

# BELIEFS & ORIGIN

## UNIT 4



Kids Inclusive



For every child,  
Health, Education, Equality, Protection  
ADVANCE HUMANITY





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# Background

One third of 15,000 young people polled said that children from other ethnic groups are treated unfairly in their country.<sup>1</sup> Jews and the Roma are two examples of groups of people who have, historically suffered from discrimination wherever they have lived, no matter how many generations their family has lived there. Other groups that regularly face intolerance include immigrants and asylum seekers.

There are approximately 50 million uprooted people around the world; people who have sought safety in another country, and people who have been displaced within their own country. The vast majority of people flee their homes because of armed conflict. Human migration has been a contentious issue. In the past century many societies have experienced the ethnic diversity associated with immigration. As the number of political and economic refugees and asylum seekers continues to grow the issue of discrimination based on ethnic origin is becoming an increasingly important one to address.

First, second and third generation immigrants may feel differing degrees of loyalty to the countries they live in and the countries they came from. There may even be a third country that they feel allegiance to than their country of origin. Studies in Norway<sup>2</sup> have shown that children who manage and perform well at school are those who accept their parents' culture while functioning on the terms of their 'new' society.

One hundred and forty-four countries belong to an international covenant that acknowledges the right of all citizens to religious freedom and yet many people still live in countries where the right to religious freedom is restricted or even prohibited<sup>3</sup>. 'We can not and must not stand silently by while basic individual freedoms enjoyed by members of majorities are denied to members of minorities throughout the world...Intolerance can lead to discrimination and discrimination can lead to persecution.'<sup>4</sup>

Religious and ethnic intolerance violates human rights and threatens democracy and peace in the world. It has led to tragedies like the Holocaust and the genocide in Bosnia and Rwanda. Most of the civil disturbances and wars that exist today are largely due to religious and ethnic intolerance.

Information from 77 governments revealed that most states believe that education is the principal means of preventing discrimination and intolerance.<sup>5</sup> The reason for this is that most forms of prejudice are based on ignorance. This module in the KIT gives young people the opportunity to empathise with people who are very different from themselves, including asylum seekers, second generation immigrants and young people with different beliefs.

If young people are given the opportunity to experience life through the eyes of others who live in different environments and come from different cultures they will become more adaptable and more inclusive. It is an opportunity that cannot be missed.

# Beliefs and Origin

## Reality check



### Racism and Terrorism<sup>6</sup>

**Abdul, 14**

**England**

I get discriminated against because of the colour of my skin; I also have to deal with harassment because I'm a Muslim. I reckon the abuse definitely got worse after the terrorist attacks in the USA on September 11. Kids made jokes about Bin Laden but some adults got a bit more aggressive. I tried to take it all in my stride but I really worry about the impact events like that have on the Muslim community. My Mum felt threatened just walking down the street.

I've been going to the same mosque in Central London my whole life but after 9/11 I felt too scared to go there. People started throwing stones at it and storming in and shouting at us during prayers. It really bothered me that the ignorance of a few people affected the way I went about my everyday life. You know the really strange thing? After Britain and the US attacked Iraq people were more sympathetic towards Muslims. I think that so many were against the war because they could see that the Iraqi people were innocent. They were innocent Muslims, so people realised that not all Muslims are terrorists.

It seems so unfair that, on top of all the other normal pressures we face as teenagers, we now spend so much time worrying about things like racism and terrorism and war. What's even scarier is that for us – certainly the young people I've spoken to – these worries aren't just imaginary, they're all too real.

They're just a normal part of life for many young people growing up in our world. You know what I think? I think that the world would be a better place if it was run by young people. We're much more straightforward than adults and we have a strong sense of fairness. We would never have attacked New York or Iraq.

#### CRC Article 30:

You have the right to practice any culture, language or religion.

#### Quotes

*'All great religions share common commitments to similar ideals. I am convinced that Christians, Muslims, Buddhists, Hindus, Jews and others can work together to alleviate human suffering and to promote peace.'*  
Jimmy Carter, Nobel Peace Prize winner, 2002

*He who accepts evil without protesting against it is really cooperating with it.*  
Martin Luther King

#### Facts

In Western and Central Europe over 40 per cent of children, polled by UNICEF, said that children of different ethnic groups are treated unfairly in their country.

#### What do you think?

1. Why did Abdul think that he was more abused after 9/11?
2. Why did attitudes change after the war in Iraq?
3. What does Abdul find most scary?
4. Imagine that you are Abdul and that you have been given the chance to make a public service announcement on television, to speak out against racism. Work with a partner to plan, write and make your announcement. See Media Tips for advice.

# Beliefs and Origin

## Reality check



### Discrimination against Ethnic Minorities<sup>7</sup>

#### Vesna, 18

#### Bosnia

"I saw a job for a sales assistant advertised in the window of a clothes shop. They wanted someone between 17 and 20. I'm 18 and unemployed, so I went in and asked about the job. As soon as the manageress saw that I was Roma she told me to come back another day. The reason she gave was that not enough people had applied; well then she should have been happy to interview me straight away! I returned twice, and was always told the same thing. Nearly a week later I went back to the shop. The job advertisement was still in the window. The manageress was too busy to see me, but I was told that the vacancy had been filled. After I left the shop I was so upset that I asked a non-Roma friend if she would go in and ask about the job. When she came out she said that she had been asked to come for an interview on Monday."

After investigation, this was the manageress's response:

*"I felt that Vesna would find it difficult to work here, because of the distance she would have to travel to work each day. It's difficult to run the shop if staff are always late. I'd much prefer to appoint someone from this area."*

#### CRC Article 39:

You have the right to help if you've been hurt or badly treated.

#### CRC Article 40:

You have the right to legal help and fair treatment in a justice system that respects your rights.

#### Quotes

*'Civilization should be judged by its treatment of minorities'*

Mahatma Gandhi

*'Never be afraid to raise your voice...against injustice and lying and greed. If people all over the world...would do his, it would change the earth.'*

William Falkner



#### Facts

Almost 100 per cent of Roma in Bosnia and Herzegovina are unemployed. UNICEF supports educational programmes for Roma children and programmes aimed at integrating young Roma people into the community.

#### What do you think?

1. Do you think Vesna was discriminated against? Why?
2. What should Vesna have done about the situation?

This is what Vesna actually did:

*Many countries have laws against unfair discrimination. Vesna took her case to a special European court that enforces the law about discrimination. The court agreed that she had been discriminated against. The girl who got the job was only 16, white, and lived the same distance from the shop as Vesna. The shop had to give some money to Vesna for hurting her feelings.*

#### More thinking...

1. Do you know of any ethnic minority groups in your country that are discriminated against? Why does it happen? What do you think about this?
2. "Ignorance encourages prejudice and makes discrimination possible". Discuss the meaning of this and how it relates to this story.

# Beliefs and Origin

## Reality check



### Proud of Two Cultures<sup>8</sup>

Selwa,<sup>9</sup> 15



#### Spain

Let me tell you about my family. My parents emigrated from Morocco to Spain, ten years ago. My two brothers and one sister, were born here. My father is a doctor and my mother is a teacher. Well that's what they were in Morocco. When they arrived here they couldn't find jobs because no one recognised their qualifications. My father worked in a hospital, but he was cleaning the floors! Father managed to do further studies until he had qualifications that let him practice as a doctor again. My mother always says

that it was a struggle but she is so glad because my father only ever wanted to be a doctor.

#### CRC Article 30:

You have the right to practice your own culture, language and religion.

#### Quote

*"Friendship may be shortly defined, 'a perfect conformity of opinions upon all religious and civil subjects, united with the highest degree of mutual esteem and affection."*

Cicero 1<sup>st</sup> Century BC

After we had been here for a few years my father arranged for his mother to join us. His father had already died and Nana was on her own. Now we all live together in one apartment. I don't remember much about growing up in Morocco, so Spain is really home for me. My brothers and sisters wouldn't even think about living anywhere else, this is all they've ever known. I know it's different for Mother and Father. Father has made lots of friends through his work and his Spanish is almost as good as mine. Mother's friends are mostly Moroccan and her Spanish is really limited to doing the shopping and greeting neighbours. Nana only speaks Arabic. I think I've heard her say "Hello, thank you, goodbye, how much and too much" in Spanish and that's all. She says she's too old to learn anything new.

I'm proud of coming from Morocco and of being Spanish, does that sound strange? I like things about both cultures. I love both languages. It upsets me when teachers tell me not to speak Arabic at school, like it's a bad language or something. I have friends who are completely Spanish and friends who are a bit of a mix like me. They treat me the same. It tends to be children that don't know me, or ignorant adults who offend me. Sometimes they don't mean it, they say "You're not Spanish are you, where are you from?" I want to say actually I am Spanish, but I'm originally from Morocco. I think if I was white they wouldn't say these things. I've talked to my father about racism. He tells me that sometimes patients don't want to see him because he's black. That upsets me but it's their loss because he is the best doctor in his clinic!

#### What do you think?

1. How do you think Selwa would like to be treated by everyone?
2. What do you think are some of the benefits of living in a multicultural society?
3. Try to find out how many different countries your class or youth group has connections with. Display a map of the world somewhere prominent. Stick photos of students around it and use pieces of string to connect them with countries where they and their parents or grandparents were born. You could extend this activity to include countries students have lived in. You could also display examples of languages spoken, national dress and famous monuments.

# Beliefs and Origin

## Reality check



### All Together Now<sup>10</sup>

A growing number of people who don't agree with the divisions between different religious faiths have started to form coalitions. They are coalitions of churches, synagogues and mosques. Here in Richmond (in the USA) there are three main coalitions. They encourage religious cooperation for social change. One of the ways that they do this is to offer food and shelter for the homeless. They also help people find jobs and housing.

"The most important thing is that we're all just people. We just worship differently. We all get together and discuss lots of issues. We don't always agree but we don't worry about the differences." said Beth, who is Jewish. "That's right. We're not fighting over some geographic or political gain. In fact we think it's wrong to fight in the name of religion. Our objective is to work together to help others, no matter what they believe in." said Rasheed, who is Muslim. "Come and see for yourself" he added, leading me over to a group of people who were settling down for the night in a corner of the building.

"This is Vrondia and her three daughters." I shook hands with Vrondia, who explained that she had fled an abusive household that very evening. "The people here were very welcoming. I think this place was sent by God." When I asked her which God she laughed. "Well I'm Christian but I reckon we must all believe in the same God, we just call him by different names don't we?"

Rasheed then took me over to an elderly man who said he didn't believe in God at all. "I've never had reason to believe in a God. I've had a hard life." He looked away and then continued "These people are good though. If it helps them to believe in God, that's fine. I'm not changing my mind though." Rasheed laughed and said "We're not trying to convert you to anything. You're fine as you are." The old man nodded and wandered off. Beth came over. "Rasheed, a man has just arrived with his daughter. They were evicted from their home yesterday and have been riding around on the buses since then, just to keep out of the cold." Rasheed went over with Beth to help the new arrivals settle in.

With new immigrants settling in the region and bringing their own faiths, such coalitions are growing larger. They seem to me to be one of the few ways that immigrant groups are actively encouraged to interact with the rest of society.

### What do you think?

1. What do you think about these coalitions?
2. Find out if there are any coalitions or mixed faith groups in your local community or elsewhere in your country. What do they do? Who is involved?
3. Write a newspaper report about one of these groups.

#### Quotes

*"I love you when you bow in your mosque, kneel in your temple, pray in your church. For you and I are the sons and daughters of one religion."*

Khahlil Gibran

*"I am a Buddhist but I feel that no one has the right to impose his or her beliefs on another person. I will not propose to you that my way is best. The decision is up to you."*

The Dalai Lama

#### CRC Article 2:

All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

#### CRC Article 14

You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

# Beliefs and Origin

## Reality check



### Behind bars<sup>11</sup>

**Suleiman, 18**

**Sri Lanka**

I have been imprisoned three times – in three different countries. A few years ago I found myself caught up in the conflict between the Sri Lankan Government and the rebel group, the Tamil Tigers. The Tigers killed my brother, I knew that I would be next if I did not escape. I had already been arrested and tortured by the government forces because they thought I was “a follower of the rebels”. I was hung upside down and beaten with a metal pipe. I still can’t move my arm. I was caught between two opposing sides and didn’t want to belong to either.

#### CRC Article 22:

You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in the Convention of Child Rights).

My father paid a trafficker to take me to Germany, where he thought I would be safe. After a terrible journey I arrived at the German border and was arrested. I was handcuffed and taken to a dark room. Later they put me in prison. I didn’t know any German so I didn’t speak to anyone. Eventually someone told me that I was going to be deported because I had entered Germany illegally. They said that I was not recognised as a refugee because I was not running away from my government, I was fleeing from unrecognised persecutors like the Tamil Tigers.

#### Quote

*“Treat the other man’s faith gently; it is all he has to believe with. His mind was created for his own thoughts, not yours or mine.”*  
Henry S Haskins

I was sent to a camp in East Germany. The local people beat me up and spat at me on the street. I don’t know why they hated me so much. I had to escape from there. I made my way to the UK, where I claimed asylum on entry. I stayed with a Tamil friend for the first six months, while I waited for my application to be processed. For the first time I began to relax and feel happy. Then I was told that the Home Office had found out that I had come through Germany, which according to European law was a “third safe country”. For that reason I was going to be sent back to Germany. I told them that if they sent me back I would be deported to Sri Lanka, and there I would be killed. They did not listen.

I was working at a petrol station when they came and arrested me. I was taken to a detention centre near Gatwick. I contacted a lawyer who filed an appeal. I am still waiting to see what will happen. If they send me back all my family’s efforts will have been in vain. They put all their savings together to give me this chance to live. If I get sent back I know I will die like my brother.

### What do you think?

1. Does your country have many asylum seekers? Where do they come from?
2. How does your government choose who can stay and who has to leave?
3. If your government were to stand by Article 22, would it grant Suleiman asylum?
4. Write a story, or diary entry, of your experience as an asylum seeker. Imagine that you have been forced to leave the country you now live in. What happens to you when you arrive in your country of asylum?

# Beliefs and Origin

## Reality check



### A Sporting Chance<sup>12</sup>

**Earl Barrett**



#### England

I became the kind of footballer who could block out the crowd when I played. I wasn't always like that though. When I started to play football I was playing in the reserves and we didn't used to have that many spectators. I could hear everything they were saying. There were other black players on the field too, but all I can remember is

getting the ball and hearing the monkey chants.

Now I'm honoured by my fans as a "club legend" and I have good memories of playing for my country. Years ago though, I remember that racism in the sport became such a problem that undercover investigators were sent to games to find out who was responsible for starting the chanting. I hardened myself to racist abuse but it cuts deep, especially when you're young.

When I was a teenager, I remember going into a local restaurant near my home. As soon as I walked through the door a white man began shouting abuse at me. Then he threw ashtrays and water jugs at me. I went home and cried. I couldn't believe that a grown man could be so hateful towards someone he didn't know. It almost made me feel ashamed of myself, even though I hadn't done anything wrong. It still churns me up, just thinking about it.

#### CRC Article 19:

You have the right to be protected from being hurt and mistreated, in body or mind.

#### CRC Article 31:

You have the right to play and rest.

*was playing outside. When he came in, his father asked what colour his playmate had. The boy replied, "Wait a bit, Daddy, I'll go out and have a look!"*

*"Ask what are my virtues not the colour of my skin."*

Arabian Proverb



Photograph by UNICEF/Brazil/Coe

#### What do you think?

1. Have you ever seen or felt racism in sport, particularly football?
2. What do you think should be done about it?
3. Find out about F.A.R.E. (Football Against Racism in Europe) [www.farenet.org](http://www.farenet.org) and the 10 point plan to fight racism.
4. Find out if sporting bodies, like football, are fighting racism in your country.
5. Can you think of ways in which sport can be, or is, used to fight racism?
6. Do some research to find an example of where sport has been used to counter racism, or to unite divided groups of people.

# Beliefs and Origin



## Pack of Cards<sup>13</sup>



### Aims

- To understand the situations that refugees are forced to face.
- To consider that anyone could find themselves in that situation without being able to prevent it.



### Materials

- 'A Pack of Cards' – Copied and cut into 18 sections.
- 'A Pack of Cards'- full text.
- A large sheet of paper.



**Time** 45 minutes to 1 hour



### Method

1. Start with a brainstorming session to find out what people know about refugees. Write the essential points on a large sheet of paper or flipchart to refer to in the discussion later.
2. Give the participants a section of the story. All the sections are numbered. Ask the participants to read out their bit one after the other and in order.
3. Distribute copies of the whole story to the participants and ask them the following questions:
  - Who is this story about?
  - When did it take place?
  - Where could it have taken place?
  - Has something like this ever happened in your country? (In the story the oppressor is referred to as 'the rebels' but a different term could be used)
  - Where can this type of situation be found today?
4. Get the participants to go through the different dilemmas that were faced by the narrator. Ask them what they would have done in each situation.



### Debriefing and evaluation

Start by asking the participants what they thought of the activity.

- Did their perceptions change between reading only a section of the story and the whole text?
- Did the participants identify with this story? How?
- How do people feel about refugees?
- Ask for examples of discrimination that can be found in the story.

## Beliefs and Origin

①



### Follow-up

- Invite the participants to read the real-life stories: “Behind bars”
- Contact a local or national organisation that works with refugees sheltering in your country and see what you can do to support them. Perhaps you could organise a collection of children’s toys, games or clothes. Find out what the organisation needs before you start collecting things!
- Do a research project on famous refugees in your country or in the world. There are many examples throughout history of movements of refugees. Once the participants have selected someone, ask them to research what countries they came from, the reasons for leaving and their achievements. Ask the participants to find the most surprising refugee, i.e. someone very well known that nobody knew was a refugee.

Display as a poster in the classroom.

Some famous refugees include:

**His Holiness, The Dalai Lama 1935 –from Tibet**

**Albert Einstein (1879 – 1955) - from Germany**

**Sigmund Freud Psychologist, from Austria**

# Beliefs and Origin



①

## A Pack of Cards



1. I had enjoyed school that day. My teacher had liked the funny story I had written about my family and asked me to read it out in class. My parents were really proud of me when I told them, they loved the story too and my brothers laughed till they cried. We celebrated by playing my favourite card game before we went to bed. We laughed a lot that day.
2. It was still dark when my father shook me awake. I could just see his worried face. He said that we had to leave straight away because the rebels had reached our village! He had heard that many people in the next village had been killed. We had 5 minutes to leave our home, there was no time to pack anything. I got dressed, grabbed my jumper and the pack of cards next to my bed.
3. My mother was crying, she wanted to see her sister who lived three houses down the road, to make sure she was coming too. My father ran to their house. He returned after a few minutes. He told my mother that my Uncle was refusing to leave his home. That made my mother cry even more but there was no time to try to persuade them to come with us. I wonder what happened to them.
4. We left our house and started heading along the road, in the opposite direction to the screaming and shouting we could hear in the distance. Flames lit the sky. The road was filled with people of all ages, all walking quickly and quietly. Some people were sobbing but most were too scared and out of breath to make any sound at all.
5. My grandmother was having trouble keeping up, her foot was hurting. 'Come on nana' I said 'I'll help you.' She leaned on me but she was so heavy that we slowed down and everyone started overtaking us. By then I had lost sight of my parents and my brothers.
6. After two hours we had fallen behind and were on our own. The noises around us grew louder. We could hear screams and gunshots. My grandmother and I hid behind some trees, we were both too frightened to talk. A lorry carrying rebels drove by.
7. After we had caught our breaths my grandmother whispered in my ear 'You must go on without me. If you keep off the main road you won't be seen and you'll be able to catch up with your mother and father.' I shook my head. I didn't want to leave her, I was scared for her, and for me. What if I couldn't find them?

## Beliefs and Origin



①



8. I wasn't given a choice. I helped my grandmother to hide in someone's woodshed, then I left her. I ran along the small lanes trying to stay off the main road but keep sight of it at the same time. I was exhausted and hungry. Suddenly I heard shooting and screaming just in front of me. I jumped into a ditch. One minute I was shivering and crying, the next minute I think I fell asleep.
9. 'Get up!' someone shouted. I opened my eyes. I felt like I was waking from a dream into a nightmare. A man was standing over me with a gun pointed at my head. 'Come with me!' he yelled. I followed. The nightmare continued, there were bodies everywhere, some of them were my neighbours and school friends. I felt sick.
10. Then I saw my father, he was lying awkwardly on the road. I ran towards him. 'Papa' - I grabbed his jacket and his head moved slightly. There was blood but no life. The man pulled me away and punched me. I don't remember what happened next. The next thing I knew I was being herded together with some of the other villagers. Nobody spoke, we all had the same look in our eyes, it was beyond fear. We were loaded onto a lorry. It drove away we didn't know where we were going, at that moment we didn't care.
11. Someone said we were going to a camp. I felt tense and sensed that the others felt the same. What sort of camp? Our world had been turned upside down. What would happen next in this living nightmare? Would we be tortured or fed? The lorry stopped and we got out.
12. We were told to walk. We walked and walked – there was no camp – the border had moved and we had to keep going. Everyone seemed to be confused. We lost sight of our 'controllers' in the chaos and kept on walking. My body ached all over, I had not eaten in two days, I had never been this far from my home, in fact I had never been on my own before. My life was no longer my life.
13. We finally reached the border that night. When we arrived the border guards didn't want to let us through. They asked us a lot of questions then told us to wait. We heard that they had turned another group away a few hours earlier. We waited all night, eventually the border officials let us go, they said we would find a 'refugee' camp in the next town that would feed us and give us shelter. It was only later that I realised that I was now a refugee.

## Beliefs and Origin



①



14. We arrived at the camp the following evening. As we walked through the town, the local people stared at us; they were not pleased to see us, some children even threw stones and jeered. We walked with our heads down feeling ashamed, hoping they would not send us on again. They told us the camp was full, but they would find room for us. The group I arrived with spread out looking for family and friends. I was on my own again, I knew no one and could trust no one.
15. I was put together with a family who said that I could shelter in their tent if I helped look after their young children. I didn't talk to anyone, my mind and body were numb. I looked after the children but I didn't play with them. They weren't allowed to touch my pack of cards. It's all I have left. I kept hearing different rumours about what had happened and what was going to be done with us, I didn't know what was true or not anymore. Part of me felt like I didn't care. There was a lot of violence in the camp and a lot of people were ill. I stayed in the tent and only went out when I had to.
16. Last week I had a home, I had parents who loved me, brothers, grandparents, aunts and uncles and cousins, I did well in school and I had friends. I knew the land around me, and most of the people in my village, now all of that has disappeared. I am a 'refugee'. I am on my own, in a strange place, where people speak another language. I am searching for my family but no one has seen any of them. I don't know what will happen to me. I don't know if I will ever see my family or my home again.
17. I have been in this camp for two months now. I am sure that all of my family were killed the day my father was murdered. I have no reason to go home now. I have met some people who have told me that they can help me.
18. One man told me that he could find me a job in another country where I could make a lot of money. He said he wanted to help me and that he could lend me the money to go there. I would only need to pay him back after I make some money. Maybe this is my chance for a new beginning. My dream is to play cards again, somewhere where I'm not a stranger, somewhere I belong.

# Beliefs and Origin



## ② The 'Quest' Game<sup>14</sup>



### Aims

- To introduce young people to some of the many obstacles asylum seekers face.
- To encourage young people to empathise with asylum seekers.



**Time** 45 minutes to 1 hour



### Method

1. Introduce the activity by asking the participants if they know what an asylum seeker is. Ask them if they can think of reasons why people become asylum seekers. Write some of the reasons on the right side of the board.
2. Ask the participants if they can name any countries people leave to seek asylum in this country. Write some of these countries on the left side of the board from the reasons. Then see if they can connect them to the reasons you have already written on the board.
3. Ask if they think it is easy to become an asylum seeker? What problems may asylum seekers face trying to find another country to live in?
4. Divide the class into groups of four. Explain that they are all going to play a game based on the game of 'Ludo' or 'Parcheesi'.
5. Each group of four should have their own board, one die, a set of chance cards - '?' cards and '!' cards, and 8 pieces (4 sets of 2). Tell each student that they will represent two asylum seekers from one part of the world (e.g. West Africa). Their aim is to get their two people to the destination country before the others.
6. They will face challenges along the way. Every time they land on a square with a question mark they will have to pick up a '?' card. On the final stage of the game they will pick up '!' cards. Each card will be something that real asylum seekers face in their pursuit of a better life.
7. Let the participants play.



### Materials

- Board or flip chart.
- Photocopies of the 'Quest' Game board.
- Photocopies of the 'Quest' chance cards. Cut the cards up and mark them on the back with '?' or '!'.
- Photocopies of the basic rules.
- Dice (1 per game).
- Pieces – beans or buttons (2 per player)

## Beliefs and Origin

### ②



#### **Debrief and evaluation**

Start by asking the participants how they found the game. How easy was it to get to the country of refuge? Did the 'quest' cards seem fair?

Inviting the group to reflect upon what they can do to support refugees or immigrants in their own town or, more generally, what kind of support they need to integrate into their new society.

Ask the following questions:

- What happens if a refugee seeks asylum in your country?
- Do you know what they have to do?
- Where do refugees in your country come from?
- Why are they refugees?
- Do you think that only people with money should be allowed to enter your country?

#### **Tips to the facilitator**

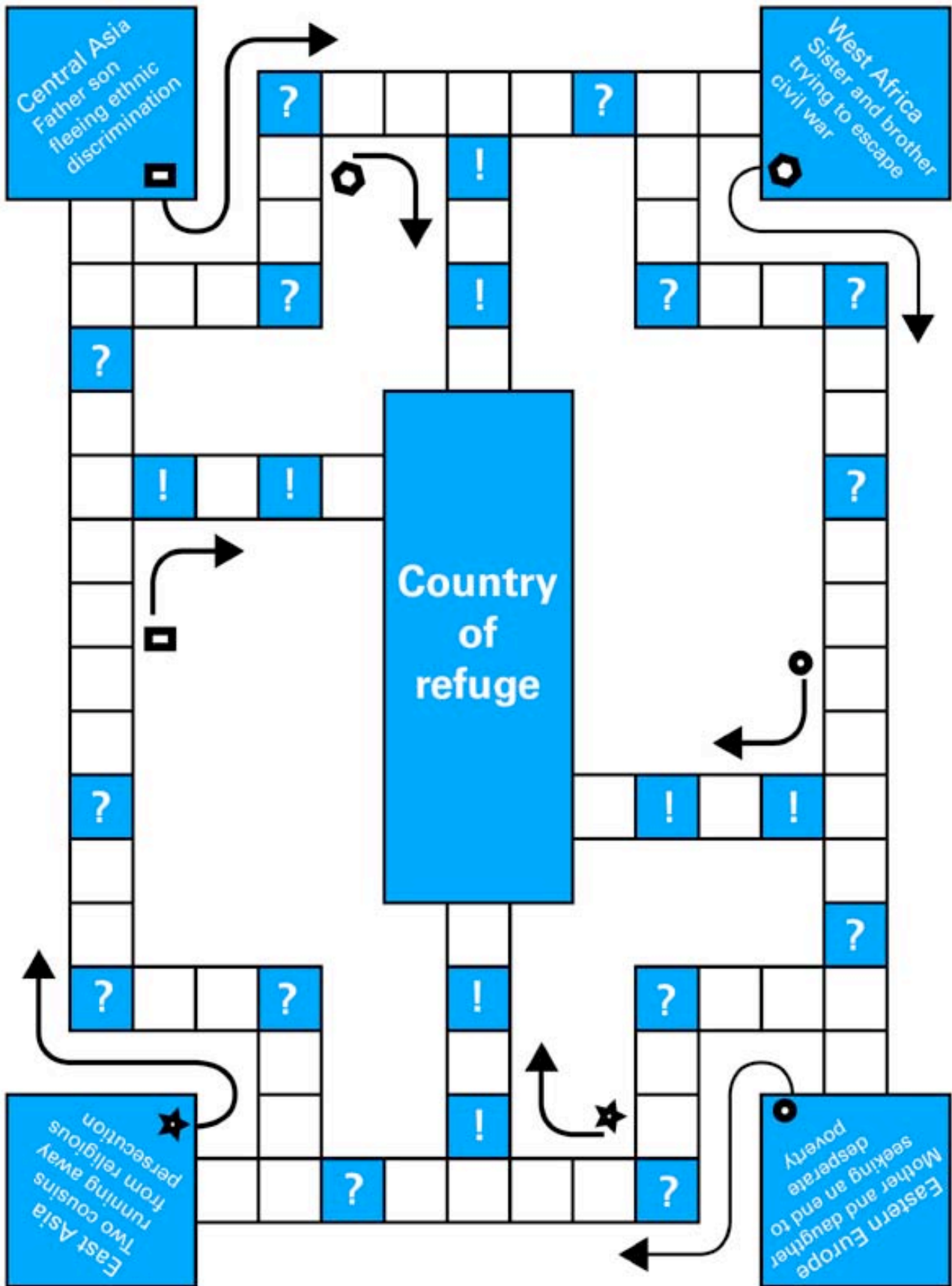
Try and get some local figures on refugees in your area – there is a lot of information and statistics on refugees, on the UNHCR web side, [www.unhcr.ch](http://www.unhcr.ch)



#### **Follow up**

- Read the Reality check story: 'Behind bars.'
- Invite a refugee or immigrant to your class. Ask them to tell the group about their country of origin and why they had to leave. How did they travel and what happened to them along the way? What was life like for them when they arrived in this country? Find out from them what would have helped them when first arriving in the country. After this interview work on developing ideas and practical action that the group could take to support immigrants locally.

# Beliefs and Origin



## ②

### Challenge cards for 'Quest' Game

#### ? Question Cards

<p>? You are sad to leave your family and friends and are worried about the journey ahead. Take one step back.</p>	<p>? Border guards ask for a bribe. You have no money. Go back one step.</p>	<p>? An old neighbour recognises you at the refugee camp. He introduces you to useful people. Go forward one step.</p>
<p>? A 'smuggler' offers to help you get to your destination country quickly. Go forward one step.</p>	<p>? A 'smuggler' takes your money, puts you in a lorry with fifty others. The lorry is abandoned after two days. Go back four steps.</p>	<p>? A 'trafficker' sells you into bonded labour. Go back four steps.</p>
<p>? You are robbed. All your money and possessions are stolen. Go back three steps.</p>	<p>? You save a child's life and become a local hero. You are offered help with your quest for asylum. Go forward three steps.</p>	<p>? The relative you are with is very ill, you have to get help. Go back one step.</p>
<p>? You try to enter another country by hiding under a train. You are thrown off and badly injured. Go back three steps.</p>	<p>? You find out that your grandfather, back home, has died. You feel very upset. Go back one step.</p>	<p>? You manage to find someone who will give you some food and shelter in exchange for work. Go forward one step.</p>
<p>? You are shouted at and stoned by local people who don't want strangers around. Go back one step.</p>	<p>? All your possessions were stolen while you were asleep. Go back three steps.</p>	<p>? A lorry driver agrees to smuggle you in to the asylum country, if you give him all your money. Go straight to the asylum country path.</p>

## Beliefs and Origin



2

### ! Cards

<p><b>!</b> Your application for asylum is held up because you have no identification papers. Go back two steps.</p>	<p><b>!</b> You have been arrested and have been told that you will be deported as soon as possible. Go back six steps!</p>	<p><b>!</b> You have made friends with some local people who want to help you. Take one step forward.</p>
<p><b>!</b> The political situation is making everyone suspicious of asylum seekers. Go back two steps.</p>	<p><b>!</b> You are beginning to learn the language of your country of refuge. Take one step forward.</p>	<p><b>!</b> You have been wrongly accused of stealing. Take two steps back.</p>
<p><b>!</b> The law regarding asylum seekers has just changed. You now have less chance of becoming a citizen of your chosen country. Go back two steps.</p>	<p><b>!</b> You have been invited to talk about your experiences at the local school. Everyone is very kind to you. Go forward one step.</p>	<p><b>!</b> Your application has been accepted. You are now a citizen of your new country! Go straight to the citizen triangle.</p>

### 'Quest' Game Rules:

**No. of players:** 2, 3 or 4.

**What you need:** Game board (photocopy), 2 pieces each, 1 dice, cards '?' and '!'

**How to win:** First person to get both pieces in the 'citizen' triangle wins.

#### How to play:

1. Place your 'asylum seeker' pieces in their country of origin.
2. Start with the oldest player and move clockwise.
3. Throw a six to move an asylum seeker to the beginning of their 'Quest'.
4. Throw the dice once per turn, move the asylum seeker that number of squares.
5. If you land on a square with a ? or a ! pick up a card from the right pile.
6. Follow the instructions, and then place the card at the bottom of the pile.
7. If you land on another person's asylum seeker say 'overcrowding' and send them back to their country of origin.
8. If your own asylum seeker lands on your other asylum seeker it forms a 'road block' and no one can go past until you move.
9. After you have been round the board enter the asylum country path.
10. To reach the 'citizen' triangle you must throw the exact number.

**You have a long and difficult journey ahead of you. Good luck!**

# Beliefs and Origin



## I believe, you believe<sup>15</sup>



### Aims

- Familiarise the participants with the number and variety of existing religions.
- Look at the similarities and differences between some of them.



### Materials

- Large sheets of paper and pens;
- table “Major Religions of the World” ranked by number of believers;
- blank form ‘Major Religions of the World’;
- info sheet on some of the major world religions.



**Time** 45 minutes to 1 hour



### Method

1. Introduce the activity to the participants. Ask them whether they think they know much about religion. How many religions do they know about, from major ones to smaller sects or local beliefs?
2. Ask them to think about ‘religions’ and try to identify as many as they can.
3. After five minutes ask them what they have come up with. Write their answers on a board or flipchart. Look at the sheet ‘Major Religions of the World’ ranked by number of believers. How many of them did the class identify? Which ones had they never heard of?
4. Ask the class which religions they think are the best known.
5. Divide the participants into groups of mixed religious backgrounds, as far as possible. Explain that you now want them to work together to try and fill in as much information as possible on one religion. Hand out the forms.
6. After fifteen minutes ask them to stop. Did they find the task easier or more difficult than they had expected? Why?
7. Go through their answers. What are the major differences between the religions? Were there many similarities? Did this surprise them?



### Debriefing and evaluation

- Initiate a group discussion on what a religion is.
- Are all beliefs religious? What else do people hold strong opinions on?
- Ask the participants how they feel about people in their community who have different religious backgrounds. What do they appreciate in their beliefs or behaviour?



### Follow-up

Ask the participants to work in groups to research in more depth one religion or belief per group. They could borrow ideas from the form they used in class, and add to it. Get the participants to present their findings to the class on a large poster or wall display. If there are many different beliefs represented in the class you may allow the participants to research and present their own. They should be encouraged to feel proud of their own background and beliefs.

# Beliefs and Origin



**3**

## Religions of the World –Information sheet

Fill in as much as you can on your chosen religion or belief:

<b>1</b>	Name of religion:
<b>2</b>	Main beliefs:
<b>3</b>	Holidays:
<b>4</b>	Holy places:
<b>5</b>	Place of worship:
<b>6</b>	Special diet:
<b>7</b>	Holy book:
<b>8</b>	Countries where this religion is practiced:
<b>9</b>	How old is this religion?
<b>10</b>	Any other information:

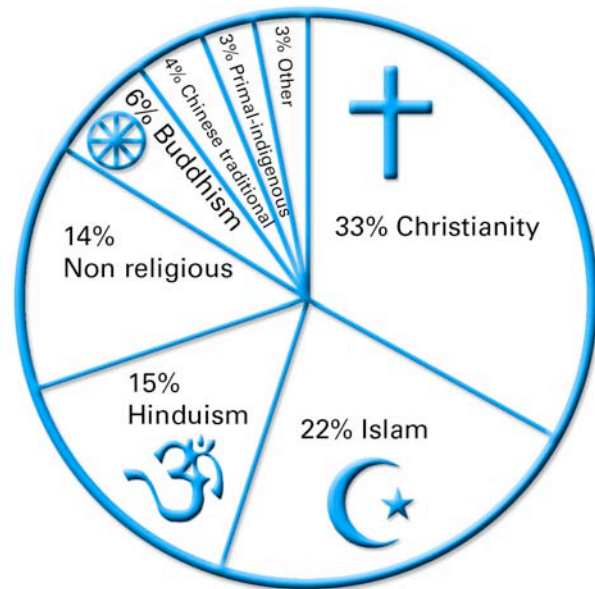
# Beliefs and Origin



## 3

### Major Religions of the World Ranked by number of believers<sup>16</sup>

1. Christianity: 2 billion
2. Islam: 1.3 billion
3. Hinduism: 900 million
4. Secular/Non religious/Agnostic/Atheist: 850 million
5. Buddhism: 360 million
6. Chinese traditional religion: 225 million
7. Primal-indigenous: 150 million
8. African Traditional & Diasporic: 95 million
9. Sikhism: 23 million
10. Juche: 19 million
11. Spiritism: 14 million
12. Judaism: 14 million
13. Baha'i: 6 million
14. Jainism: 4 million
15. Shinto: 4 million
16. Cao Dai: 3 million
17. Tenrikyo: 2.4 million
18. Neo-Paganism: 1 million
19. Unitarian-Universalism: 800 thousand
20. Rastafarianism: 700 thousand
21. Scientology: 600 thousand
22. Zoroastrianism: 150 thousand



Christianity: including Catholic, Protestant, Eastern Orthodox, Pentecostal, AICs, Latter-day Saints, Jehovah's Witnesses, nominal, etc.  
 Non Religious: including 'none', agnostics, secular humanists, atheists, etc.

*(Sizes shown are **approximate estimates**, and are here mainly for the purpose of ordering the groups, not providing a definitive number. This list is sociological/statistical in perspective.)*

# Beliefs and Origin



## Cross Culture Trail<sup>17</sup>



### Aims

- To enable participants to identify the influences different cultures have had in their own society.
- To encourage participants to value these influences.



### Materials

- Large sheets of paper.
- Pens of different colours.
- Magazines, photographs and illustrations.



### Time

- Session 1. Part 1 –  
Class work: 15 minutes
- Session 1. Part 2 –  
Homework: 1 to 2 hours research
- Session 2. Part 3 –  
Class work: 45 minutes to 1 hour  
for presentations and debriefing



### Method

#### Session 1. Part 1 - Class work

1. Divide the participants into groups of maximum six people.
2. Tell each group that they are detectives on a voyage of discovery. They are going to explore their local environment to look for 'footprints' of cultures.
3. Get each group to choose a culture that has a long history and defined cultural values, such as Chinese, Arab, Indian, Tribal African.
4. Explore some of the areas where people might look for 'footprints':
  - Gastronomy: available food and spices; particular food and restaurants.
  - Garments and fashion: influences that we have adopted in our style of clothing.
  - Music and events: what kind of music is available and how often do you hear it and where? Are there any events where people have the opportunity to sample cultural diversity?
  - Architecture and home furnishing: what influence can be found in our homes and gardens?
  - Mass media and art: look at television programmes, literature and art.
  - Philosophies and life styles: are there any remedies and practices in your community, such as alternative healing, dance or martial arts, that stem from specific beliefs?
  - Language: what words and sayings have been introduced into our daily lives?

#### Session 1. Part 2 - Homework

Ask each group to collect information over the next week. They must try and find as many examples as possible. They can look through books, old magazines and TV listings; they can collect posters and advertisements, or gather examples of beliefs and cultural heritage in our society.

## 4

### Session 2. Part 3 - Class work

1. Give the participants a large sheet of paper. Ask them to cut it into pieces, one for each subject they want to talk about. Using different coloured pens get them to write in their findings and glue any pictures or examples they have found.
2. Ask each group to present their research and findings.



### Debriefing and evaluation

The presentations should end with a discussion. In order to facilitate the evaluation you could ask the following questions:

- Were there any major surprises?
- Is it significant that there are so many 'footprints' of different cultures in our society?
- Did they detect any patterns or trends in the 'footprints'?
- Did they find that some cultures have a stronger influence than others? Why has that happened?
- Is it important for us to know more about other beliefs and cultures? Why?



### Follow-up

- Organise a fund raising event with an intercultural flavour. Invite parents and people in the local community to take part in the event. Encourage them to wear their national dress and to bring a local dish.
- Invite the participants to read from reality check: 'Proud of two cultures'

# Beliefs and Origin



## 5 Dear Friend...<sup>18</sup>



### Aims

- Encourage children to express their views and feelings
- Promote empathy and understanding of other people's opinions or beliefs
- Encourage participation by members of the group who find it hard to speak in front of others
- Start discussions about mutual respect



### Materials

- Six letters from children
- Paper and pens
- Small pieces of paper
- Support Material, letters to the editor media sheet



**Time** 45 minutes to 1 hour



### Methods

1. Read the letters. Discuss the opinions held in these letters. Was any of the information surprising? Are the people who wrote the letters different from what they would have imagined Buddhists, Hindus etc. to be?
2. Give out copies of the letters to the class, one per participant.
3. Tell the participants to imagine that the letter was written to them and that the person who wrote the letter is their new penpal.
4. They should then write a letter from themselves to their new 'penpal'. They should try to answer any questions raised and talk about their own beliefs. They can also ask more detailed questions about their penpal's beliefs.
5. Give the participants 15 to 20 minutes to write their letters.
6. Ask for volunteers to read out their own letters.
7. See if any other members of the class can answer the questions they raise.



### Debriefing and evaluation

Start the discussion by asking the participants if they learned anything from reading other people's letters?

How easy was it to answer the letters?

Did they have enough time or did they feel they had more to say?

Continue the discussion about the issues, which were raised in the letters.

## Beliefs and Origin

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### Follow-up

- Get the participants to look through a number of recent newspapers and find an article that is expressing someone's belief that they wish to comment on. They can either agree or disagree but they must have a strong position and it can be on any subject.
- Now get them to write a letter following the guidelines given in the media sheet. The letter can be to the editor of the newspaper or the appropriate authorities or even politicians.
- Remind the participants that it is only by making your views known that you can help make changes.
- Try to arrange a real exchange of letters with young people of different faiths. This may be with another school in your area, or even in another country if possible. It could be done as a whole class activity if you prefer, with posters of information on beliefs held by your class. Include photographs and drawings.

## Beliefs and Origin

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### Beliefs – Letters



Dear Friend,

Hi, I'm Sayeed Guma. That means Happy Moon in Arabic! No comments please... I'm 13. I have three brothers and one sister. They're all older than me so I get spoiled! Just kidding, it's like having six parents! Do you have any bossy brothers or sisters?

I'm Muslim and I go to an Islamic school. It's quite strict but I don't get into trouble – often! We study all subjects but my favourite is maths. I love football and play for the school team. I suppose one of the main differences between our school and non-Muslim schools is that we pray three times a day. We pray twice a day at home as well. I enjoy prayer time, it helps me think, and I like the fact that everyone prays together – we're like a team. Is your religion like that? I study the Quran and sometimes we write out sayings for art. Arabic is amazing, it really is a work of art. Pretty cool! Do you know any Arabic? I'll teach you some if you like.

We learn about other religions too, especially Judaism and Christianity because we share some of the same messages. In fact we believe that Abraham, Moses, David and Jesus were messengers of Allah (God). Islam teaches us lots of things. We're taught to respect our parents and to help people. Do you believe in these things too? I get annoyed when people make out that all Muslims are bad people or terrorists. I don't know anyone like that. My Dad tells me that I shouldn't get angry. It happens because people don't understand us. I hope you don't think like that. Don't lose this letter. I want to know all about you and what you believe in.

Bye for now,  
Sayeed Guma



Dear Friend,

My name's Ravi, I'm fourteen and a half. I'm the only boy in my family – I have three older sisters. If I had been a girl I think my parents would have had another baby. My sisters complain that I'm spoiled but boys are important in our culture. I didn't decide that, it's just the way it is. Isn't it?

I'm Hindu and my religion is one of the oldest in the world. We believe in many Gods, the most important are Brahma, who made the universe, Vishnu, who looks after it, Shiva, the destroyer and his wife who has many names. We believe that animals have souls as well as people. That's why most Hindus are vegetarians. I don't dislike people who eat meat. I just don't want to do it myself. What do you think?

Our religion is important to the whole family and when we celebrate our festivals the whole family comes together. We have loads of fun, especially with my crazy cousins! What are your favourite festivals? Do you always get together with your family? Please write to me. I really want to know all about you and what you believe in. Write soon.  
Your friend Ravi



## Beliefs and Origin



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Hello there,

My name is Rita and I'm Jewish. I'm thirteen years old and I have a younger brother, his name is No! Not really but that's all he says... my best friend is Jewish too. Our families have known each other forever and we all belong to the same synagogue. We celebrate festivals together as well. It's like having a sister, no it's better because we actually like each other! Do you have a best friend like that?



The Jewish community is very strong around here. We always help each other out and if anyone is having a hard time, like when Mrs T. had to go into hospital, people took it in turns to look after the children. I think I'm probably not the best person to ask for details about the Jewish faith. I'm the despair of our religious studies classes. What I lack in knowledge I make up for in the spirit of things though. I think being Jewish means that you want to help others, particularly those within the faith who are less fortunate than us. I don't think I have to go to the Synagogue all the time to be a good Jew. What do you think? Please write to me. I really want to know all about you and what you believe in. Write soon.

Your friend Rita

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Dear Friend,

I'm Tenba. I'm sixteen. I have a younger brother but my older sister died when I was six. I cried a lot until my mum explained that Tenzing had been very ill and she would be re-born as a healthy baby. We're Buddhists and our faith is our life. Everyone I know is a Buddhist. Just after Tenzing died I became a monk. Lots of my mates became monks too. We stayed at a monastery not far from home. It was like a boarding school. We learned to read and write and how to be good Buddhists. Are you a Buddhist?



I'm not a monk now. I left the monastery to continue my studies elsewhere. I still meet up with my friends. I play in a band with them. I'm lead vocals...I don't think we're too bad but my brother tells me I'm an embarrassment! I'm very happy with my life. Buddhists believe that health, wealth and companionship are three factors for happiness but if you're not content with your lot in life (whatever that is) then you won't be happy. Well I have health and lots of friends and I'm happy! What makes you happy?

I want to enjoy my life and help others. I truly believe that if I live a good life I will be reborn a better person. That's not the only reason that I want to become a doctor though. Helping others makes me feel good. What do you want to do with your life? Please write to me. I really want to know all about you and what you believe in.

From Tenba

## Beliefs and Origin

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Dear Friend,

I'm Sophie and I'm fifteen. I'm an only child, that means that I get plenty of attention from my parents, but sometimes I wish I had someone else my age to talk to! Do you have brothers and sisters? I have plenty of friends at school though and I'm an active member of my local church. I help out with the little ones at Sunday School and I belong to the Youth Group. We talk about the Bible, we also talk about world events and stuff like that. I really enjoy it. Do you belong to a group like that? What do you like to talk about?



I don't think that many people at my school really have much of a clue about Christianity. Some of them say that they're Christians but they never go to church and they don't behave like Christians. I believe Jesus Christ is the Son of God and he gave his life for us. He said that we should treat other people in the way that we would like to be treated. I don't think most people do that. They don't even think about it. I don't think you have to be religious to be a good person though. My father says that he's not sure what he believes in and he's the kindest person I know. He'll help anyone.

Please write to me. I really want to know all about you and what you believe in. Hope to hear from you soon.  
Sophie

---

Hi there,

My name's Nick, I'm 14 and I'm a witch! Does that make me sound like a character from Harry Potter? Well that's fiction and I'm real. It's not a joke either. I believe that the earth is alive and that we have a special connection with it and with spirits. My mum has been a Pagan for 16 years. She didn't particularly want me to follow her into the faith. She wanted me to make my own mind up. I think that's cool, don't you? Do your parents expect you to have the same beliefs as them?



I think that there are more similarities between religions than differences, don't you? It's just the way that we practice our beliefs that is different. Unfortunately people get the wrong idea about Paganism. Think that it's evil but it's really all about doing good. We respect all religions. Why can't others respect ours? I don't tell people about my faith. The only people that know about it are my closest friends and they accept me for who I am. Do you talk to people about who you are?

Being a Pagan means that I'm always aware of the environment. I've dedicated myself to the earth, to the people in it, the animals and the trees and everything. It's all a part of my life, just as I'm a part of nature. Please write to me. I really want to know all about you and what you believe in.

Nick

## 6 Sport Unites, Racism Divides<sup>19</sup>



### Aims

- To explore the issue of racism within a sporting context.
- To promote participation in an anti-racist campaign.



### Materials

- Copies of “What is FARE?”;
- UEFA 10 point action plan.
- A number of sport magazines football, ice hockey etc.
- Large sheets of paper, pens of different colours.



**Time** 45 minutes to 1 hour



### Method

1. Start by asking the participants who enjoys and follows a team sport.
2. Divide the class into groups so that there are keen sport players and supporters in each group.
3. Give each group a copy of the following questions and ask to discuss them.
  - What do you like about this team sport? What do you dislike?
  - What team do you support? Who are the best players?
  - Have you followed a major sporting event? What do you think about it?

If the participants play in a team:

- What do you like about playing the game?
  - How do you treat your team mates? How do you like to be treated by other teams and supporters?
  - Have you ever witnessed any racist behaviour in or around the game?
4. Distribute copies of “What is FARE?” and the real-life story “A sporting chance - Tackling racism in football”, to be found at the end of this activity.
  5. Tell each group that you want them to produce an anti-racist poster or a banner that could be used at their local club. Tell the participants to keep it simple: the poster needs to be visually appealing, with a strong headline and a simple message. They can draw pictures or cut photographs from magazines to illustrate the poster or banner. Allow 40 minutes to complete.
  6. Present the posters and banners to the class.



### Debriefing and evaluation

Start by asking the participants what they thought of this activity.

- Were they aware of racism in the sporting world?
- Do they know of any example in other sports?
- Have they ever discussed racism within their community?
- Have they ever been subjected to racism? How does it feel?
- What benefits are there in combating racism through a sport such as football?

## Beliefs and Origin

⑥



### Follow-up

- Read from reality check 'A sporting chance'
- If you are in Europe send your posters to FARE. They run an annual campaign and invite young people to send their ideas for anti-racist posters, flyers, fanzine, banners, fan choreography or community events. FARE will provide an average of 400€ for chosen local initiatives. Some 50 projects will be supported.
- For more information look at the FARE web site: [www.farenet.org](http://www.farenet.org)
- Send copies of UEFA's 10 point plan (below) along with a copy of your poster to your local football club.

### UEFA Ten Point Plan:

UEFA supports this ten-point plan of action to fight the evil of racism in football:

1. Issue a statement saying the club will not tolerate racism, spell out action to be taken against anyone engaged in racist chanting. Print the statement in all match programmes, display it permanently and prominently around the ground.
2. Make public address announcements condemning racist chanting at matches.
3. Make it a condition for season-ticket holders that they do not take part in racist abuse.
4. Take action to prevent the sale of racist literature inside and around the ground.
5. Take disciplinary action against players who engage in racial abuse.
6. Contact other clubs to make sure they understand the club's policy on racism.
7. Encourage a common strategy between stewards and police for dealing with racist abuse.
8. Remove all racist graffiti from the ground as a matter of urgency.
9. Adopt an equal opportunities' policy in relation to employment and service provision.
10. Work with all other groups and agencies, such as the players union, supporters, schools, voluntary organisations, youth clubs, sponsors, local authorities, local businesses and police, to develop pro-active programmes and make progress to raise awareness of campaigning to eliminate racial abuse and discrimination.

## Beliefs and Origin

### 6



#### WHAT IS FARE?

##### Football Against Racism in Europe

In February 1999, a meeting was held in Vienna to develop a common strategy and policy against racism and xenophobia. Out of this emerged Football against Racism in Europe (FARE) - a network of organisations from 13 European countries - and a plan of action.

“FARE believe the colour of a player or fan and from where he or she originates does not matter.

Unfortunately, there are still incidents of racism at all levels of the game.

These can take the form of abuse directed at a 'foreign' player or the mass 'monkey' chants of so-called supporters. Such behaviour, on and off the field, is unacceptable and unwanted by the majority of fans and players. Football is the biggest sport in the world and belongs to us all. It should be the right of every person to play, watch and discuss it freely, without fear.”



© UNICEF/Brazil/Coe

#### FARE commits itself to:

- Challenging all forms of racist behaviour in stadiums and within clubs by making our voice(s) heard;
- Include ethnic minorities and migrants within our organisation and partner organisations;
- Working together with all organisations willing to tackle the problem of racism in football.

#### FARE calls upon football governing bodies and clubs to:

- Recognise the problem of racism in football;
- Adopt, publish and enact anti-racist policy;
- Make full use of football to bring people together from different communities and cultures;
- Establish a partnership with other organisations committed to kicking racism out of football.

## Beliefs and Origin



### Further information

#### **UN High Commissioner for Refugees** <http://www.unhcr.ch>

This is a UN agency, whose primary purpose is to safeguard the rights and well-being of refugees. It is mandated to lead and co-ordinate international action to protect refugees and resolve refugee problems worldwide.

#### **Refugees International** <http://www.refugeesinternational.org>

Refugees International is a humanitarian organisation based in Washington. It generates lifesaving assistance and protection for displaced people around the world, and works to end the conditions that create displacement.

#### **Human Rights Watch** <http://www.hrw.org>

This is the largest human rights organisation based in the United States. It conducts investigations into human rights violations in all regions of the world and publishes its findings in dozens of books and reports every year.

#### **Campaign against racism & fascism (CARF)** <http://www.carf.demon.co.uk>

CARF is Britain's only independent anti-racist magazine, documenting resistance by various groups and organisations against racism. The articles available on this website are just a small sample of what's in the CARF magazine, which is published bimonthly in the UK.

#### **Statewatch** <http://www.statewatch.org>

The Statewatch online database monitors the state of civil liberties in the UK and Europe.

#### **Electronic Immigration Network** <http://www.ein.org.uk>

Electronic Immigration Network (EIN) aims to link major information providers with workers and practitioners dealing with issues such as immigration, refugee and nationality law and practice in the United Kingdom.

#### **Commission for Racial Equality** <http://www.cre.gov.uk>

The Commission for Racial Equality is a non-governmental body. It works for a just society which gives everyone an equal chance to learn, work and live free from discrimination, prejudice and racism.

#### **Migrant Media** <http://www.migrantmedia.com>

Migrant Media have produced a number of videos exploring the experiences of black and migrant communities in Britain and Europe. They are an independent media training centre and production company set up in 1989 and run by people from migrant backgrounds.

#### **RomNews Society** <http://www.romnews.com>

Excellent website on Roma issues around Europe.

## Beliefs and Origin



### **Noborder network** <http://www.noborder.org>

This network enables many grass-roots groups to co-ordinate actions, exchange information and discuss about migration and borders.

### **United** <http://www.unitedagainstracism.org>

This is coalition of more than 500 organisations from 49 European countries working together for the rights of refugees and migrants, and for an end to racism, nationalism and discrimination.

### **Football Unites, Racism divides** [www.furd.org](http://www.furd.org)

Football Unites aims to ensure that those who play or watch football can do so without fear of racial abuse and harassment, and to increase the participation of people from ethnic minorities in football.

### **The FARE network** <http://www.farenet.org>

FARE is committed to fighting racism and xenophobia in football across Europe. Through co-ordinated action and common effort, at local and national level, the network intends to bring together all those interested in combating discrimination in football.

### **Adherents.com** <http://www.adherents.com>

This is a growing collection of over 41,000 adherence statistics and citations, references to published membership and congregation statistics for over 4,200 religions, churches, denominations, religious bodies, faith groups, tribes, cultures and movements.

### **Interfaith Calendar** <http://www.interfaithcalendar.org>

Important dates for world religions and links to world religion resources.

### **Internet sites for children on different religions:**

Hinduism

<http://www.hindukids.org/>

[http://www.buddhanet.net/mag\\_kids.htm](http://www.buddhanet.net/mag_kids.htm)

Christianity

<http://www.kids4christ.freeseve.co.uk/>

Judaism

<http://www.kidsdomain.com/holiday/chanukah/>

<http://www.akhlah.com/>

Islam

<http://www.hitchams.suffolk.sch.uk/mosque/default.htm>

<http://www.holidays.net/ramadan/>

Sikhism

<http://atschool.eduweb.co.uk/carolrb/sikhism/sikhism1.html>



<b>Agnostic</b>	Somebody who believes that it is impossible to know whether or not God exists.
<b>Asylum-seeker</b>	A person who wants be accepted as a refugee, but who is still at the stage of having his or her application considered. During the asylum procedure immigration departments have to determine whether the asylum-seeker's situation falls within the definition of refugee and whether or not s/he meets all the criteria. For instance, they have to show a well founded fear of persecution and that they have not committed any serious (non political) crimes, crimes against humanity or war crimes. The main rights that asylum-seekers have are the right to have their application fairly considered and the right to remain in the country where asylum is requested until the application is reviewed.
<b>Atheist</b>	Somebody who does not believe in God or deities.
<b>Belief</b>	<ol style="list-style-type: none"> <li>1. Acceptance by the mind that something is true or real, often underpinned by an emotional or spiritual sense of certainty.</li> <li>2. Confidence that somebody or something is good or will be effective.</li> <li>3. A statement, principle or doctrine that a person or group accepts as true.</li> <li>4. An opinion, especially a firm and considered one.</li> <li>5. Religious faith.</li> </ol>
<b>Buddhism</b>	One of the major religions of the world. Buddhism is based on the ideas of a South Asian prince who became known as Buddha. He taught that by destroying greed, hatred and illusion, which are the causes of all suffering, man can attain perfect happiness.
<b>Christianity</b>	<p>The central figure in Christianity is Jesus (or Christ), a Jew who came into this world by immaculate conception to a virgin named Mary. His birth is celebrated at Christmas with hymns and gift giving. This man was not only man, but also the son of God and lived his life without sin.</p> <p>During his lifetime, Jesus performed many miracles and spoke to many people about his father in heaven. He was arrested for claiming to be God's son and was hung on the cross by the Romans at age 33. Christians believe that the suffering and death upon the cross which this sinless man endured paid for the sins of all mankind, and because of Jesus' actions, salvation can be achieved by anyone who believes in him. This act of sacrifice is remembered during Lent.</p> <p>Christians believe that God watches over them and wants them to be good. The Christian holy book is the Bible.</p>
<b>Coalition</b>	<ol style="list-style-type: none"> <li>1. A temporary union between two or more groups, especially political parties.</li> <li>2. The merging of things into one body or mass.</li> </ol>
<b>Ethnic</b>	<ol style="list-style-type: none"> <li>1. Relating to a group or groups in society with distinctive cultural traits.</li> <li>2. Belonging to a particular group by descent or culture rather than by nationality.</li> <li>3. Belonging to or typical of the traditional culture of a social group.</li> </ol>

## Beliefs and Origin



<b>Hinduism</b>	The dominant religion of India, characterised by the worship of many gods, the main one being Brahman. Hinduism is based on the concept that human and animal spirits reincarnate, or come back to earth to live many times in different forms. The belief that souls move up and down an infinite hierarchy depending on the behaviors they practiced in their life is visible in many of the Hindu societal policies. The caste system survives and charity towards others is unheard of because each individual deserves to be in the social class they were born in. A person is born into the highest class because they behaved well in a past life, and a person is born into poverty and shame because of misbehaviors in a past life.
<b>Immigrant</b>	Somebody who has come to a country and settled there.
<b>Internally Displaced Persons</b>	(IDP's) People who have had to flee their homes but have remained in their country of origin. Unlike refugees, they are not protected by international law nor are they eligible to receive many types of aid.
<b>Islam</b>	One of the major religions of the world. Its followers are called Muslims. They obey the laws of God, who is called Allah. A man named Muhammad taught Allah's laws. These were written down in the Muslim holy book the Qur'an. It is the scripture of Islam, written by <b>Muhammad</b> and his disciples as dictated by the Angel Gabriel. It alone is infallible and without error. The Qur'an is comprised of 114 <b>surahs</b> , or chapters, arranged from longest to shortest. For Muslims, the Qur'an is the word of God, and he carrier of the revelation of Muhammad, the last and most perfect of God's messengers to mankind.
<b>Judaism</b>	Judaism is a monotheistic religion which believes that the world was created by a single, all-knowing divinity, and that all things within that world were designed to have meaning and purpose as part of a divine order. According to the teachings of Judaism, God's will for human behaviour was revealed to Moses and the Israelites at Mount Saini. The Torah, or commandments, which regulate how humans are to live their lives, were a gift from God so that they might live in according to His will. Followers of Judaism are called Jews and they worship God in a building called the synagogue. The Jewish holy day, or Shabbat, is from sunset on Friday to sunset on Saturday.
<b>Pagan</b>	<ol style="list-style-type: none"> <li>1. Somebody who does not follow any of the world's main religions, especially somebody who is not a Christian, Muslim, or Jew, and whose religion is regarded as questionable (sometimes considered offensive).</li> <li>2. A follower of an ancient polytheistic or pantheistic religion.</li> <li>3. Somebody who has no religion (disapproving).</li> </ol>
<b>Racism</b>	<ol style="list-style-type: none"> <li>1. Prejudice or animosity against people who belong to other races.</li> <li>2. The belief that people of different races have different qualities and abilities, and that some races are inherently superior or inferior.</li> </ol>
<b>Refugee</b>	Somebody who is seeking or taking refuge, especially from war or persecution, by going to a foreign country (often used before a noun).
<b>Xenophile</b>	Somebody who likes foreign people, their customs and culture, or foreign things.
<b>Xenophobia</b>	An intense fear or dislike of foreign people, their customs and culture, or foreign things.

# Beliefs and Origin

## Endnotes



<sup>1</sup> 'Young Voices' Opinion Survey of 9 to 17 year olds in Europe and Central Asia, UNICEF 2001

<sup>2</sup> Policy report on children and young people in Norway, Ministry of Children and Family Affairs, 2001

<sup>3</sup> Second annual report on international religious freedom. U.S. State Department 2002

<sup>4</sup> Chairman of the OSCE, 1997

<sup>5</sup> Special Rapporteur on Religious Intolerance.

<sup>6</sup> Based on a story written for 'Children's Express', a programme of learning through journalism for 8 to 18-year-olds in the UK.

<sup>7</sup> Based on a story by Amnesty International

<sup>8</sup> Story by Sue Maskall

<sup>9</sup> This photograph is not of Selwa.

<sup>10</sup> Based on a report by Jack Chang for the Contra Costa Times, USA

<sup>11</sup> Based on an article on BBC News Online

<sup>12</sup> Based on an article by Lucie McClean, BBC News Online

<sup>13</sup> Activity by Gelise McCullough and Sue Maskall

<sup>14</sup> Activity by Sue Maskall, board designed by Gelise McCullough

<sup>15</sup> Activity by Gelise McCullough and Sue Maskall

<sup>16</sup> Further details and sources are available in the [Adherents.com](http://Adherents.com) main database. Last modified 6 September 2002.

<sup>17</sup> Activity by Sue Maskall and Gelise McCullough

<sup>18</sup> Activity by Sue Maskall

<sup>19</sup> Activity by Gelise McCullough and Sue Maskall

<sup>20</sup> Encarta® World English Dictionary © 1999 Microsoft Corporation. All rights reserved. Developed for Microsoft by Bloomsbury Publishing Plc. Evangelical Lutheran Synod, Evangelical Lutheran Hymnary, St. Louis, Mo: MorningStar Music Publishers 1996.

McDowell, Josh and Don Stewart, Handbook of Today's Religions. Nashville: Thomas Nelson Publishers, 1983. Twelfth printing, June 1992.

Shelley, Fred M. and Audrey E. Clarke, eds. Human and Cultural Geography. Dubuque, Iowa: Wm. C. Brown Publishers, 1994.

<http://emuseum.mankato.msus.edu/cultural/religion/>

Unit cover photo: UNICEF/HQ92-0426/Niclole Toutounji