

## Implications for schools

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### ***Talking with children and young people***

After the bombs in London in July **Ealing Education Authority** put together a valuable collection of links and resources for teachers seeking advice on how to talk with their pupils at times of disaster and conflict. The collection was first formed immediately after 9/11 and was then updated at the time of the invasion of Iraq and again following the bombs and rising levels of racism and Islamophobia in London in summer 2005.

[http://www.lqfl.net/lqfl/leas/ealing/web/EGFL1/whole\\_schl\\_issues/equality\\_diversity/html/race\\_equality/talking\\_children\\_events\\_london\\_elsewhere.htm](http://www.lqfl.net/lqfl/leas/ealing/web/EGFL1/whole_schl_issues/equality_diversity/html/race_equality/talking_children_events_london_elsewhere.htm)

At the time of the invasion of Iraq the **Insted consultancy**, London, compiled a brief paper for the journal *Race Equality Teaching* entitled 'Teaching and Talking about the War'.

<http://www.insted.co.uk/teaching%20and%20talking.pdf>

The September issue of the journal **Early Years Education** contained an article by **Jane Lane** on helping children at times of disaster and violent conflict in the wider world. Although intended for early years educators in particular, most of the article's points and suggestions were relevant for older age-groups as well.

<http://www.intered.uk.com/safe-haven.pdf>

Within days of the bombs in London on 7 July the **National Union of Teachers** issued guidance to its members. 'In these distressing circumstances, it is important for teachers to be prepared for the challenges that may arise... They may need to tackle particular issues such as Islamophobia within each school's more general efforts to educate against racism...'

[http://www.lqfl.net/lqfl/leas/ealing/web/EGFL1/whole\\_schl\\_issues/equality\\_diversity/docs/race\\_equality/terrorist\\_attacks.pdf](http://www.lqfl.net/lqfl/leas/ealing/web/EGFL1/whole_schl_issues/equality_diversity/docs/race_equality/terrorist_attacks.pdf)

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### ***Classroom lessons and activities***

**Stagework**, based at the National Theatre, created in summer 2005 a set of activities for Key Stage 4 citizenship lessons on anti-terrorism legislation and civil liberties, loosely linked to *The Crucible* by Arthur Miller.

[http://www.stagework.org.uk/webdav/servlet/XRM?Page/@id=6022&Session/@id=D\\_KAe4kC5uNzRCXObwKlzw&Section/@id=957](http://www.stagework.org.uk/webdav/servlet/XRM?Page/@id=6022&Session/@id=D_KAe4kC5uNzRCXObwKlzw&Section/@id=957)

In 2004 the **Insted consultancy** compiled a handbook entitled *Here, There and Everywhere: belonging, identity and equality in schools* for Derbyshire Education Authority. The book outlines six sets of key ideas and principles that should permeate all subjects at all levels and illustrates them with a range of quotations. Also, it briefly summarises several classroom activities. A selection of these (about 45 altogether) has been placed on the Insted website.

<http://www.insted.co.uk/belonging.pdf>

Following the bombs in London in summer 2005 the **Centre for Citizenship and Human Rights Education**, based at the University of Leeds, published a list on its website of organisations that provide relevant information, support and advice for teachers. Several of the organisations in the list are in the United States.

<http://www.education.leeds.ac.uk/research/cchre/resources.htm>

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### ***Whole-school policy***

**The RAISE project** in 2003-2004 was centrally concerned with issues of British Muslim identity amongst young people. There is full information about the project, including the texts of case studies written in local authorities, at [www.insted.co.uk/raise.html](http://www.insted.co.uk/raise.html). Two of the introductory chapters are:

**Pakistani identities and communities in Britain:** recollection of the formation and development of British Pakistani communities over the decades.  
<http://www.insted.co.uk/pakistani%20community.pdf>

**British Muslim identities:** outline of the pressures on young people of Pakistani and Kashmiri heritage in British schools, and of the choices open to them.  
<http://www.insted.co.uk/british%20muslim%20identities.pdf>

Drawing on the RAISE project and on the 2004 report of the Commission on British Muslims and Islamophobia, **Insted** subsequently contributed a chapter to an international symposium, *Confronting Islamophobia in Educational Practice*, edited by Barry van Driel. The paper starts by recollecting complexities and tensions in the everyday life of schools. It then focuses on five main sets of issues: cross-curricular review and development; teaching about Islamophobia; support for British Muslim identity; explicit school policy; and school leadership.  
<http://www.insted.co.uk/confronting%20islamophobia.pdf>

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