

# A multicultural Society

## Topic

A Multicultural Society – Immigration, demographics, ethnicity

## Aims

- To develop students' discussion skills
- To practice reading
- To encourage reflection and critical thinking

## Age group

Teens

## Level

B2

## Time

60- 90 minutes

## Materials

1. A Multicultural Society Student worksheet
2. Internet links: [http://news.bbc.co.uk/1/hi/english/static/in\\_depth/uk/2002/race/](http://news.bbc.co.uk/1/hi/english/static/in_depth/uk/2002/race/) - a resource with article on British society  
<http://www.britkid.org/> - this is a site about race aimed at teenagers

## Introduction

These materials are focused around the theme of the different ethnic minorities that make up the population of the UK. There are a range of reading and discussion tasks, which enable students to reflect on their own

## Lesson plan

culture and the minorities within it. This can be a sensitive subject as it deals also with race and to some extent religion, so be sure to be sensitive to people's feelings and try not to promote your own opinions, but listen to those of your students.

### Procedure

|                               |   |
|-------------------------------|---|
| <b>1. Introduce the topic</b> | <p>You can introduce this theme in a variety of ways:</p> <ul style="list-style-type: none"> <li>• Use your own family background to introduce the questionnaire</li> <li>• Use collections of pictures / photos which reflect the diversity of the UK population and elicit from students: Where might these people's families originate? What are they wearing? Were they born in Britain? How long have they been in the UK?</li> <li>• Focus on the word 'multicultural' – Could they describe their own country as multicultural? What is a multicultural curriculum?</li> </ul> |
| <b>2 Questionnaire</b>        | <p>1. Use the questionnaire to preview vocabulary like: Immigrant, immigration, racial group, settle in a country. Give the worksheet for the students to do the questionnaire in pairs. Monitor and see what new vocabulary they are having problems with. If possible, try to get stronger students to help the weaker ones with new words.</p>   |
| <b>3. Discussion</b>          | <p>Refer students to the discussion question in Task 2 and do this in pairs or as a whole class activity. Give guidance by talking through the first 2 examples and use this to preview vocabulary for different types of religion and racial groups.</p>   |
| <b>4. Reading</b>             | <p>Refer students to the pre-reading questions in Task 3 and ask them to predict the answers together. Emphasise that it doesn't matter if they don't know. Then they should read the text and check their answers. It will help them if you give them time to compare their answers in pairs before you tell them what the answers are.</p>  |
| <b>5. Interpretation</b>      | <p>Task 4 - It will help if you have a map of the world to point out the location of former colonies. Note that in 1900, a quarter of the surface of the maps was coloured red to represent British territories. You could ask students to work in pairs or small groups and do it as a competition. Set them a time limit and then award points for good / correct answers</p>   |
| <b>6. Your country</b>        | <p>Prepare task 5 by using this for yourself and/or give examples of well known people from the UK like Mo Farah (originally from Somalia), or any other famous UK immigrants. Question b could be prepared in small groups as a project to present in the next lesson.</p>   |
| <b>7. Group Discussion</b>    | <p>You could get students to do this in pairs or small groups, but be sensitive to the fact that there may be recent immigrants in your class. If appropriate you can draw on their experience to encourage empathy: Were you afraid of moving to a new country? What surprised you at first? What helped you adapt to the new way of life?</p>   |

### Contributed by

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