



The European Union

Key Stage 4
Learning for Life & Work
GCSE Economics
GCSE Business Studies

The European Union

Aim: To explore the aims and role of the European Union, analyse its effects and consider the impact of economic migration and identity on the UK and the Euro zone economies.

Session 1

Experiences of the European Union

Session 2

Identity

Session 3

Economic migration

Session 4

Euro vs Pound





Teaching Plan Outline

Title	European Union		
Aim	To explore the aims and role of the European Union, analyse its effects and consider the impact of the Euro on the UK and the Euro zone economies.		
Duration	3 class periods	Resources	Resource 1 'The European Union' Resource 2 'Questions & Answers' Resource 3 Internet access
Learning intentions (KS4 statements of requirement) Learning for Life & Work – Local & Global Citizenship	<ul style="list-style-type: none">• Respond to the specific challenges and opportunities which diversity and inclusion present in Northern Ireland and the wider world• Identify and exercise their rights and social responsibilities in relation to local, national and global issues• Develop their understanding of the role of society and government in safeguarding individual and collectives rights in order to promote equality and to ensure that everyone is treated fairly• Develop their understanding how to participate in a range of democratic processes• Develop awareness of key democratic institutions and their role in promoting inclusion, justice and democracy		
Skills & capabilities	<ul style="list-style-type: none">• Problem solving• Self-management• Working with others		
Cross-curricular skills	<ul style="list-style-type: none">• Communication• Using Maths• Using ICT		
Links to other curricular areas	<ul style="list-style-type: none">• GCSE Economics*<ul style="list-style-type: none">- Expressing ideas & information clearly- Forming independent views & challenging what is heard or read on the grounds of reason, evidence or argument• GCSE Business Studies*<ul style="list-style-type: none">- Select & apply mathematical techniques & methods in mathematical, everyday & real-world situations- Reason mathematically, make deductions & inferences, & draw conclusions- Interpret & communicate mathematical information in a variety of forms appropriate to the information & context.		
Assessment for Learning	<ul style="list-style-type: none">• Effective questioning to probe student understanding• Opportunity for peer assessment		

* more specific information about cross-curricular links is provided in the Teacher's Notes.



Session 1: Experiences of the European Union

This lesson is an opportunity for pupils to explore the history and the background to the European Union and consider some of its key functions. Students will be asked to gather data on what the European Union is and how and why it was established. They will be asked to identify the rules of membership and the key implications it has for its members. It will ask students to consider the impact of the EU on the social, political and economic life of its member states.

Activity 1: Introducing the European Union

(Small group data gathering session [using online or **Resource 1** 'Fact Sheet – The European Union'], teacher-led discussion and individual written task)

Divide the class into small groups of 4 or 5 students and grant internet access or provide them with the **Resource 1** EU Fact Sheet. Each group should be given a copy of **Resource 2** 'Questions and Answers – The European Union' setting a time limit of around 15 minutes to complete the questions.

Activity 2: Social, Political and Economic Life in the EU

Convene group discussion and review questions and answers. The discussion should consider the main conditions of membership and how these impact on the social, political and economic contexts of member states. Introduce as examples the European Court of Human Rights, the EU Working Time Directive and the introduction of economic monetary union/the Euro zone. Also reflect on protection of local identities through regional food types and language.

Activity 3: Advantages and Disadvantages

Ask students to reflect individually on EU membership, the advantages and disadvantages, and ask them to list some examples under the 3 areas of social, political and economic life.



Session 2: Identity

(Small group written task and online data analysis)

Activity 1: Attitudes towards the EU

Review learning from Activity 1 and discuss the reasons for and against EU membership. Ask students to find out about adults' attitudes towards EU membership by interpreting results of the *Northern Ireland Life and Times* survey (NILT) available at www.ark.ac.uk or detailed in **Resource 3** 'Identity - Attitudes to The European Union'. They should explore the attitudes shown and consider the differences in demographic profile shown in the range of opinions.

Activity 2: What is European?

Discuss the concept of European identity – is there such a thing? Take a poll in the class - which one of these statements comes closest to your view?

- (a) I always think of myself as European
- (b) I sometimes think of myself as European
- (c) I never think of myself as European



Session 3: Economic migration & the Euro zone

(Teacher-led question and answer session and small group internet research and written tasks)

Activity 1: Economic migration

(Class discussion and internet based research)

Review learning of activity 2 – recap on themes around identity. Introduce subject area of economic migration throughout the European Union. Open class discussion of benefits and potential disadvantages of this.

Internet based activity or **Resource 4: Economic migration**. Ask students to review the results of the survey and complete the questions provided.

- Looking at Table 1, what percentage of respondents considered themselves to be a minority ethnic?
- What proportion of people feel favourable towards minority ethnic groups?
- What experience do people have of racism, either directly or indirectly?
- What has been the most important influence on views on people from other ethnic groups?
- How many people think that sectarian hatred in Northern Ireland is now being directed towards minority ethnic communities?
- Are a lot of local jobs being taken by other ethnic groups, which is unfair to locals?

Activity 2: Action cards

(small group activity and teacher-led feedback session)

1. The class should be split into groups of 4 or 5 and given a selection of cards (see Resource 5 – ‘Action Cards’). Ask each group to consider the statements that local 16 year olds have made and decide how they would categorise each statement as either a positive or a negative statement.
2. Each group reports back to the class by choosing one positive or negative statement they have discussed, how some of the statements made them feel and how they would either promote or try and disprove the statement made. Their response will then be opened to class response and discussion.

Activity 3: Pound vs Euro debate

Experiences of using the Euro, impact of financial crisis on Euro zone and pound, impact of economic migration – areas to discuss.

In recent years in Northern Ireland, there has been an increasing presence of economic migration as a result of the peace agreement and a strong pound. This has had an impact on the social, political and economic landscape in NI. In 2008, the YLT asked young people about their views of demographic profile in Northern Ireland



Notes to Teachers

This teaching guide is based on data gathered for the Northern Ireland Young Life and Times Survey. The aim of the survey is to record the views of 16 year olds in Northern Ireland on a range of issues such as community relations, health, politics, sectarianism and education. In 1999 and 2002 respondents were asked about their attitudes towards the single currency.

The sample was taken from the Child Benefit Register. All young people who celebrated their 16th birthday during February and March and in receipt of Child Benefit were invited to take part in the survey.

The survey includes questions on the following subject areas:

- Attitudes towards and experiences of contact with people from minority ethnic communities (funded by the Office of the First Minister and Deputy First Minister of the Northern Ireland Government as part of a larger multi-methods project undertaken in conjunction with the National Children's Bureau);
- Self-harm (funded by the Nuffield Foundation's Small Grants Scheme);
- Community relations;
- Family;
- School bullying;
- Influences and pressures;
- Background information.

Tables of results from the 2008 survey are available on the YLT website. Users can also download the data in SPSS portable file format from the website to carry out their own statistical analyses. The YLT website is available at www.ark.ac.uk/ylt.

EU Membership

The 1992 Maastricht Treaty set out the conditions of European Union membership. Article 49 states that any European state which respects the principles of liberty, democracy, human rights and fundamental freedoms, and the rule of law may apply to join the Union. The basic conditions of membership were agreed at a meeting in Copenhagen in 1993 and stated that by the time they join, new members must have:

- Stable institutions guaranteeing democracy, the rule of law, human rights and respect for protection of minorities;
- A functioning market economy and the capacity to cope with competitive pressure and market forces within the Union. They must have a public administration capable of applying and managing EU laws in practice.

**EU Membership**

Date joined	Country (€ indicates Euro zone)			
1952	Belgium	€	Italy	€
	France	€	Luxembourg	€
	Germany	€	The Netherlands	€
1973	Denmark			
	Ireland	€		
	United Kingdom			
1981	Greece	€		
1986	Portugal	€		
	Spain	€		
1995	Austria	€		
	Finland	€		
	Sweden			
2004	Cyprus	€	Lithuania	
	Czech Republic		Malta	€
	Estonia	€	Poland	
	Hungary		Slovakia	€
	Latvia		Slovenia	€
2007	Bulgaria			
	Romania			

The next EU enlargement

Entry negotiations with two other candidate countries, Turkey and Croatia, began in October 2005 even before Bulgaria and Romania joined the Union. Negotiations with Croatia may be concluded within a few years; those with Turkey are expected to take considerably longer. The former Yugoslav Republic of Macedonia has made an application for membership which has been formally accepted by the EU, although no date has been set for entry negotiations to begin. The EU is also looking at further enlargements in the Western Balkans which will eventually include Bosnia and Herzegovina, Serbia, Montenegro and Albania.



Information on the Euro

The Euro is the single currency shared by 16 of the European Union's Member States, which together make up the Euro area or Euro zone. When it was launched on 1 January 1999, it became the new official currency of 11 Member States, replacing the old national currencies such as the Deutschmark and the French franc – in two stages. First introduced as a virtual currency for cash-less payments and accounting purposes, while the old currencies continued to be used for cash payments and considered as 'sub-units' of the Euro, it then appeared in physical form, as banknotes and coins, on 1 January 2002. The Euro is not the currency of all EU Member States. Three countries (Denmark, Sweden and the United Kingdom) agreed an 'opt-out' clause in the Treaty exempting them from participation, while the remainder (many of the newest EU members) have yet to meet the conditions for adopting the single currency. Once they do so, they will replace their national currency with the Euro.

Which countries have adopted the Euro – and when?

- 1999** Austria, Belgium, Finland, France, Germany, Ireland, Italy, Luxembourg, the Netherlands, Portugal, Spain
- 2001** Greece
- 2007** Slovenia
- 2008** Cyprus, Malta
- 2009** Slovakia
- 2011** Estonia

Other places that previously used one or more of the old currencies have also adopted the Euro. This includes the Principalities of Andorra and Monaco, the Republic of San Marino and the Vatican City State. This also applies to any territories, departments, possessions or collectivities of Euro-zone countries such as the Azores, Balearic Islands, the Canary Islands etc.

Euro Stability and Growth Pact

The Maastricht Treaty set out the criteria by which member states have to fulfil in order to join the single currency (European Monetary Union [EMU]). The five rules were:

1. The countries must not exceed a 3% deficit in their (gross domestic product) GDP.
2. The EMU demands that public debt should not climb higher than 60% of the GDP.
3. The inflation rate must not be more than 1.5% percentage points higher than the average inflation rate of the three countries with the greatest price stability.
4. In the long term, the interest rates must not be more than 2 percentage points higher than the average inflation rate of the three EU countries with the lowest interest rates.
5. To join the EMU, a country's currency must have been stable and without major devaluation for at least two years.

In March 2005, the rules were made more flexible however member states still must keep their public deficits under a 3% GDP/deficit ratio and their debts under a 60% GDP/debt ratio. The UK, Denmark and Sweden have all decided to stay out of the Euro zone for the



time being. The fifth enlargement round was completed on 1 January 2007 with the accession of Bulgaria and Romania joining the Union. All the new EU members have declared their intention to join the Euro zone with Estonia, Latvia and Lithuania currently waiting to join the EMU.

Further information

Useful information on the Euro including details about the coins and notes and exchange rates and educational resources can be found at:

<http://www.ecb.europa.eu>

The European Central Bank

http://www.hm-treasury.gov.uk/euro_index.htm

UK Government’s Treasury

Curriculum Fit

Drawing on the Key Stage 4 statements of requirement, these three teaching activities aim to offer a skill-based teaching plan, based on three consecutive 30 minute sessions. Links to other curricular areas are also highlighted below.

<p>European Union Aim: To explore the aims and role of the European Union, analyse its effects in a social, political and economic context. It will consider the impact of the Euro on the UK and the Euro zone economies.</p>	
<p>Learning intentions (KS4 statements of requirement) Learning for Life & Work – Local & Global Citizenship</p>	<ul style="list-style-type: none"> • Respond to the specific challenges and opportunities which diversity and inclusion present in Northern Ireland and the wider world • Identify and exercise their rights and social responsibilities in relation to local, national and global issues • Develop their understanding of the role of society and government in safeguarding individual and collectives rights in order to promote equality and to ensure that everyone is treated fairly • Develop their understanding how to participate in a range of democratic processes • Develop awareness of key democratic institutions and their role in promoting inclusion, justice and democracy
<p>Skills & capabilities</p>	<ul style="list-style-type: none"> • Problem Solving • Self-management • Working with Others
<p>Cross-curricular skills</p>	<ul style="list-style-type: none"> • Communication • Using Maths • Using ICT



Links to other curricular subjects	<ul style="list-style-type: none"> ● GCSE Economics* <ul style="list-style-type: none"> - Engage in the study of economics - Use an enquiring, critical approach to distinguish between fact & opinion - Apply this knowledge, understanding & skills to contemporary issues - Understand the perspectives of a range of different economic stakeholders - Consider moral issues of economic activity ● GCSE Business Studies* <ul style="list-style-type: none"> - Develop & apply their knowledge, understanding & skills to understand today's issues in local, national & global contexts - Recognise the role of the EU & international trade in the local economy - Interpret & communicate mathematical information in a variety of forms appropriate to the information & context
Assessment for Learning	<ul style="list-style-type: none"> ● Opportunity for peer assessment

* more specific information about cross-curricular links is provided below.

GCSE Economics		
Aims	<ul style="list-style-type: none"> - Actively engage in the study of economics to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds - Use an enquiring, critical approach to distinguish between fact and opinion, build arguments and make informed judgements - Apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts - Understand the perspectives of a range of different stakeholders in relation to economic activity - Consider the moral issues that arise as a result of the impact of economic activity on the environment and economic development - Recognise that their economic knowledge, understanding and skills help them to understand current events and provide a basis for their role as citizens and for the possible further study of economics 	
Basic Economic Ideas	Basic Economic Problem	<ul style="list-style-type: none"> - Understand the basic economic problem and the need for choice?
	Resources & Goods	<ul style="list-style-type: none"> - Consider different ways in which economic decisions are made and the moral, ethical, social, legislative and cultural issues involved



Trade, Aid & Development	Trade	<ul style="list-style-type: none">- Explain the potential benefits of international trade- Analyse the reason for, and effects of, trade barriers- Examine the causes and consequences of the changing patterns of international trade
	Globalisation	<ul style="list-style-type: none">- Explain what is meant by globalisation- Analyse its causes and effects and consider the moral, ethical, social and cultural issues involved- Evaluate the role played by the World Trade Organisation (WTO) and customs unions/free trade areas such as the European Union (EU) and the North American Free Trade Agreement (NAFTA)
	Exchange Rates	<ul style="list-style-type: none">- Understand what is measured by an exchange rate- Analyse the factors that determine the external value of a currency and may cause this value to change- Evaluate the impact of exchange rate changes on trade and the economy as a whole.
	European Union	<ul style="list-style-type: none">- Describe the aims and role of the EU- Analyse the effects of the EU on the UK and other economies, including its social, cultural and legislative implications- Examine the effects of EU enlargement- Evaluate the impact of the Euro on the UK and Eurozone economies.



GCSE Business Studies		
Aims	<ul style="list-style-type: none">- Develop and apply their knowledge, understanding and skills to understand today's issues in local, national and global contexts- Recognise the role of the EU and international trade in the local economy	
Business Growth	International Business	<ul style="list-style-type: none">- Show understanding of how the marketing mix of a business would be affected by international trade:<ul style="list-style-type: none">▪ Product may need to change due to legal and cultural differences▪ Price may need to reflect exchange rate differences and taxes▪ Promotion may need to change to suit language and cultural differences▪ Place may be affected by transportation methods and e-commerce- Consider the implications of the global market for businesses in the local economy- Demonstrate knowledge and understanding of the role of the EU- Evaluate the role of the EU



Resource 1: EU Membership

European Union

Key Stage 4
Learning for Life & Work
GCSE Economics

The European Union

The beginnings of the European Union date back to 1950, when the French Foreign Minister Robert Schuman proposed integrating the coal and steel industries of Western Europe. As a result, the European Coal and Steel Community (ECSC) was set up with six members: Belgium; West Germany; Luxembourg; France; Italy and; the Netherlands. These six countries decided to go further and integrate other sectors of their economies. In 1957 the European Economic Community (EEC) was created with the aim of removing trade barriers between them and forming a common market. European citizens have the right to travel, live, work and study in any European Union member state. However, some restrictions currently apply to new member states.

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UK Government's Treasury



Resource 2: **The European Union – Questions & Answers**

1. Establish the background of the EU and order of accession of states to the union.
2. What are the main reasons for becoming a member of the EU?
3. How do you become a member?
4. What are the benefits of economic monetary union?
5. What impact has the global downturn had on countries in (a) the Euro zone and (b) those outside?
6. What implications does the EU have on border controls, economic migration, human rights?
7. Give some examples of how EU regulations affect employment law, food standards, product packaging and labelling, manufacturing processes?
8. Is there such a thing as European identity?



Resource 3: Identity - Attitudes to the European Union

Based on the Northern Ireland Life and Times survey, search for the data online **OR** interpret the tables and figures below to analyse the views of people in Northern Ireland on their identity and the European Union.

Online instructions

1. Go to www.ark.ac.uk – click on ‘**Surveys**’ → NILT – Northern Ireland Life and Times Survey
2. Once on the NILT home page – click on ‘**Results**’ → ‘**list of modules**’ and scroll down and click on ‘**Europe**’
3. Of the questions listed on the screen, find the following:
 - (1) **NIINEU**: Is Northern Ireland’s participation in the EU a good thing? **2002** (see Table 1 and Table 2)
 - (2) **GOODEU**: In what ways is participation in the EU a good thing? **2002**
 - (3) **BADEU**: In what ways is participation in the EU bad thing? **2002**
 - (4) **NIBENEU**: Has Northern Ireland benefited from being in the EU? **2002**
 - (5) **HOWBENEU**: How has Northern Ireland benefited? **2002**
 - (6) **HOWNOTEU**: How has Northern Ireland not benefited? **2002**
 - (7) **THINKEUR**: Do you think of yourself as European? **2002**

**Table 1: Generally speaking, do you think that Northern Ireland's participation in the European Union is...**

	%
...a good thing	46
...a bad thing	4
...neither good nor bad	28
(Don't know)	22

Table 1a: Results for men and women

	%	
	Male	Female
...a good thing	54	39
...a bad thing	6	3
...neither good nor bad	26	30
(Don't know)	15	28

Table 1b: Results for people of different ages

	%					
	18-24	25-34	35-44	45-54	55-64	65+
...a good thing	47	47	50	52	42	37
...a bad thing	1	3	4	4	4	8
...neither good nor bad	27	30	30	25	32	26
(Don't know)	26	20	17	20	22	29

Table 1c: Results for people of different religions

	%		
	Catholic	Protestant	No religion
...a good thing	54	37	53
...a bad thing	1	8	2
...neither good nor bad	24	31	28
(Don't know)	21	24	18



Table 2: In what ways do you think Northern Ireland's participation in the EU is a good thing? (This Table shows the 6 most popular responses).

	Number of responses
Financial/grants/subsidies/funding	206
Economic	58
Countries of EU working together	56
Don't want to be left behind	55
Thinking of the bigger picture/broadens opinions	48
Business/agriculture/fishing interests	39

Table 2a: ... or a bad thing? (This table shows the 7 most popular responses).

	Number of responses
Too many rules that do not apply to us	8
Farmers/agricultural rules	4
Better to have own laws	4
We have benefited nothing	4
We are nothing to do with them	3
Took jobs away	3
Northern Ireland won't gain as much as the South - we lose more than we gain	3

Table 2b: In what ways do you think has Northern Ireland benefited from membership in the EU? (This table shows issues given by more than 20 respondents).

	Number of responses
Financial - funding/grants/subsidies	482
More funding for farmers/agriculture	39
Economic benefits	28
Improve roads/infrastructure	23
More opportunities for business	21
Investment in all areas	16



Table 2c: ...Or not benefited from the EU?

(This table shows issues given by more 10 or more respondents.)

	Number of responses
Not seen any benefits	33
Not enough money from it	17
Not as much as the South	14
Farming is the only exception to benefit	10

Looking at NILT survey results, make a list of good things and bad things that about Northern Ireland's EU membership

Good things	Bad things



Resource 4: Identity - economic migration

Based on the Young Life and Times survey, search for the data online **OR** interpret the tables and figures below to analyse the views of people in Northern Ireland on minority ethnic groups.

Online instructions

Go to www.ark.ac.uk – click on ‘Surveys’ → Young Life and Times → click on ‘**Results for the 2008 YLT survey are available here.**’ → click on ‘**Minority Ethnic Groups**’

- Looking at Table 1, what percentage of respondents considered themselves to be a minority ethnic?
- See Table 2, what proportion of people feel favourable towards minority ethnic groups?
- What experience do people have of racism, either directly or indirectly? Results are displayed in Tables 3, a-d.
- Looking at Table 4 What has been the most important influence on views on people from other ethnic groups?
- See Table 4, how many people think that sectarian hatred in Northern Ireland is now being directed towards minority ethnic communities?
- Looking at Table 5, do many people think that a lot of local jobs are being taken by other ethnic groups, which is unfair to locals?

Table 1: Minority ethnic groups in Northern Ireland

(The numbers of respondents in the categories are too small to provide a breakdown by age and religion.)

	Number of respondents
Black (African, Caribbean)	4
Chinese	6
South Asian (Indian, Pakistani or Bangladeshi)	2
Irish Traveller	3
Portuguese	3
Fillipino	0
Polish	10
Other Eastern European (including Bulgarian and Romanian)	5
Other group	1
Mixed ethnic heritage	4
Don't know	25
None of these groups	829
Missing	49
All	941

**Table 2: How favourable or unfavourable do you feel about people from minority ethnic communities?**

	%
Very favourable	14
Favourable	22
Neither favourable nor unfavourable	50
Unfavourable	5
Very unfavourable	2
Don't know	7

Table 2a: Results for men and women

	%	
	Male	Female
Very favourable	12	16
Favourable	17	24
Neither favourable nor unfavourable	53	48
Unfavourable	7	4
Very unfavourable	2	2
Don't know	9	6

Table 2b: Results for people of different religions

	%		
	Catholic	Protestant	No religion
Very favourable	15	11	18
Favourable	23	19	25
Neither favourable nor unfavourable	49	53	43
Unfavourable	3	8	5
Very unfavourable	1	3	2
Don't know	9	6	7

**Table 3: Have you yourself ever been a victim of any kind of racist harassment or assault outside of school?**

	%
Yes	3
No	97

Table 3a: Have any of your friends called someone names to their face because of their colour or ethnic origin?

	%
Often	3
Sometimes	9
Only once or twice	19
Never	66
Can't choose	3

Table 3b: Have you ever called someone names to their face because of their colour or ethnic origin?

	%
Often	0
Sometimes	1
Only once or twice	8
Never	90
Can't choose	1

Table 3c: Thinking about your time in school, have you yourself ever witnessed any kind of racist bullying or harassment in your school?

	%
Yes	35
No	65



Table 3d: Have you yourself ever been a victim of any kind of racist bullying or harassment in your school?

	%
Yes	5
No	95

Table 3e: Do you know anyone personally who has been the victim of any kind of racist harassment or assault outside of school?

	%
Yes	19
No	82

Table 4: Thinking about how you feel about people from other ethnic backgrounds to yourself, what do you think has been the most important influence on your views?

	%
My church or place of worship	8
My family	37
My school	14
My friends	18
The media	12
Other	4
Don't know	8

Table 5: Sectarian hatred is now being directed towards minority ethnic communities, especially foreign workers coming into Northern Ireland.

	%
Strongly agree	14
Agree	52
Neither agree nor disagree	17
Disagree	9
Strongly disagree	2
Don't know	7

**Table 6: A lot of local jobs are being taken by other ethnic groups, which is unfair to locals.**

	%
Strongly agree	17
Agree	30
Neither agree nor disagree	24
Disagree	21
Strongly disagree	7
Don't know	1



Resource 5: Action Cards 'Positive and Negative'

Teachers note – we have provided a selection of responses, please choose all of them or select ones you feel are most appropriate for your class.

Although especially now during recession, local accuse migrant works of 'stealing our jobs'. They are in reality doing the jobs we don't want to do e.g. cleaning, catering, etc. We should be grateful for the supply of their labour.

After our past we should be glad people from different ethnic groups - we should not scare them off.

As long as they respect our Culture & try to speak English. I don't mind.

As long as they are legal there shouldn't be a problem but jobs, I think, should be given to local people first.

Discrimination of any sort is wrong. Migrant workers are here for a better life they have a right to that.

Any immigrant coming into another country should integrate themselves into that culture and leave their own behind

I feel that if they are living here, they should have the right to a job, as if someone born in Northern Ireland were to travel to an Eastern European country, looking for work, I don't believe they would be badly treated.

Many have a bad reputation because of terrorist attacks in UK and throughout the rest of the world.

The racism these migrant figures are facing is becoming too much and needs to be stopped.

I feel people would accept migrants if they were to speak our language while living here – it's only manners.

Many people don't welcome immigrants, not because they're racist but because they don't like change and unfamiliarity.

I feel that they have every right to be here and cause our society to be multicultural. That I feel is a positive thing.



Resource 6: Euro vs Pound Debate

How would the majority of people in Northern Ireland have voted in 2002 had there been a referendum about a single currency?

What did people think about the future of the £?

How did respondents differ in their opinion in relation to gender, age and religion?

What do you think are the reasons for the difference?

Three years before, in 1999, people in Northern Ireland were also asked whether or not the Assembly should support the introduction of a single European currency in Northern Ireland.

What did the majority of respondents think then about what the Assembly should do?
How did opinion develop between the 1999 and 2002 surveys?