
- Being more able to contribute to society.
- Having the skills to enjoy diversity without feeling threatened.
- Having the confidence to cope with change.
- Having the ability to help change society for the better.
- Helps people to develop self confidence.
- Understanding promotes equality.
- Educated people are more likely to find peaceful solutions to conflict.
- Educated people tend to have fewer children.

## For discussion

Ask a few of the students to say how or why they think education contributes to each of the benefits on the list. Why have they put them in the order they have?

### 5. US



#### Our rights



Tell the class that research shows that the younger generation (them!) is more willing to accept difference and diversity. More young people are growing up in a more multicultural society and are much more at home with diversity in all its forms.

The world has changed since their grandparents were at school... even since their parents were at school. The changing attitudes and values of society are reflected in the laws that have been made.

Using the resource, the students should decide which statements are true and which are false.

Answers below!

In 2002, someone could be refused a job if they were the 'wrong religion'.

[TRUE - In 2003 the Employment Equality (Religion or Belief) Regulations made it illegal to refuse someone employment because of their religion.]

Homosexuality wasn't decriminalised in Scotland until 1975.

[FALSE - It was actually even later. In England and Wales, homosexuality was decriminalised in 1967, but remained illegal in Scotland until 1980, and illegal in Northern Ireland until 1982.]

In 1979 a woman couldn't apply for a bank loan or mortgage without a man (eg her husband or father) signing the agreement.

[TRUE - It wasn't until 1980 that a woman could sign in her own right.]

Until 2000 it was illegal to be in the Armed Forces if you were gay.

[TRUE - The law was changed, much to the relief of all the gay soldiers, sailors and pilots.]

In 1974 a woman could be sacked from her job if she became pregnant.

[TRUE - In 1975 a law was passed to make it illegal to sack a woman because she is pregnant.]

In 1977 someone could be refused a job because they were black.

[FALSE - The Race Relations Act made it illegal to refuse someone a job because of their race only a year earlier in 1976.]

In 1982, the Court of Appeal decided that it was illegal for pubs and clubs to refuse to serve a woman.

[TRUE - Some pubs and clubs were still refusing to serve women.]

In 2009 it was still legal for a shop or hotel to refuse to serve LGBT people.

[TRUE - In 2010 The Equality Act made it illegal for people to discriminate against homosexuals when providing goods and services.]

In 1984 a law was passed to make rape within marriage a crime.

[FALSE - That law wasn't passed until 1994.]

Until 1994 employers could refuse to give someone a job they were perfectly capable of doing if they were disabled.

[TRUE - The Disability Discrimination Act was passed in 1995 to help prevent discrimination against disabled people.]

In 2005, same-sex couples were finally allowed to get married.

[FALSE - Civil partnerships for same-sex couples became law in 2005, but this didn't give them the same rights as heterosexual couples. Same-sex marriage didn't arrive until 2014.]

### **For discussion**

Ask the class if they were surprised - or even shocked - by some of the facts they have just read. Why or why not?

Ask the class what positive changes are needed in society? What can they do to help change society for the better?

## CONCLUSION



To conclude the resource we return to Mike's story to see and hear about the progress that his campaign has made so far, including his visit to the Pope. We also hear how David's work has continued after his death, and we finish with an inspiring call to action from Mike.

As before, here are the captions to help you keep track.

1. Last year I was invited to meet Pope Francis, so Shahnawaz and myself travelled out to Rome. It was truly the pinnacle of my life so far.
2. The sense of occasion was awe-inspiring. I had prepared words to say to His Holiness, but I cried like a baby. I was so nervous and so overcome. It was wonderful.
3. When David was in ACTED base camp in Turkey, he and his colleagues came up with a plan to raise more money for some of the refugees who most needed it.
4. That plan, after David's death, could have gathered dust. But it was implemented, resulting in hundreds of millions of dollars of extra aid reaching those refugees.
5. David's good work did not die with him. He was directly involved in a project that has saved thousands.
6. I ask that you reach out with the hand of friendship to people that you don't know. And you ask questions. You say hello.
7. This is the way that we fight. That is the best way that we can fight against the hatred that terrorists want to sow in our communities.
8. So if we can come together, to learn from each other, to be proud of our individual heritages, but also recognise that other people are proud of their heritages.
9. We stand against terrorism.

