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| <b>Lesson Title</b>   | Why is cultural diversity a positive thing?   |       |  |
|   | <b>Age Range/ Year Group</b>  | KS??? |  |
| <b>Resources</b>  | <b>Learning Outcomes</b>  |       |  |
| 1. Resource sheet 1 - What does cultural diversity mean?<br>2. Resource sheet 2 - Why is cultural diversity a positive thing?<br>3. Resource Sheet 3 - Imagine a world if we were all the same. | By the end of this lesson students will be able to; <ul style="list-style-type: none"> <li>• Explain why cultural diversity is a positive thing.</li> <li>• Imagine a world if we were all the same.</li> </ul> |       |  |

### LESSON INTRODUCTION

This lesson encourages students to see cultural diversity as a positive thing. It also asks the students to question what the world would be like if we were all the same.

### STARTER (15 mins)

- Ask volunteers to give definitions of 'culture' from last lesson.
- Ask volunteers to give definitions of 'diversity'.
- Ask volunteers to give definitions of 'cultural diversity'.
- Give each student a copy of 'resource one'. Choose some students to read out the information from the top half of the sheet.
- Encourage volunteers to give examples of ways in which people's cultures can differ - with reference to the words given on the sheet (e.g. "The languages that I speak at home are totally different to what a teenager in Australia might speak." or "When I visited Egypt I noticed that the spices in the food were different to the ones that we eat at home.").
- Students get into pairs. They fill in numbers 2-5 at the bottom of the sheet (the example should help).
- Pairs are encouraged to read out their answers to the rest of the class (e.g. "We think that different cultures have very different attitudes to alcohol." or "We talked about the fact that religion is much more important in people's lives in some cultures than in others" or "Different cultures have holidays and special events at different times of year.").
- The class are asked to comment on whose ideas were the most interesting.

### MAIN ACTIVITY

#### Activity 1 (5 mins):

- Students are given 'resource two'.
- In groups of three or four, they discuss the images at the top of the sheet:
  - What is interesting about the images?
  - Is there a 'right answer' to which image is which?
  - Why do different cultures see things in different ways?
- Students are invited to share their answers with the class.



**Activity 2 (10 mins):**

- Students are told that sometimes cultural diversity is seen as a negative thing, but that it is actually a very positive thing.
- In their groups, students read through the twenty reasons why cultural diversity is a positive thing.
- Students write the title 'Why is cultural diversity a positive thing?' on a piece of paper.
- They then choose three statements from the sheet. They copy out these three statements onto the piece of paper (leaving lots of space underneath each one).
- Underneath each statement, pupils write down some examples of what the statement means to them. For example:

**2. People might be more open-minded.**

People who get used to cultural diversity might be less likely to judge other people's behaviour (e.g. a Christian might understand why a Muslim uses a prayer mat).

People who get used to cultural diversity might understand that a woman who shows her hair in a certain country is behaving 'normally' within her culture.

**10. People might realise that they are heavily influenced by their own cultures.**

People who get used to cultural diversity might realise that they could be a different religion if they were born in another country.

People who get used to cultural diversity might realise that the TV programmes in their country have a big influence on them.

**15. Governments might be more tolerant.**

Politicians who get used to cultural diversity might change some of the laws in their countries (e.g. about shop opening hours).

Politicians who get used to cultural diversity might change their attitude to people's rights within marriage.

- Students are encouraged to read out some of their answers.

**SUMMARY**

- Students are given 'resource three'.
- The teacher reads out the sentence in the speech bubble and the instructions for task A.
- In pairs, students discuss the ten questions. They might choose to write their answers on the sheet. Examples of answers to task A might be:

**1.** My family only eats Halal meat, so non-Halal meat would no longer exist. This would change the way in which animals are killed all over the world!

**2.** My family often visits the Mosque. We are interested in modern architecture and find old buildings uninteresting. If everyone in the world was like us, churches, synagogues and temples would be empty or used for something else. Also, famous landmarks like the Eiffel Tower or the Coliseum would not be visited. There would be loads of new shopping centres and 21st century skyscrapers built all over the world.

**3.** My family likes American-style clothes and the women in my family dress very liberally. If everyone in the world dressed like us then people would wear a lot of sports clothing and women would not wear headscarves.

- Pupils move onto task B. How would the world differ from the world in task A if everyone had the same culture as people in another country? (The teacher should ensure that students avoid giving prejudiced answers and that they are aware that no two families are exactly the same within any culture). Examples of answers might be:

**4.** If every family was like a typically British family, jobs would be affected. For example, people would work about 40 hours a week between Monday morning and Friday evening. There would be about five weeks of holiday every year, with time off work at Christmas. People would be entitled to equal treatment at work regardless of their age or gender.

**5.** British families are often interested in British sports so there would probably be lots of tennis and cricket played in schools and shown on the television. Certain sports from our country might not exist.

**6.** In Britain, children go to school at the age of four and stay in school until they are sixteen or older. If all schools were like British schools, the important lessons would be English, Maths and Science. Pupils would start learning French, Spanish or German at roughly eleven years old. Girls and boys would attend the same schools and would wear a uniform. Teachers would not really tell children about their religious or political beliefs.

- Some students might wish to share their ideas with the class. Which world would they prefer and why? Would they prefer either of these worlds to the real world (complete with its cultural diversity)? Why?

#### EXTENSION/FOLLOW UP IDEAS

Imagine that you are moving to another country for a year.

List five things about your culture that you will want to keep the same when you move to that country (examples might be your religion, your clothing or your bank).

Now list five things about your culture that you wouldn't mind changing when you move to that country (examples might be the films that you watch, your house type or your language).

Be ready to share these lists next lesson.

#### CHECK THE WEB

1. <http://www.civilservice.gov.uk/documents/pdf/diversity/hmlandregistryculturaldiversity.pdf> to access government information about cultural diversity in Britain.
2. [www.cisv.org](http://www.cisv.org) to see what one international organisation is doing to celebrate cultural diversity.
3. [www.connectingcultures.co.uk](http://www.connectingcultures.co.uk) to find out more about the 'Connecting Cultures' project.

#### NATIONAL CURRICULUM LINKS

**KS4:** 1.1.c, 2.1.a, 2.1.d. 2.2.b, 3l, 3n, 4a, 4b, 4c & 4h.

