

Good Relations

# Shared Voices Programme Toolkit



Ards and  
North Down  
Borough Council



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### **What is the Shared Voices programme?**

The Shared Voices programme was developed with the assistance of First and Second generation ethnic volunteers and is aimed primarily at raising awareness of the diversity within our society.

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### **What is the aim of the Shared Voices programme?**

The Shared Voices programme aims to assist Good Relations and work towards making Ards and North Down Borough a shared and safe place for all.

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### **Who is the programme for?**

The programme is aimed primarily at post primary young people within a school environment and during 30 minute periods but can be adapted to be delivered within a community setting, to smaller groups and to different age groups. Times can be adjusted to what is available.

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### **How can the Shared Voices programme help me?**

This programme has been developed to raise awareness of the diversity in our society. The purpose of this programme is to challenge preconceived perceptions and myths that wider society may have towards ethnic minority groups. The programme will address these preconceptions through facts, figures, real life stories and interactive activities.

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### **How is the Shared Voices programme delivered?**

We recommend the programme is delivered over three workshops. The workshops should encourage dialogue and meaningful discussion and challenge any predetermined ideas the group may have towards ethnic groupings. It is advisable to have volunteers from different backgrounds for each workshop.

**Workshop 1:** Addressing prejudice

**Workshop 2:** Finding common ground

**Workshop 3:** Acceptance of difference



# Workshop 1

## Addressing prejudice

### Aims

- Identify existing notions of prejudice to which the class/group may have been exposed
- Outline how prejudices form and how inherently inaccurate these notions are
- Redress notions of ethnic prejudice in a UK & NI context and promote understanding.

### Profiling exploration

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There are four parts to the profiling exercise:

- a** The group is asked a number of questions by the facilitator about the first volunteer. It is advisable to ask the same questions for each volunteer, this encourages discussion between the class/group. Example questions are:
  - What is this person's occupation?
  - Where did this person grow up?
  - What type of food does this person like?
  - What is this person's first language?
  - What do you have in common with this person?
- b** The volunteer does not speak during this stage and the information gathered from the responses is weaved into the volunteers' individual story.
- c** The volunteer relates their story to the class/group. **Hint:** pictures and props can be used to enhance this lesson.
- d** The volunteer is receptive to open discussion within a safe space. This enables myths and preconceptions to be addressed by the individual volunteer.

### Activity

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The activity for Workshop 1 will address the myths and preconceptions with facts and figures. It is of the utmost importance that the facts and figures are correct. These can be sourced from NISRA website.

#### Activity example: 'Think with your feet'

- 1** The group are asked a series of questions eg: how much money have migrant workers contributed to the UK economy?
- 2** The class/group are given a choice of answers and they stand at the corresponding spot.
- 3** The volunteer gives them the correct answer while asking the individuals what made them decide on their answer.
- 4** The volunteer thanks the group.



## Finding common ground

### Aims

- Identify the common humanity we all share and celebrate our similarities
- Outline the benefits of human connection for the enrichment of our life experience
- Develop appreciation for the role we play as contributors to the common good.

### Profiling exploration

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There are four parts to the profiling exercise:

- a** The group is asked a number of questions by the facilitator about the second volunteer. It is advisable to ask the same questions for each volunteer, this encourages discussion between the class/group. Example questions are:
  - What is this person's occupation?
  - Where did this person grow up?
  - What type of food does this person like?
  - What is this persons first language?
  - What do you have in common with this person?
- b** The volunteer does not speak during this stage and the information gathered from the responses is weaved into the volunteers' individual story.
- c** The volunteer relates their story to the class/group.  
**Hint:** pictures and props can be used to enhance this lesson.
- d** The volunteer is receptive to open discussion within a safe space. This enables myths and preconceptions to be addressed by the individual volunteer.

### Activity

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The activity under Workshop 2 will address what we have in common and our similarities as opposed to our differences.

#### Activity example: 'Crossing the Common'

- 1** The volunteer makes a statement eg 'I like pasta'.
- 2** The class/group who also like pasta move to the same side.
- 3** Another statement is made and so on. **Hint:** Statements can be linked to food, hobbies and places they like to visit.
- 4** The volunteer thanks the group.



## Workshop 3

### Acceptance of difference

#### Aims

- Recognise that difference and diversity enhances our understanding of ourselves and the world
- Outline the importance of acceptance of diversity as we are all unique in some way or another
- Identify how people from the same ethnic community and religious background can still find areas of difference and uniqueness.

#### Profiling exploration

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There are four parts to the profiling exercise:

- a** The group is asked a number of questions by the facilitator about the third volunteer. It is advisable to ask the same questions for each volunteer, this encourages discussion between the class/group. Example questions are:
  - What is this person's occupation?
  - Where did this person grow up?
  - What type of food does this person like?
  - What is this persons first language?
  - What do you have in common with this person?
- b** The volunteer does not speak during this stage and the information gathered from the responses is weaved into the volunteers' individual story.
- c** The volunteer relates their story to the class/group. **Hint:** pictures and props can be used to enhance this lesson.
- d** The volunteer is receptive to open discussion within a safe space. This enables myths and preconceptions to be addressed by the individual volunteer.

#### Activity

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The activity under Workshop 3 will address their uniqueness/difference.

#### Activity example: 'Uniqueness'

- 1** The class/group break into small groups and change something about their appearance.
- 2** The rest of the group have to identify what is different.
- 3** The volunteer thanks the group.

## Wrapping up

There is an opportunity at this stage for the class/group to ask any further questions to the volunteers. This is also a good opportunity to review the programme with the class/group.

At the end of Workshop 3 the same questions asked at the start of Workshop 1 are asked again. This will identify any additional change.

If there is no change identified this would allow for the facilitator and volunteers to discuss possible changes to the Shared Voices programme.

## Adapting the toolkit to fit your audience

Although the toolkit is aimed primarily at post primary young people within a school environment and during 30 minute periods, the Shared Voices programme can also be delivered as round table discussions or as a panel to smaller classes or community groups.

Activities can be altered to reflect the volunteer and their cultural background.

Activities can also be adapted for different age groups or groups with mobility issues.



## Evaluation

A survey is conducted at the beginning of Workshop 1 and at the end of Workshop 3. The evaluation collected can help to inform the programme and the volunteers. Questions asked at this evaluation stage can reflect the requirements of funders and assist in the preparation of reports.

### Examples of questions that can be asked:

- 1 Do you think there is prejudice [bigotry/discrimination/bias/narrow-mindedness] against minority ethnic communities in Northern Ireland?
- 2 How much do you know about people from different cultures and from ethnic minority communities living in Northern Ireland?
- 3 Do you have anything in common with people from other cultures or from ethnic minority communities?
- 4 In relation to colour and ethnicity, do you prefer to stick with people of your own kind?
- 5 Are you willing to make friends with someone from an ethnic minority background/community?

The survey is normally collated with evaluation sheets although this can be amended and other methods used depending on the age or ability of the group and how well they engage. Other methods used may be post it notes or a show of hands.





## Feedback

We really hope you found this toolkit helpful in delivering the Shared Voices programme. We would be delighted to receive feedback on whether you have found this guide useful, and what we could do to improve it in any future editions. Please send any comments to us at [goodrelations@ardsandnorthdown.gov.uk](mailto:goodrelations@ardsandnorthdown.gov.uk)