Rosshall Academy

RME

Religion & Society



GLOSSARY

As part of this unit we will look at several types of discrimination including racism and sectarianism in Scotland and around the world. Below are some definitions you may come across throughout this booklet. Copy the terms and their definitions into your jotter.

Discrimination – the word comes from the Latin "discriminate", which means to "distinguish between". Discrimination is more than distinction, it is action based on prejudice resulting in unfair treatment of people.

Ageism – prejudice or discrimination against a particular age group, especially the elderly.

Stereotyping – a simplified and fixed image of all member of a culture or group (based on race, religion, ethnicity, age, gender, national origins).

Prejudice – as the name implies, the process of "pre-judging" something. It implies coming to a judgement on a subject, forming a judgement without direct experience.

Racism – treating people differently because of the race or culture to which they belong.

Sectarianism - Sectarianism is a form of prejudice, discrimination, or hatred arising from attaching relations of inferiority and superiority to differences between subdivisions within a group.

Bigot - A person who is obstinately devoted to his or her own opinions and prejudices, someone who treats members of other groups with intolerance or hatred.

Scotland's Religious Roots

Before Christianity came to Scotland, the people of Scotland were pagan Celts. A pagan originally meant someone who lived in the country but now the term means those who worship many gods. A Celt is a member of an ancient tribal society, who spoke the language of the Celts (e.g. Irish or Scottish Gaelic).

Animism

Celtic Pagans were primarily animists. This means they believed that objects in nature (animals, trees) have living spirits inside them who respond to humans.

An animal like a stag could be admired for its beauty or speed.

Dogs were seen to be keen-scented, good at hunting, guarding and healing themselves.

Snakes were seen to be destructive, fertile and able to regenerate themselves by shedding their skin.

Gods and Goddess'

Many pagans also had a belief in the Father God and Mother Goddess – often associated with the sun and moon, which were responsible for creating the world.

Places of worship



Stone Circles: A stone circle is a type of monument of standing stones, arranged in a circle. They may have been used for religious festivals.

This picture was taken at Sighthill in Glasgow.

There are many stone circles around Britain.

There is not a lot known about the construction or indeed the purpose of these circles however, many modern pagans use them for festivals and rituals.

Some of these ancient monuments are thought to have been designed and used for rituals connected with the movements of the stars, moon and sun: as a sort of astronomical observatory and gathering place.

Activity 1:

1. What is meant by Celtic paganism?
2. What is an animist?
3. Describe two things which animists might worship and explain why they did this.
4. Explain what stone circles might have been used for by prehistoric people.

The Introduction to Christianity

The history of Christianity in Scotland goes back to ca.400 CE.



Important figures such as St Ninian (Whithorn, near Stranraer) and St Columba (Iona, off the coast of Mull) introduced Christian beliefs and practices to Western Scotland along with groups of followers. The religion had originally arrived in southern Britain with the Romans.

As a monk and missionary St Kentigern – or Mungo, meaning 'dear one' – travelled preaching the gospel. He founded a religious centre at Glasgow. Today Mungo is the patron saint of Glasgow, and he is famous for the miracles symbolised on the city's coat of arms. Opposite is a mural of St. Mungo created by Glasgow street art regular Smug. The mural depicts Mungo in modern day clothes.

The local populations quickly converted from paganism to Christianity and soon this new religion spread to the rest of the country. For a time, pagan and Christian beliefs existed side by side. Most Christian festivals are based on Pagan festivals.

Iona is a tiny and beautiful Hebridean island off the west coast of Scotland, the cradle of Christianity in Scotland, where in 563AD the Irish monk Columba (Columkille) established a monastic settlement that evangelised large parts of Scotland and the north of England and became an important centre of European Christianity. In the Middle Ages it became the site of a Benedictine abbey, and over the centuries it has attracted many thousands of people on their own pilgrim journeys.

Iona remains a centre for pilgrimage and tourism; the daily services of the Iona Community in the Abbey church and worship elsewhere on the island are open to all; many visitors come again and again. There is a year-round population of over 100; long-established island families as well as more recent arrivals, including those who work for the Iona Community in its centres as staff or volunteers.

The abbey is now managed by Historic Scotland; the Iona Community remains in residence as a living, worshipping presence. The islanders, the Iona Community and Historic Scotland work together to maintain Iona as a place of welcome.

Activity 2

a) Write a paragraph explaining how Christianity came to Scotland. Aim for at least ten sentences.
b) Research Glasgow's coat of arms. Describe what the coat of arms represents and explain how it is connected to St. Mungo.
c) Research St. Columba and his role in the establishment of Christianity in Scotland. You should write a paragraph describing who St. Columba was and what he achieved on the island of Iona.

Scottish Reformation

In the 16th Century a religious conflict emerged between Protestants and Catholics which divided Western Europe for over 150 years. It started with the thoughts of a monk called Martin Luther from Germany. He protested against corruption and greed in the Church and promoted a simpler form of Christianity. This movement became known as Protestantism - named after Luther's 'protests'.



What I think is wrong with the Catholic Church;

- Most people cannot read the Bible in their own language
- The selling of indulgences which "speed up" entry into Heaven in unfair on the poor.
- People must rely on Priests to understand and have a relationship with God.
- Some churches place too much importance of acquiring riches and relics.

What was Protestantism?

Luther turned against many of the major teachings of the Catholic Church. He looked to the actual text of the Bible and rejected many of the Catholic Church's practices which are not mentioned. Luther rejected the authority of the Pope, an action that usually led to a charge of being burnt at the stake. The invention of the printing press allowed Luther to print copies of the Bible. This meant that people could access the teachings of the Bible without the teachings of the priest. Soon Lutheran texts were spread across Europe which led to people rebelling against the Roman Catholic Church.

Another important idea developed by Martin Luther was that people are saved through faith alone. We are saved through our works (good deeds, taking part in the Mass). This paved the way for a much simpler, more basic Christian faith.

Scotland Reformed?

After Protestant ideas reached Scotland, the Reformation split the Church into Catholic and Protestant groups, creating two branches of belief - both of which claimed to be true. John Knox (1510-1572) was the leading Protestant voice leading to the Scottish Reformation in 1560.

In the 1540s he was ordained as a Roman Catholic priest but was unhappy with how the Catholic Church was run in Scotland. He believed people should focus on a form of worshipping God which was closer to the teachings of the Bible to have a more personal relationship with God without the need for priests and elaborate ceremonies. He also promoted reading the Bible in Scots and English rather than Latin.



Meanwhile, Mary Queen of Scots, a Catholic, was ruling from France so Scotland was officially under French protection. Many people were suspicious that Scotland would become a Catholic country again. In her absence Scotland became a Protestant country under the leadership of John Knox and the Pope was no longer recognised. Two years later Mary returned to Scotland and there were many heated exchanges between her and Knox.

After several battles between Catholics and Protestant forces in Scotland Mary abdicated in favour of her infant son James. He had been brought up a Protestant and became King James VI of Scotland and I of England. He later established the most famous Bible in the English language, the Authorised Version also known as the King James version.

Activities –

Complete the following activities in full sentences in your jotter.

1. Describe the reformation and the impact it had on Scotland. Try for 150 words.

   Make sure you include key figures – Martin Luther, John Knox and Mary Queen of Scots and why people may have been unhappy with the Roman Catholic Church.

2. As a result of the reformation there are many hundreds of different of Christian denominations. What are the advantages and disadvantages of this for a modern religion?

Christian Denominations

There are loads of types of Christian. Just in Scotland there are Catholics, the Church of Scotland, the Free Church of Scotland, the United Free Church of Scotland, Methodists and Baptists to name a few!

How did we end up with all of these different types of Christian? Basically, they all split off from one another over time like the branches off a tree.

That means there are many different types of Christian but they all belong to the main group called Christianity.

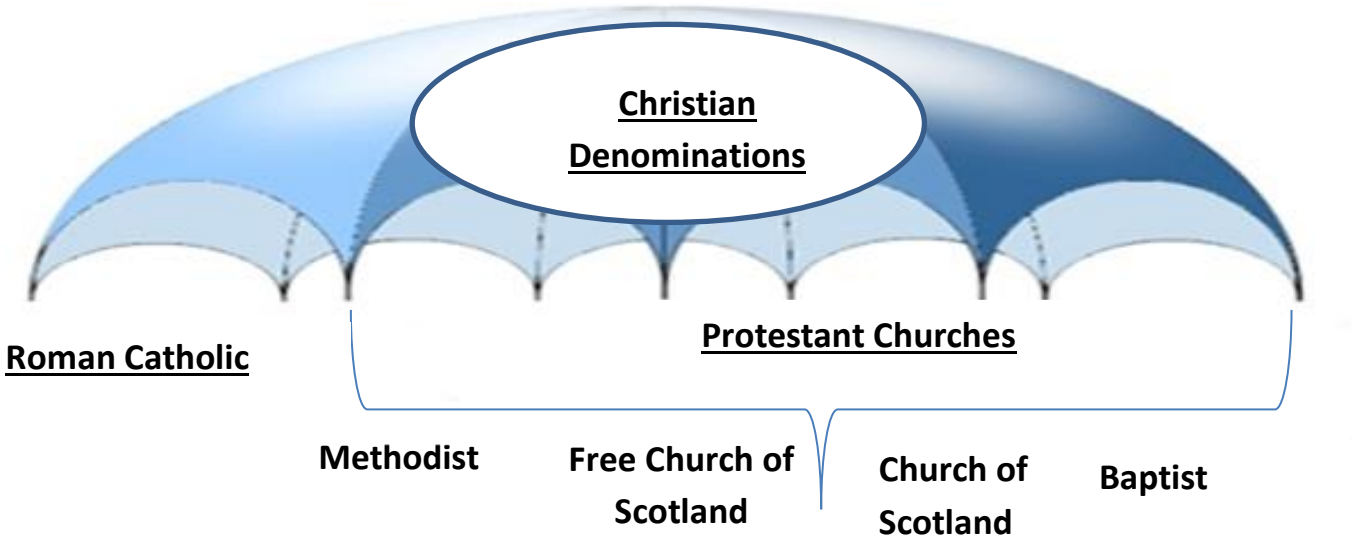
All Christians:

a. Believe in one God

b. Follow the teachings of Jesus

c. Their holy book is called a Bible.

Below are some of the denominations in an umbrella diagram:



Activities

1. In your own words define 'denomination'.

2. Draw the denominations diagram to scale in your jotter.

3. Why do you think there are so many different Christian churches today? – (Think: Why do we need so many?)

4. Give one reason it is a good idea to have many denominations of Christianity? Think of one reason it may be a bad idea to have so many denominations.

5. Under the subheadings on the next page write out some important information about each denomination in bullet points. You must include at least 3 points.

Christian Denominations

Roman Catholics

- ★ This is the largest Christian Church in the world.
- ★ The Pope at the Vatican in Rome is the head of the church.
- ★ All clergy and priests are unmarried and celibate men.
- ★ They seek forgiveness of sins by confession through a priest.
- ★ They believe in transubstantiation, this is the belief that the bread and wine are transformed to the body and blood of Jesus Christ. Sharing in communion is only allowed by confirmed members of the Catholic Church.
- ★ There are seven sacraments; these are celebrations and rites of passage where members can see God as an active part in their life, they receive the Holy Spirit and form a close relationship with God. They are Baptism, Confirmation, Eucharist, Marriage, Holy orders and anointing of the sick.
- ★ High importance placed on the Holy Bible.

Church of Scotland

- ★ Formed out of the reformations and protesting against the Catholic Church leadership and some practices which they were deeply unhappy with.
- ★ It believes that this means that it must continue to change as new insights are gained about the church and how it can meet the needs of the times.
- ★ The main beliefs of the Church of Scotland are found within the bible, in the New and Old Testaments together.
- ★ Like all mainstream churches, it accepts the doctrine of the Holy Trinity, that God is experienced as Father, Son (in Jesus Christ), and Holy Spirit.
- ★ It sees Jesus Christ as the only head of the church and teaches that the church is his "body".
- ★ Each church cares for a parish (community and area)
- ★ Men and woman can become minsters.

The Free Church of Scotland

- ★ They split from the Church of Scotland in the 19th century.
- ★ Has fewer members than the Church of Scotland.
- ★ The Free Church is generally much stricter than the Church of Scotland.
- ★ The Free Church believes that it is totally wrong to work on a Sunday and until 2010 they didn't sign hymns or have musical instruments in the church.
- ★ Only men can become ministers.

Baptists

- ★ Churches run by members.
- ★ Have leaders called 'ministers'. A Pastor is responsible for the care of the congregation.
- ★ They have adult baptisms called 'Believers baptism' by total immersion in water for those who have chosen to believe for themselves in Jesus Christ. Adults make a dedication speech where they talk about how they have come to want Jesus Christ in their life and to live in his footsteps and teachings.
- ★ Special pools are a main feature to these churches and Baptism is the way in which you become a member.
- ★ Place a lot of importance on the Bible and its teachings.
- ★ Communion is celebrated on Sunday where loafs of bread and cups of wine are passed around for members to break and drink in remembrance of Jesus. This is for all members who have accepted Jesus as their saviour.
- ★ Free to worship as they want to (there is no set patter to services of worship). Some hand clapping and lively music is common to worship.

Irish Immigration to Scotland and Sectarianism

Between 1830 and 1914 over 300,000 Irish people migrated to Scotland. Most of the Irish people settled in the West of Scotland, particularly in Glasgow. Other popular destinations were Paisley, Dundee and Ayrshire and smaller numbers settled in Edinburgh and Stirling. This was due to the relative lack of employment as these cities were never industrial centres. The majority of Irish immigrants were economic migrants looking for employment.

The 17th and 18th century saw conflict between the Jacobite followers of Catholic King James VII and the forces of King William and Queen Mary, who took the throne in 1688 and were not Roman Catholics. In the 19th century the prospect of Jacobite invasion declined, yet sectarian conflict continued as a result of immigration of those who later fled famine in Ireland (a traditionally Catholic country) and sought to live and work in Scotland. Urban industries and expanding transport systems offered opportunities for work in factories, and in building railways, canals, bridges and roads.

As we have seen throughout history, a large scale movement of people from their homeland often causes social tensions, and those new to a country commonly create support networks with each other for support. Some areas in cities, such as Edinburgh's Cowgate and Canongate were called "Little Ireland" due to the congregation of immigrants living there. Many Irish Catholics settled in the poor east end of Glasgow, and in communities across the west of Scotland in particular, seeking work in industries such as mining and textiles. These settlements led to increased competition for employment and housing and this sometimes led to antagonism and conflict between competing groups of workers over housing and jobs.

Widespread discrimination in entering employment, and certain established social networks, also fuelled tensions between the Catholic and Protestant communities in Scotland. Employment opportunities were denied to people of both denominations on the grounds of the religious group to which they belonged or were perceived and prejudged to belong. Discriminatory recruitment practices were conducted both officially and unofficially and a name considered traditionally Protestant or Catholic, or whether a candidate attended a Catholic or non-denominational school, was sufficient grounds for many businesses to exclude people from employment.

Sports clubs were founded as a focal point for these Irish immigrant communities. For examples, Hibernian Football Club was founded in Edinburgh in 1875, and Glasgow Celtic Football Club was established in 1888. Later, in Dundee, Dundee Hibernian later became Dundee United. Football teams, whether they developed from a mainly Irish Catholic or Scottish Protestant community or neither, played matches between one another for

charities and to win competitions. Today, the increasing diversity of Scotland's population means that no football clubs are in the same way tied to any particular religion, and players and supporters of all teams will be from a range of racial, ethnic and religious backgrounds to a greater or lesser extent.

However, despite this, sectarianism as we know it in Scotland today is perhaps most visible in relation to football. The historical links of some clubs and the traditional ethnic and religious make-up of their supporters have led to them being held as symbols of religious, cultural and political beliefs. Sadly, there has historically been many issues with sectarianism at football matches in Scotland with elements within clubs fanbases using songs, chants and banners on match days to abuse, antagonise and provoke rival fans. In a similar way, some football fans proclaim a political commitment, and they promote their support for Northern Irish based paramilitary groups such as the IRA and UVF which are outlawed in the both the U.K. and Republic of Ireland. At some matches this can generate an atmosphere of hatred, religious tension and intimidation which continues to lead to violence in communities across Scotland. This has been widely reported in the media over the years.

Offensive sectarian language is still used in Scotland on a daily basis, with abusive terms such as "Hun" and "Orange b*****d" being used negatively against Protestants (or those perceived to be) and others such as "Fenian" and "Tim" used negatively against Catholics (or those perceived to be). This reinforces religious and racial stereotypes as well as fuelling the divisions and conflict between the denominations and people of no religious denomination. Children commonly use words without any knowledge of their meaning, but with an understanding that these words are a means by which to insult others.

In recent years, the challenge against sectarianism in Scotland has made some difference to what is a deep rooted and widespread social issue for us. The problems associated with religious conflict are being examined and confronted across society by schools, community groups, academics, football clubs such as Celtic and Rangers, football governing bodies, national and local governments, churches, charities, museums, galleries and a growing number of individuals across the nation. However – you will still hear the offensive language on our streets, at football matches, on public transport, in pubs and social clubs, and in some people's homes. You will still see graffiti about Irish Politics in some places in Scotland, you might still be unwelcome at the local golf or bowling club because of your surname, and when you marry someone whose family are from a different "sect" within Christianity you might still to this day experience more disapproval than you had expected to.

Cultural and economic landscapes change, and while the Scotland we live in today is a small country striving to be competitive and modern, it still has work to do in addressing some negative and harmful old-fashioned views.

Activity –

1. Using the information above, write a description of how sectarianism developed within Scotland. You should aim for at least half a page.
2. What is sectarianism?
3. How do we see evidence of sectarianism in our community? Try to think of examples.
4. How does sectarianism impact on individuals and society?
5. What actions can I take to deal with sectarianism?

Extension Activity

Design a poster to be displayed around the City of Glasgow that aims to stop sectarianism and encourages equality.

Marches & Parades

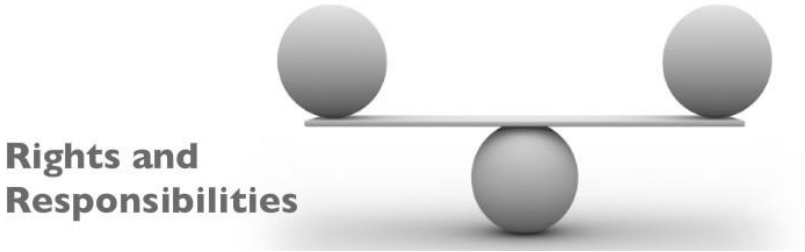


Orange walks are a series of parades held annually by members of the Orange Order on a regular basis during the summer in Northern Ireland, Scotland, and occasionally in England, and throughout the Commonwealth. These typically build up to 12 July celebrations which mark Prince William of Orange's victory over King James II at the Battle of the Boyne in 1690. Although the term 'march' or 'parade' is widely used in the media, the Order prefers terms such as 'walk' or 'demonstration'. Orange walks have faced opposition from Catholics, Irish Nationalists, Scottish Nationalists and those on the political left who see the parades as sectarian and triumphalist. Those who attend the procession, however, regard it as having a vital ceremonial significance.

The right to march is protected by the European Convention on Human Rights and is a powerful visible sign of a robust democracy. But with those rights come responsibilities.

Activity –

Humans have the right to march. What responsibilities do you think comes with this right? List these in your jotter.



Ageism

Ageism is the stereotyping, prejudice, and discrimination against people on the basis of their age. Ageism is widespread and an insidious practice which has harmful effects on the health of older adults. For older people, ageism is an everyday challenge. Overlooked for employment, restricted from social services and stereotyped in the media, ageism marginalises and excludes older people in their communities.

Ageism is everywhere, yet it is the most socially "normalized" of any prejudice, and is not widely countered – like racism or sexism. These attitudes lead to the marginalisation of older people within our communities and have negative impacts on their health and well-being. In certain cultures and countries old people are treated with great respect and reverence. However, within our own country we can often see examples where the elderly are discriminated against (ageism) or where their wisdom and experience is ignored and dismissed.

1. Explain what we mean by 'ageism'.
2. Analyse why there might be conflict between the older and younger generations in the world at the moment (think about the current situation with coronavirus/vulnerable groups).

Changing your mind (?!)

•Robin Todhunter was over 83 when, in 1987, he successfully rode the Cresta Run – the famous toboggan run where speeds of up to 90mph can be reached.

•Morarji Desai was appointed Prime Minister of India in March 1977 at the age of 81.

•Hilda Johnstone was Britain's oldest representative in the Olympic Games. She was 70 years old when she was placed twelfth in the Dressage (horse display) competition at the 1972 Olympics.

•Michael Angelo was 71 when he began to work on St Peter's in Rome

•The oldest golfer to have shot a hole in one was Otto Butcher in 1985 on the 130 yard twelfth hole at La Manga golf course in Spain. He was 99 years and 244 days old.

In Christianity the elderly are treated with great respect.

TASK –

Look up the Bible passages below to help you write five sentences beginning:

"Christians believe that the elderly…"

Refer to the following Bible passages to help you:



- Exodus 20:12
- Leviticus 19:32
- Mark 7:9-12
- Timothy 5:4-8

The Punk & the Kitkat

She always went shopping on a Thursday, and this Thursday was no different. Now that she and Bert had long since retired she did most of her shopping at local stores. But once a week she would go to town, as much to look as to buy. Usually she enjoyed her Thursdays…but not at this time of year, not with the huge crowds all rushing for last minute Christmas presents.

When she got to Barry's Café, she couldn't believe how busy it was. She took her place at the back of the long line and edged slowly forward until she got to the tea and coffee machines. She picked up her cup of tea and chose, as always, a Kitkat from the small wicker basket by the till. As she counted out her money from her purse she scoured the whole place for a seat.



There was one and only one place. She almost thought of standing, except for the fact that it had been such a busy and tiring day. So she decided that she would sit down – opposite a thing (for that was all she could describe him as) dressed from head to toe in leather. I'm not going to let some young thug dictate what I do and don't do she thought to herself. I'm going to sit whether he likes it or not. And so, slowly, she took her place and put her shopping bags underneath the table.



As she took a sip of her tea, she glanced up. He had a chain from his nose to his ear, studs everywhere humanly possible and a haircut that she thought was better suited to a lavatory brush. "What has become of young people," she whispered, just loudly enough that he might hear.

She took another sip of her tea, reached out for the Kitkat and began to eat the first finger. A few moments went by and then, much to her amazement, the thug lent across and took the chocolate bar. He ate the second piece. She couldn't believe it. She looked round instinctively. Surely someone had noticed, someone would say something. But of course no one even looked up. She didn't know whether to shout, to leave or just to ignore it. But it had been a long tiring day, she had had enough. She wasn't going to let some punk bully her. And so she took back the Kitkat, ran her finger purposefully along the silver foil, broke the third piece and, holding it aloft, trophy like, she began to eat. A few more moments passed by and then the young man took the last piece and ate that. She couldn't believe it.

The punk stood up and took his place in the line to queue for another cup of coffee. She looked at the piece of fruit cake that he had left to eat later. "I'll show him!" she thought. She snatched the cake, and shouted across the crowded café, "Ha, look at this! You think you can push an old lady around, do you?" Then she shoved almost the whole of the cake into her mouth. She picked up her bag, stormed past the young man and triumphantly left the café. She was still furious as she reached the bus stop. All the way home she thought of her bravery, of how she had stood up to this young bully.

When she got home, she lifted her shopping bag onto the kitchen table and began to tell Bert everything that had happened. As she unpacked she described in the greatest detail the

events of the day. When she had finished the story, and she finished the unpacking she looked down into her bag. And there…at the bottom of the bag…lying next to her purse…was the Kitkat that she had bought.

TASK

1. What words did the lady use to describe the punk?
2. Why do you think she used these words to describe him?
3. Do you think the lady was right to feel this way? Give reasons for your answer.
4. How do you think the lady felt/thought after she found the Kitkat in her bag?
5. If she met the “punk” again, what do you think the lady might say to him?
6. What do you think the message of the story is?
7. Do you think this is a relevant message in Scotland in 2020? Explain your answer.

Racism



We have looked at ageism, stereotyping and Prejudice. These are all forms of discrimination. This is when one group of people are disadvantaged over another and results in them being unfairly treated. We will now focus on a type of discrimination which has affected most countries throughout history and exists today. This form of discrimination is racism. Racism is treating people differently because of the race or culture to which they belong. Racial prejudice may be based on colour of skin or some other feature of an ethnic or minority group. The Scottish Ethnic Minorities Research Unit interviewed 150 people who were of Indian, Pakistani and Chinese origin in Glasgow. They found that more than 50% had had their homes or property damaged. Worldwide, racism results in violence and death. Treating people badly on the basis of their racial origin was one of the most depressing features of the 20th century and now, in the 21st century, it looks as if little has changed.

Task –

Think about the following and write your responses down in your jotter. Remember to write in FULL sentences. (If someone is at home with you – you could discuss these questions with them to get their opinion)

1. Are we born racist?
2. Can a baby be racist? Explain your answer.
3. If we are not born racist, we must learn to be racist. How do you think this happens?
4. What behaviours and attitudes does a racist person display?
5. Do racist films/songs, influence people's attitudes towards other people?
6. How is racism like other prejudices (stereotypes, ageism etc.)?
7. How is it different from other prejudices?

What's behind Racial Prejudice?

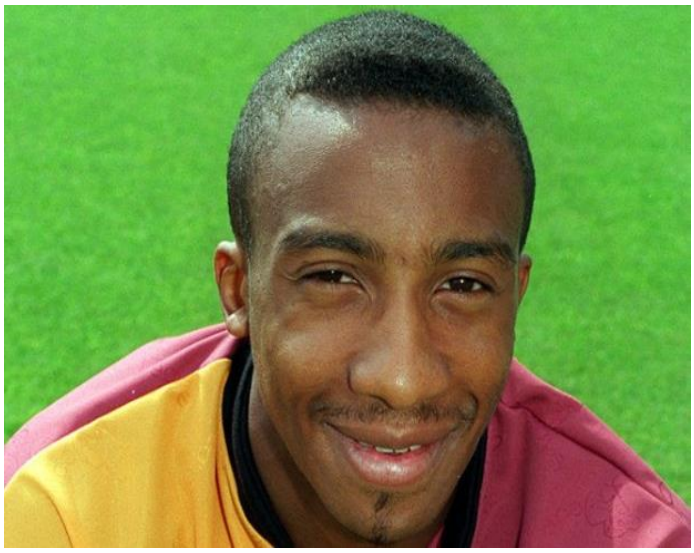
- Mistreating an ethnic group may be seen by some as an easy was to escape from your own problems. If you can blame someone else, then this gives you a scapegoat to take out your frustrations on. You can "blame" them for your problems, by claiming things like "they" take all "our" jobs.
- Treating someone badly on the basis of their race may make you feel superior. It may be that the most racist people are socially "weak" themselves. Acting in a racist way gives them a sense of power. This kind of racism can often start quite subtly, for example, by the use of racist "jokes".
- Behaving in a racist way means that you never have to go to the "trouble" of finding out anything about the people with cultural origins which are different from your own. You just treat them as "all the same" (stereotyping). Racial groups are made up of individuals. To lump them all together on the basis of their racial origin doesn't make sense. It would be like saying that all Scots like haggis – or that they are all mean with their money.

Task –

1. What is the definition of racism?
2. In your jotter write out three reasons why someone may display racist behaviours. You can use the above information or come up with your own.

Andy's Story

Yorkshire footballer Andy Kiwomya has always been dedicated to giving racism the boot. Now he's taking that message into Sheffield classrooms. Here he shares his vision with Children's Express journalists.



Andy Kiwomya was 11 when he had his first taste of racial hatred. Part of a Bradford Schools Team touring the north east, he went to see a league match in Sunderland, unaware of the violence he was about to witness.

“Suddenly a crowd of skinheads formed at the back of the stand. They targeted me, Chris, my brother, and the other two black lads in our party, shouting racial abuse. We were scared of these guys because they were 17, 18 and we were only 11, so they were like men to us”.

Even now, 20 years later, Andy still has difficulty talking about the incident, his eyes troubled with the memory. “They were getting right in our faces and looking at us with real hate. My last memory was of these guys chasing us, throwing stones at the coach down the road as we were driving off”.

Since that day, Andy has become a familiar and popular figure. He went on to play for Barnsley, Luton and Bradford City.

He clearly made a success of his professional career, but you could be forgiven for expecting him to carry the early experience into his later life, bitter and resentful.

The opposite is, is in fact, the case. Since retiring from professional football, Andy has forged a new career working in Sheffield schools, talking to often disaffected young people about the value of education, and using his time in football as a comparison.

He is part of the governments EMAG (Ethnic Minority Advisory Group) initiative, targeting young people from ethnic backgrounds, reinforcing their self-esteem, and expanding their opportunities.

“Violence is always going to be out there,” he says. “So you’ve got to keep your temper more than anything”.

Andy’s support for the government’s Kick Racism Out of Football campaign is whole-hearted, although he’d like it to go further: “Kick Racism has really addressed issues at grass roots level.”

TASK –

1. How can racism of the nature experienced by Andy be dealt with?
2. What could you do as an individual to make sure racism is kicked out of British life?
3. Can you think of a time when you have been discriminated against or have witnessed a form of discrimination? How did you feel?

TASK –

For each of the stages of Andy's story in the table below you should decide a rating for how scared he would have been at that point and explain the reason for your answer.



Moment	Not at all scared 1 ——— Very Scared 10	Why?
Andy is 11. He sets off for the league game at Sunderland.		
A group of skinheads begin to shout racial abuse at Andy and his friends.		
The gang looks at Andy and his friends with real hate.		
The gang chase Andy and throw stones at the coach.		
Andy is an adult. He is playing professional football for Bradford City.		

Andy is talking to disaffected young people in Sheffield Schools.		

Martin Luther King

Martin Luther King, Jr. was a great man who worked for racial equality and civil rights in the United States of America. He was born on January 15, 1929, in Atlanta, Georgia. Both his father and grandfather were ministers.

After graduating from college and getting married to Coretta Scott, Dr. King became a minister and moved to Alabama. Martin experienced racism early in life. He decided to do something to make the world a better and fairer place.

At that time it was legal to discriminate against black people. He was a black American Christian who believed that God created humans in His own image and were therefore equal. Because of his beliefs, he worked towards organising non-violent protests. Throughout his life MLK had people being violent towards him by stabbing him, have death threats made to his family and his home being bombed. However, he didn't believe it was right to use violence because it doesn't express the love of God. He also looked to the example given in the life of Mahatma Gandhi, an Indian Hindu who believed in only using peaceful actions to encourage changes.



In Montgomery, black people were made to sit on the back of buses and always had to give up their seat if a white person wanted it. Rosa Parks was a black lady who one day refused to give up her seat and was arrested for it. In 1955, five days after Montgomery civil rights activist Rosa Parks refused to obey the city's rules about segregation on buses; black residents launched a bus boycott and elected King as president of the Montgomery Improvement Association. As the boycott continued during 1956, King gained national fame

as a result of his excellent speeches and personal courage. His house was bombed and he was convicted, along with other boycott leaders, on charges of plotting to interfere with the bus company's operations. Despite these attempts to suppress the movement, Montgomery buses were desegregated in December, 1956, after the United States Supreme Court declared Alabama's segregation laws illegal. Dr. King was an important person in the rest of the Civil Rights Movement. He was arrested 30 times for his involvement in civil rights activities.

"It may be true that the law cannot make a man love me, but it can keep him from lynching me, and I think that's pretty important.

Martin Luther King also organised many freedom marches, "sit ins", silent protests and speeches. One of his most famous speeches was what has become known as the "I have a dream" speech. He gave it on a march in Washington D.C. in 1963.

"I say to you today, my friends, that in spite of the difficulties and frustrations of the moment, I still have a dream. It is a dream deeply rooted in the American Dream.



I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: That all men are created equal."

I have a dream that one day the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at a table of brotherhood.

I have a dream that one day even the state of Mississippi, a desert state, sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character.

I have a dream today. I have a dream that one day the state of Alabama, whose governor's lips are presently dripping with the words of interposition and nullification, will be transformed into a situation where it little black boys and black girls will be able to join hands with little white boys and white girls and walk together as sisters and brothers.

I have a dream today.

I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together."

In 1964, he was awarded the Nobel Peace Prize. Dr. King was shot while standing on the balcony of a hotel in Memphis, Tennessee on April 4, 1968, by James Earl Ray. James Earl Ray was arrested in London, England on June 8, 1968 and returned to Memphis to stand trial for the assassination of Dr. King. On March 9, 1969, before coming to trial he entered a guilty plea and was sentenced to ninety-nine years in prison.

His funeral services were held April 9th, 1968, in Atlanta at Ebenezer Church and on the campus of Morehouse College, with the President of the United States proclaiming a day of mourning and flags being flown at half-staff. The area where Dr. King was entombed located on Freedom Plaza and surrounded by the Freedom Hall complex of the Martin Luther King, Jr. Centre for nonviolent social change.

Activities

1. Why was Martin Luther King so passionate about tackling racism?
2. What kind of things did Martin and his family experience?
3. How did Martin attempt to tackle racism?
4. Who was Rosa Banks?
5. Do you think what Martin Luther King did was important? Explain your answer.

If You Had A Dream Activities

Martin Luther King, Jr.

Directions:

Complete Dr. King's legendary speech in the context of today's world. Replace Dr. King's words found with the parenthesis with your own.

I have a dream that one day this nation will: *(will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal.")*

_____

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_____

I have a dream that: *(my four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.)*

_____

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_____

I have a dream today.

I have a dream that one day: *(every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together.)*

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This is our hope... With this faith we will be able to: *(hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.)*

This will be the day when: *(all of God's children will be able to sing with a new meaning, My country, 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the pilgrim's pride, from every mountainside, let freedom ring.)*

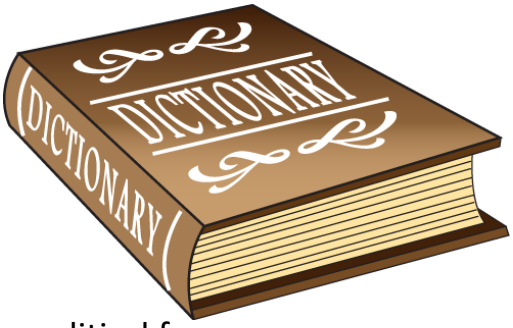
Islamophobia

Islamophobia

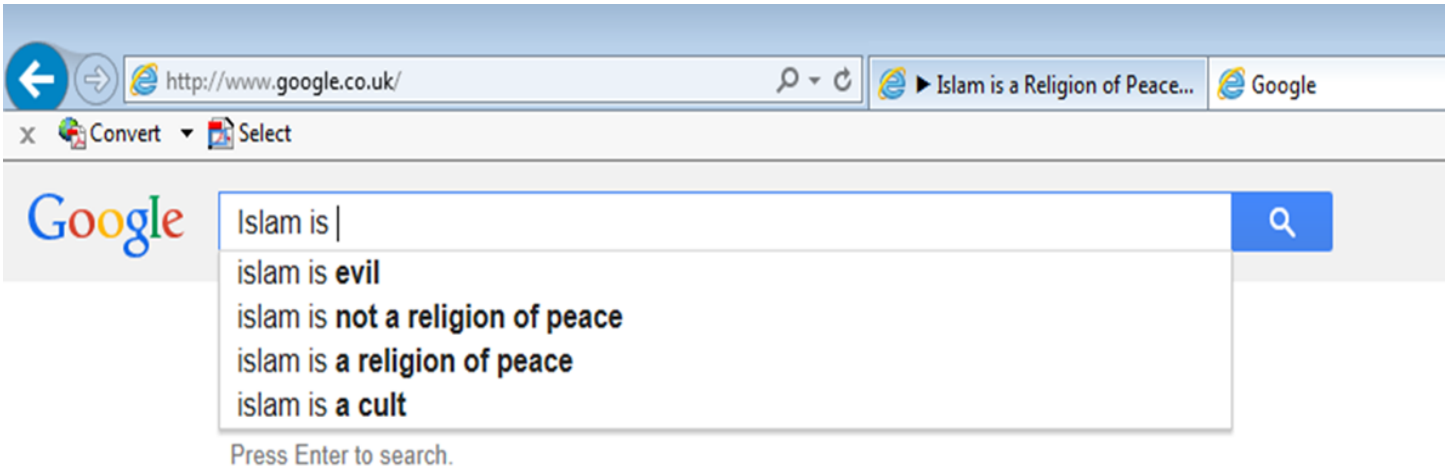
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Noun

noun: Islamophobia



dislike of or prejudice against Islam or Muslims, especially as a political force.



Muslims living in Britain have suffered more than 100 racial attacks since the terrorist atrocities in Paris, figures prepared for ministers reveal.

A report to the Government's working group on anti-Muslim hatred, seen by The Independent, shows a spike in Islamophobic hate crime of more than 300 per cent, to 115, in the week following the killings on November 13 in France.

Most victims of the UK hate crimes were Muslim girls and women aged from 14 to 45 in traditional Islamic dress. The perpetrators were mainly white males aged from 15 to35.

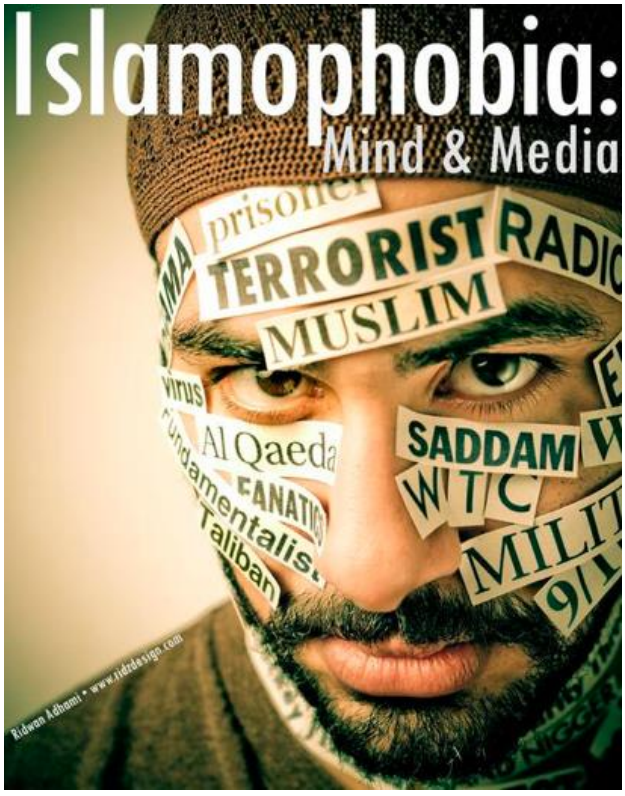
The figures were compiled by the Tell Mama helpline, which records incidents of verbal and physical attacks on Muslims and mosques in the UK. They are likely to be a significant underestimate of the total, as many victims are too frightened to contact police or community groups.

The report said a large number of the reported attacks were in public places, including on buses and trains. Thirty-four victims were women wearing the hijab, while eight involved young children.

“The vast and overwhelming majority of the victims are visible Muslim women between the ages of 14-45,” the report states. “This is concerning since the cases show that women who wear the hijab are the ones being targeted for general abuse and threats.

“Many of the victims have suggested that no one came to their assistance or even consoled them, meaning that they felt victimised, embarrassed, alone and angry about what had taken place against them. Sixteen of the victims even mentioned that they would be fearful of going out in the future and that the experiences had affected their confidence.

“Out of these cases on public transport, eight involved young children who had heard the comments against their mothers, and their mothers said their children had seen them being fearful as perpetrators took aggressive physical postures against them.”



In one recent case in London a young girl wearing a hijab was abused on a Tube train. Ashley Powys described how the girl, sitting opposite him, was subjected to a racist rant from another passenger, a man. “He got closer to her and was reeling off abuse, calling her things like ‘rag head’, ‘terrorist’, ‘scum’, and saying ‘her people’ murdered the victims of the Paris attacks.

“He was aggressively close and was clearly terrifying her.” In another case a mother pulled her young daughter out of school in Edinburgh, claiming anti-Islamic bullying had intensified in the wake of the Paris attacks.

“They called my daughter the ‘F’ word and insulted her for being Muslim,” she said. “The bullying has got worse since the Paris attacks. Nobody deserves to be treated like she has been.” The report said the language of anti-Muslim prejudice had changed from “groomers” or “paedos”, after the Rotherham grooming scandal, back to “terrorists” and “bombers”. The rise in attacks to 115 in the week to Saturday was in line with the spike after the 2013 murder of British soldier Lee Rigby in Woolwich, said the report. It called on the Government to do more to combat the problem, saying it undermined community relations.

Activity – RESEARCH!

You are going to spend some time researching Islamophobia. You will use the information you gather to create an informative poster/presentation/leaflet.

WHAT TO RESEARCH?

- What Islamophobia is
- How Islam is portrayed in the media
- Case studies of people affected
- Statistics
- How is Islamophobia being tackled?

Success Criteria

- Working independently to research the topic
- Creating an informative piece of work
- Colourful & eyecatching

