Urdd

Neges Heddwch ac Ewyllys Da
Peace and Goodwill Message

**Gwrth-hiliaeth**
**Anti-racism**

## GALW. NHW. ALLAN.

Rhanna. Cefnoga. Gweithreda.

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# PECYN ADDYSG

Thema Neges Heddwch
ac Ewyllys Da 2023
yw Gwrth-hiliaeth

#Heddwch2023

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S4C

# CYNNWYS

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# CYFLWYNIAD

**Croeso i becyn addysg Neges Heddwch yr Urdd, ar thema Gwrth-hiliaeth. Mae'r pecyn yma'n cael ei gyhoeddi ar y cyd ag S4C.**

Lluniwyd y pecyn yma ar eich cyfer i helpu ysgolion cynradd ac uwchradd, ynghyd â grwpiau ieuenctid, i wneud gwaith ar y thema bwysig yma. Yn y pecyn, byddwn yn cynnig gwybodaeth am sut i werthfawrogi pobl Ddu, Asiaidd ac o gefndiroedd y mwyafrif byd-eang yng Nghymru, a sut gallwn ni weithredu diwylliant gwrth-hiliol yn ein bywydau bob dydd.

## BETH YW NEGES HEDDWCH AC EWYLLYS DA YR URDD?

Ers 1922, mae'r Urdd wedi cynhyrchu neges o Heddwch ac Ewyllys Da wedi'i chyfleu i ddechrau drwy god Morse, yna gan Wasanaeth y Byd y BBC, ac yn fwy diweddar drwy gyfryngau digidol, gyda'r nod o uno plant ledled y byd a'u cefnogi i alw am fyd tecach, mwy cyfartal a mwy heddychlon.

Bob blwyddyn ers 1922, drwy gyfnodau anodd, rhyfeloedd byd a chyfnodau o ddirwasgiad mawr, mae'r Urdd wedi creu neges flynyddol i estyn allan i'r byd gyda thema wahanol o heddwch ac ewyllys da. Dros y blynyddoedd, mae'r themâu wedi cynnwys y bom atomig, ffoaduriaid, tlodi, rhyfel, trais, cydraddoldeb i fenywod a merched a'r argyfwng hinsawdd.

Mae Neges Heddwch ac Ewyllys Da yr Urdd ar gyfer 2023 yn canolbwyntio ar Wrth-hiliaeth.

## Sut i gefnogi CYN Mai 18:

**Ewch ar ein gwefan lle gellid:**

- Darllen a lawrlwytho'r neges mewn dros 50 o ieithoedd gwahanol
- Ar **18 Ebrill** mi allwch lawrlwytho ein pecyn addysg a chynnal sesiynau gyda phlant a phobl ifanc ar y pwnc yn eich ysgol, sefydliad, neu gymuned

## Cefnogwch ar 18 MAI

**Rhannwch a chefnogwch ein Neges Heddwch ac Ewyllys Da ar y cyfryngau cymdeithasol ar 18 Mai, gan ddefnyddio:**

**#Heddwch2023**

**EISIAU GWYBOD MWY?**

**Cysylltwch â ni –**

heddwch@urdd.org
www.urdd.cymru/heddwch

**GALW. NHW. ALLAN. CALL. THEM. OUT.**

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# BETH YW GWRTH-HILIAETH?

A beth yw'r gwahaniaeth rhwng bod yn 'anhiliol' a bod yn 'wrth-hiliol'?

Gwrth-hiliaeth ydy gweithio yn erbyn hiliaeth i wneud newidiadau sy'n hyrwyddo cymdeithas deg.

Mae hyn yn gofyn am y canlynol:

- GONESTRWYDD
- HUNAN-YMWYBYDDIAETH
- DEALLTWRIAETH
- YMDRECH
- EMPATHI

Mae pobl yn aml yn credu ar gam fod peidio bod yn hiliol yn ddigon. Y broblem gyda'r safbwynt yma yw nad yw pobl yn deall yn llawn y materion sefydliadol a strwythurol sy'n cynnal goruchafiaeth pobl wyn ac yn cyfrannu at ymddygiadau, agweddau a pholisïau hiliol.

Mae dweud "ond dydw i ddim yn hiliol" hefyd yn caniatáu i bobl osgoi cymryd rhan mewn gwrth-hiliaeth. Mae'n ffordd o ddweud "nid fy mhroblem i yw hynna".

Problem arall yw bod ymchwil wedi canfod bod pobl sy'n credu nad ydyn nhw'n hiliol yn aml yn llawer mwy rhagfarnllyd nag y maen nhw'n meddwl ydyn nhw. Dyna pam mae Llywodraeth Cymru wedi creu strategaeth i symud i fod yn wlad wrth-hiliol erbyn 2030.

Yn ôl Llywodraeth Cymru, 'Hiliaeth' yw:

**Term am drin pobl yn wael neu'n annheg ar sail eu hil.**

Mae'n hiliaeth pan fydd rhywun yn defnyddio geiriau neu weithredoedd i wahaniaethu yn erbyn pobl oherwydd lliw eu croen, eu hiaith, eu crefydd neu eu diwylliant.

## Beth yw braint pobl wyn?

Yn ôl erthygl gan Cory Collins yn y cylchgrawn ar-lein Learning for Justice, 'mae braint pobl wyn yn bodoli oherwydd hiliaeth a thueddiadau hanesyddol, parhaus'. O bethau syml fel gallu prynu cynhyrchion gwallt a chroen sy'n addas i chi yn hawdd, i beidio cael eich cau allan o gyfleoedd swydd oherwydd eich enw, mae braint pobl wyn yn golygu gwell cyfleoedd bywyd. Hyd yn oed os yw rhywun gwyn wedi wynebu llawer o heriau yn eu bywyd, nid yw lliw eu croen yn gwneud pethau'n anoddach.

## YSTADEGAU:

- Mae **94.8%** o boblogaeth **Cymru** yn disgrifio eu grŵp ethnig fel Gwyn. Roedd hyn yn amrywio fesul rhanbarth, o **97.3%** o'r boblogaeth yn y **gogledd** i **93.3%** yn y **de-ddwyrain**.
- Mae **5.2%** o'r boblogaeth yn disgrifio'u hunain fel **Asiaidd**, **Du**, '**Grwpiau ethnig cymysg/ lluosog**' neu '**Grwpiau ethnig eraill**'. Y rhai sy'n disgrifio'u grŵp ethnig fel Asiaidd yw'r grŵp ethnig mwyaf yng Nghymru (2.4% o'r boblogaeth).
- Dros y **chwe blynedd** diwethaf, mae cyfran y boblogaeth sy'n disgrifio eu hunain fel **Asiaidd, Du**, '**Grwpiau ethnig cymysg/ lluosog'** neu '**Grwpiau ethnig eraill**' wedi **cynyddu'n gyson** ar draws pob rhanbarth.
- Roedd canran y bobl a nododd eu bod yn **Wyn** yn cynyddu yn ôl grŵp oedran (o **91.0%** ar gyfer y rhai **o dan 16 oed**, i **99.0%** ar gyfer y rhai **65 oed a hŷn**). Ond roedd y patrwm yma'n mynd i'r gwrthwyneb ar gyfer pob grŵp ethnig arall.

# PAM DEWIS THEMA GWRTH-HILIAETH YN 2023?

## Troseddau Casineb; Addysg; ac Iechyd Meddwl

Dewiswyd y thema yma gan bobl ifanc Cymru oherwydd eu bod nhw'n teimlo'r angen i sicrhau bod pawb yn gweithredu mewn modd gwrth-hiliol, er mwyn creu gwlad, a byd, sy'n fwy cyfartal i bawb.

Yn anffodus, mae hiliaeth yn dal i fodoli yng Nghymru ac ar draws y byd. Yn y flwyddyn a ddaeth i ben ym mis Mawrth **2022**, cofnodwyd **155,841** o **droseddau casineb** gan yr heddlu yng Nghymru a Lloegr, sef cynnydd o **26%** ers y flwyddyn a ddaeth i ben ym mis Mawrth 2021 (124,104 o droseddau). Roedd 109,843 o droseddau casineb hiliol ac 8,730 o droseddau casineb crefyddol.

Fel mewn blynyddoedd blaenorol, roedd mwyafrif y **troseddau casineb wedi'u hysgogi** gan **hiliaeth**, gan gyfrif am dros ddwy ran o dair o'r holl droseddau o'r fath (**70%**; **109,843 o droseddau**). Cynyddodd troseddau casineb a ysgogwyd gan hiliaeth 19% rhwng y flwyddyn a ddaeth i ben ym mis Mawrth 2021 a'r flwyddyn a ddaeth i ben ym mis Mawrth 2022.

"Mae ffeithiau anghydraddoldeb hiliol yn system addysg Cymru bellach wedi'u tystiolaethu a'u dogfennu'n dda. Mae cyrhaeddiad plant a phobl ifanc o rai cymunedau Lleiafrifol yn cael ei rwystro gan gwricwlwm sydd wedi methu â chynrychioli eu hanes, a chyfraniadau eu cymunedau, ddoe a heddiw … cânt eu rhwystro gan brofiadau o hiliaeth yn eu bywyd ysgol bob dydd. Rhaid i hyn newid."
– Yr Athro Charlotte Williams (Llywodraeth Cymru 2021)

### Mae'r elusen iechyd meddwl 'Mind' yn dweud:

Gall hiliaeth gael effeithiau dychrynllyd ar iechyd meddwl, gan wneud i rywun deimlo:

Yn unig, yn ynysig neu nad oes croeso iddynt. Yn enwedig os yw pobl neu sefydliadau wedi dweud neu awgrymu nad ydych chi'n perthyn.

Yn bryderus, yn ofnus ac yn anniogel. Efallai y byddwch chi'n poeni am sut mae pobl yn mynd i'ch gweld a'ch trin.

Yn ddig neu'n rhwystredig, yn enwedig os ydych chi wedi cael eich trin yn annheg, ac os ydych chi'n teimlo'n analluog i'w reoli.

Gall profi hiliaeth achosi hiliaeth fewnol. Mae hyn yn golygu bod â barn negyddol amdanon ni ein hunain oherwydd ein hil, ac mae'n gallu arwain at hunan-werth isel a phroblemau iechyd meddwl.

Mae hyn i gyd yn rhoi unigolion o dan straen ac yn gallu cael effaith fwy hirdymor sy'n cynnwys problemau iechyd corfforol, fel cynnydd mewn pwysedd gwaed.

# AMCANION LLYWODRAETH CYMRU

## I FOD YN GYMRU WRTH-HILIOL ERBYN 2030

Mae Llywodraeth Cymru yn addo hybu hawliau pobl Ddu, Asiaidd a Lleiafrifoedd Ethnig i gael eu parchu; gweithio gyda'n gilydd, fel pobl wyn a phobl o leiafrifoedd ethnig, i wneud newidiadau ar y cyd i wella Cymru; datblygu dealltwriaeth gytûn, a chytuno ar gamau er mwyn taclo hiliaeth; a dathlu'r gwahaniaethau a'r pethau tebyg rhwng cymunedau lleiafrifoedd ethnig, lle rydyn ni'n unedig a ddim yn cael ein gwahanu gan y pethau sy'n ein gwneud ni'n wahanol.

### Y gobaith yw, i greu Cymru gynhwysol drwy gyrraedd yr amcanion canlynol:

- Ni fydd rhaid i bobl Ddu, Asiaidd a lleiafrifoedd ethnig ddioddef hiliaeth mewn cymdeithas mwyach.
- Gweld bod pob un o'n ffyrdd o fyw yn cael eu clywed a bod pobl yn sefyll drostynt.
- Peidio â bod yn bryderus am hiliaeth mwyach.
- Ni fydd rhaid mynd ar orymdeithiau mwyach i sicrhau bod lleisiau'n cael eu clywed.
- Cael y gwasanaethau cywir ar gyfer anghenion pobl.
- Cael eu gweld fel Cymry, heb i bobl ofyn "O ble wyt ti'n dod?"
- Gwybod eu bod yn cael eu recriwtio ar gyfer eu sgiliau.

# GWEITHGAREDDAU

## Gweithgaredd 1

Oedran 7 - 13

### Plannwch Rosyn John Ystumllyn a thrafodwch ei etifeddiaeth.

**Rhan 1** - Archwilio a thrafod sut roedd bywyd John Ystumllyn yn wahanol i'r rhan fwyaf o'r bobl gafodd eu gwerthu yn Lloegr.

Ewch YMA i wefan Cadw

**Rhan 2** - Darllen y stori a thrafod pam mae'r rhosyn wedi cael ei enwi ar ôl John Ystumllyn.

**Rhan 3** - Plannu'r rhosyn yng ngardd yr ysgol neu mewn pot.

Ewch YMA i wefan rhosyn John Ystumllyn.

## Gweithgaredd 2

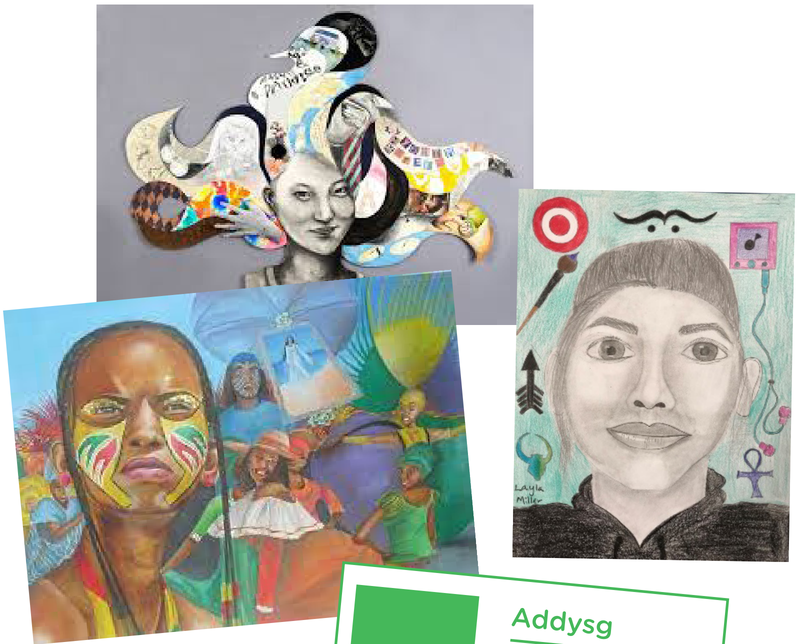
Oedran 7 - 16

### Mary Seacole a Betsi Cadwaladr

**Rhan 1** - Archwilio beth oedd gan Mary Seacole a Betsi Cadwaladr yn gyffredin. Beth oedd y rhesymau doedd Florence Nightingale neu'r Swyddfa Ryfel ddim eisiau iddyn nhw helpu i edrych ar ôl milwyr yn rhyfel y Crimea (1853 - 1856)?

**Rhan 2** - Trafod y gwahaniaethau rhwng y tair menyw a'r sgiliau oedd ganddynt. Gallwch ddefnyddio diagram Venn.

**Rhan 3** - Gall ysgolion cynradd greu portreadau gyda phethau sy'n perthyn i Betsi Cadwaladr a Mary Seacole.



Gall disgyblion ysgolion uwchradd greu 'CV' i Mary Seacole

I gynnwys y penawdau:

- Cefndir
- Addysg
- Profiad
- Sgiliau

ENGHRAIFFT
Bras o 'CV'

## Gweithgaredd 3

Oedran 7 - 13

### 'Cân i Gymru'

**Rhan 1** - Enillodd Morgan Elwy gystadleuaeth Cân i Gymru gyda chân Reggae. Gwrandewch ar y gân a thrafod pam mae cerddoriaeth Reggae yn boblogaidd.

**Rhan 2** - Ymchwiliwch hanes Reggae. O ba wlad mae cerddoriaeth Reggae yn dod, a phwy ydy'r perfformwyr sydd wedi ei gwneud yn enwog? Beth ydy rhai o'r themâu mewn caneuon Reggae?

https://cy.wikipedia.org/wiki/Bob_Marley

https://www.s4c.cymru/clic/programme/840142156

**Rhan 3** - Dysgu symudiadau dawnsio Reggae, fel y bowgl, arwyddo'r awyren a rhwyfo'r cwch.

http://tiny.cc/ko56vz

## Gweithgaredd 4

Oedran 11-18

### Ceisiwr lloches yng Nghymru

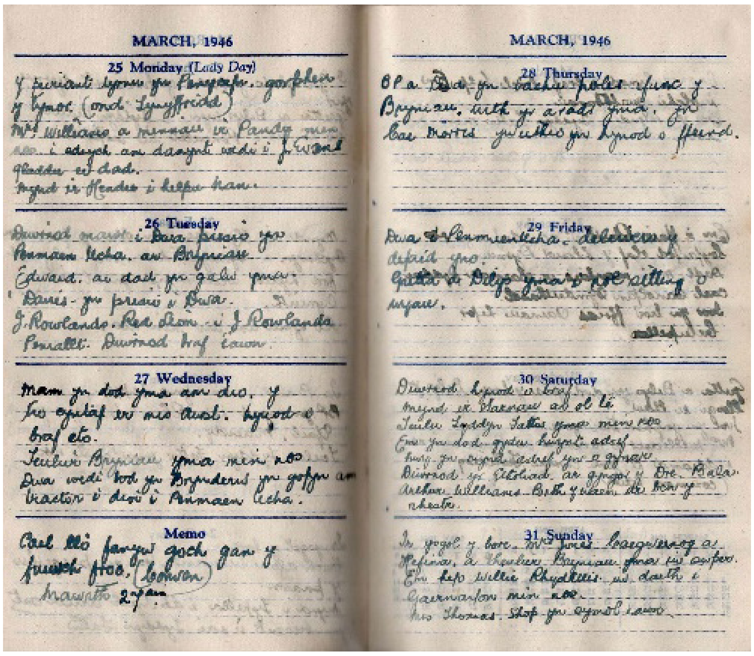
**Rhan 1** - Ymchwilio'r rhesymau pam a sut mae pobl yn dod yn ffoadur?

**Rhan 2** - Trafod y broses o fod yn geisiwr lloches yng Nghymru. Beth yw'r camau i ddiogelwch? Pam allech chi ddewis Cymru? Ymchwilio sut mae ceisiwr lloches yn byw ar ôl cael statws ffoadur. Sut ydych chi'n cael arian i fwyta a gwisgo os nad oes gennych chi swydd?

https://phwwhocc.co.uk/wp-content/uploads/2020/07/HEAR-Report-ES-Welsh-FINAL.pdf

https://www.crisis.org.uk/get-involved/real-life-homeless-stories/bulletins/sams-story-2/

**Rhan 3** - Dilynwch daith o Syria i Gymru drwy lygaid un ceisiwr lloches. Pa mor bell maen nhw wedi teithio? Faint o amser gymerodd hi? Beth welon nhw? Pa foroedd a gwledydd wnaethon nhw deithio drwyddyn nhw neu drostyn nhw?




**Rhan 4** - Dychmygwch fod rhyfel yng Nghymru a bod rhaid i chi ddianc. Ysgrifennwch gerdd/barddoniaeth neu dri chofnod dyddiadur am adael eich cartref i fynd i wlad gyda iaith a diwylliant gwahanol heb rai o aelodau'ch teulu.

Gweithgaredd 5

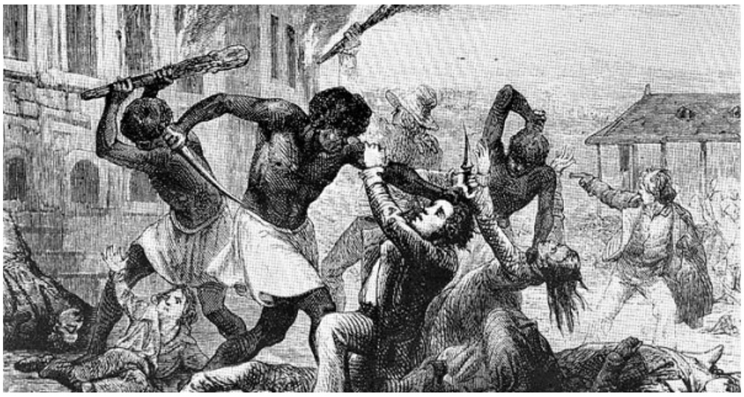
Oedran 11-18

# Diwedd Arferion Caethwasiaeth yn y Caribî

**Rhan 1** - Pam wnaeth llywodraeth Prydain ddileu caethwasiaeth yn y trefedigaethau go iawn? Oedd y bobl yn fodlon gyda bod yn gaethweision? Sut wnaethon nhw ymladd yn ôl?

**Rhan 2** - Trafod cysylltiadau rhwng Cymru a chaethwasiaeth. Er enghraifft, Harri Morgan, Thomas Picton a'r gwlân ar gyfer dillad.

https://www.youtube.com/watch?v=K1q64eLoXgA



**Rhan 3** - Ysgrifennwch lythyr at y llywodraeth yn egluro pam fod gorfodi pobl i mewn i gaethwasiaeth yn drosedd yn erbyn hawliau dynol.

## Wefannau:

https://racecouncilcymru.org.uk/our-aims/

https://www.walesonline.co.uk/news/wales-news/brilliant-black-welsh-celebration-100-15173754

https://educators.wales/sites/default/files/2021-07/Natalie%27s%20story.pdf

https://loveitteachit.walesonline.co.uk/pages/chapter8.html

https://www.bbc.co.uk/news/uk-wales-58813705

https://www.learningforjustice.org/magazine/fall-2018/what-is-white-privilege-really

https://refugeehealthta.org/physical-mental-health/mental-health/adult-mental-health/traumatic-experiences-of-refugees/

https://www.llyw.cymru/sites/default/files/publications/2022-06/cyflwyniad-i%E2%80%99r-cynllun-cymru-wrth-hiliol.pdf

https://www.gov.wales/anti-racist-wales-action-plan-young-peoples-version

https://www.childreninwales.org.uk/cy/newyddion/anti-racist-wales-action-plan/

https://beyondtheborder.com/cy/anti-racism-storytelling-pathways/

www.flintshireandtheslavetrade.org/

https://poblfelni.org.uk/

Anti-Racist Wales Action Plan
https://www.gov.wales/anti-racist-wales-action-plan

## Fideos:

Doll test - The effects of racism on children (ENG) - YouTube

https://tinyurl.com/yfrmvtbe

https://www.youtube.com/watch?v=cGArn1VWAgk

Akala perfectly explains the structural racism that still exists today in Britain. - YouTube

Buckra Massa Pickney, Trailer:
https://vimeo.com/755759074
Full Film – available by arrangement with NWREN

Cymynroddion
https://vimeo.com/786884456

I am Here - Trailer
https://vimeo.com/561903311

I am Here - video showcase
https://vimeo.com/showcase/8364460

Gwladychiaeth y Meddwl gan Wanjiku
https://vimeo.com/561893669

Indiaidd Cymreig gan Ranee
https://vimeo.com/561896401

From Bangladesh to Buckingham Palace:
https://vimeo.com/561889491

From London to Llandudno Junction
https://vimeo.com/561884069

Mudiad Meithrin – animation for preschool [Plantos Cwn Perthyn]
https://youtu.be/sLAyL6rMCAE

## Llyfrau:

Black & British (children's edition) — Round Table Books

Natives by Akala | Waterstones

Why I'm No Longer Talking to White People about Race - Google Books

Neville, H. A., Worthington, R. L., a Spanierman, L. B. (2001). Race, power, and multicultural counseling psychology: Understanding white privilege and color-blind racial attitudes.

Davis, S., Haughton, C., Chapman, S., Okeke, R., Smith, M., Yafele, A. a Yu, K. (2021) Recriwtio a chadw athrawon Du, Asiaidd a Lleiafrifoedd Ethnig yng Nghymru – Astudiaeth ymchwil ansoddol. llyw.cymru

https://urdd.sharepoint.com/:b:/s/CyfathrebuCyhoeddus2/EWfAtFwKz9dDsRHRpuZhXVEB6dRx-b6e7Ifj-zdjs3XfdNQ?e=rHuSrG

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# EDUCATION PACK

The 2023 Peace and Goodwill Message focuses on the theme of Anti-racism

#Heddwch2023

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# INTRODUCTION

**Welcome to the Urdd's Peace Message education pack, on the theme of Anti-racism. This pack is published in conjunction with S4C.**

The education pack was created to help primary and secondary schools, as well as youth groups, to work on this important theme. In the pack, we provide information on how to value Black, Asian and global majority people in Wales, and how we can implement an anti-racist culture in our everyday lives.

## WHAT IS THE URDD'S MESSAGE OF PEACE AND GOODWILL?

Since 1922, the Urdd has produced a message of Peace and Goodwill, communicated initially via Morse code, then by the BBC World Service, and more recently via digital media, with the aim of uniting children throughout the world and supporting them to call for a fairer, more equal and more peaceful world.

Every year since 1922, through difficult times, world wars and periods of great depression, the Urdd has created an annual message to reach out to the world with different themes of peace and goodwill. Over the years, the themes have included the atomic bomb, refugees, poverty, war, violence, equality for women and girls and the climate crisis.

The Urdd's Message of Peace and Goodwill for 2023 focuses on Anti-racism.

## How to support BEFORE May 18:

**Visit our website where you can:**

- Read and download the message in over 50 different languages
- On **18 April** you can download our education pack and organise lessons with children and young people in your school, organisation, or community

## Support on 18 MAY

**Share and support our Peace and Goodwill Message on social media on 18 May, using:**

**#Heddwch2023**

**WANT TO FIND OUT MORE?**

**Please get in touch –**
**peace@urdd.org**
**www.urdd.cymru/heddwch**

# WHAT IS ANTI-RACISM?

**And what is the difference between being 'non-racist' and being 'anti-racist'?**

Anti-racism means working against racism to make changes that will promote a fair society.

This requires:

- HONESTY
- SELF-AWARENESS
- UNDERSTANDING
- EFFORT
- EMPATHY

People often mistakenly believe that not being racist is enough. The problem with this view is that people do not fully understand the institutional and structural issues that uphold white supremacy and contribute to racist behaviours, attitudes and policies.

Saying "but I'm not racist" also allows people to avoid engaging in anti-racism. It's a way of saying "that's not my problem".

Another issue is that research has found that people who believe they are not racist are often much more prejudiced than they think they are. That is why the Welsh Government has created a strategy to move towards being an anti-racist country by 2030.

According to the Welsh Government, 'Racism' is:

**A term for treating people badly or unfairly on the basis of their race.**

When someone uses words or actions to discriminate against people because of the colour of their skin, their language, their religion or their culture.

## What is white privilege?

According to Cory Collins in an article in the online magazine Learning for Justice, 'white privilege exists because of historic, enduring racism and biases'. From basic things like being able to easily buy hair and skin products that suit you, to being shut out of job opportunities because of your name, white privilege means better life chances. Even if a white person has faced many challenges in their life, the colour of their skin does not make things more difficult.

## STATISTICS:

- **94.8%** of the population of **Wales** describe their ethnic group as White. This varied by region, from **97.3%** of the population in the **north** to **93.3%** in the **south-east**.
- **5.2%** of the population describe themselves as **Asian**, **Black**, '**Mixed/multiple ethnic groups**' or '**Other ethnic groups**'. Those who describe their ethnic group as Asian are the largest ethnic group in Wales (2.4% of the population).
- Over the past **six years**, the proportion of the population describing themselves as **Asian**, **Black**, '**Mixed/multiple ethnic groups**' or '**Other ethnic groups**' has increased consistently across all regions.
- The percentage of people who identified themselves as **White** increased by age group (from **91.0%** for those **under 16**, to **99.0%** for those aged **65 and over**). But the opposite pattern was seen for all other ethnic groups.

# WHY CHOOSE THE THEME OF ANTI-RACISM IN 2023?

## Hate Crimes; Education; and Mental Health

This theme was chosen by the young people of Wales because they feel the need to ensure that everyone acts in an anti-racist way, in order to create a country, and a world, that is more equal for everyone.

Unfortunately, racism still exists in Wales and across the world. In the year ending March 2022, 155,841 hate crimes were recorded by the police in England and Wales, an increase of 26% since the year ending March 2021 (124,104 crimes). There were 109,843 race hate crimes and 8,730 religious hate crimes.

As in previous years, the majority of hate crimes were motivated by racism, accounting for over two-thirds of all such crimes (70%; 109,843 crimes). Racially motivated hate crimes saw an increase of 19 per cent between the year ending March 2021 and the year ending March 2022.

"The facts of racial inequality in the Welsh education system are now well evidenced and documented. The attainment of children and young people from some Minority communities is being hampered by a curriculum that has failed to represent their histories, and the contributions of their communities, past and present... they are hampered by experiences of racism in their everyday school life. This must change." – Professor Charlotte Williams (Welsh Government 2021)

### Mental health charity Mind says:

Racism can have detrimental effects on mental health, making people feel:

Unwelcome, lonely or isolated. Especially if people or organisations have said or implied that you don't belong.

Anxious, fearful and unsafe. You may worry about how people are going to perceive and treat you.

Angry or frustrated, particularly if you're being treated unfairly, and if you feel powerless to control it.

Experiencing racism can cause internalised racism. This means holding negative views about ourselves because of our race, and it can lead to low self-esteem and mental health problems.

All of this puts individuals under stress and can have a more long-term impact including physical health problems, like increased blood pressure.

# THE WELSH GOVERNMENT'S OBJECTIVES

## TO BE AN ANTI-RACIST WALES BY 2030

The Welsh Government promises to promote the rights of Black, Asian and Minority Ethnic people to be respected; work together, as white people and people from ethnic minorities, to make changes together to improve Wales; develop a common understanding, and agree steps to tackle racism; and celebrate the differences and similarities between ethnic minority communities, where we are united and not separated by the things that make us different.

Mae modd darllen mwy am strategaeth Gwrth Hiliaeth Llywodraeth Cymru yma:

https://www.llyw.cymru/cynllun-gweithredu-cymru-wrth-hiliol

### The hope is to create an inclusive Wales by meeting the following objectives:

- Black, Asian and ethnic minority people will no longer have to suffer racism in society.
- Seeing every way of life being heard and stood up for.
- No longer being anxious about racism.
- It will no longer be necessary to go on marches to ensure that voices are heard.
- People receiving the right services for their needs.
- Being seen as Welsh, without people asking "Where are you from?"
- Knowing that they are being recruited for their skills.

# ACTIVITIES

## Activity 1

Age 7 - 13

### Plant a John Ystumllyn Rose and discuss his legacy

**Part 1** - Explore and discuss how John Ystumllyn's life was different to the lives of most of the people who were sold in England.

Click HERE for Cadw's website

**Part 2** - Read the story and discuss why the rose has been named after John Ystumllyn.

**Part 3** - Plant the rose in the school garden or in a pot.

Click HERE for a webpage on John Ystumllyn's rose.

## Activity 2

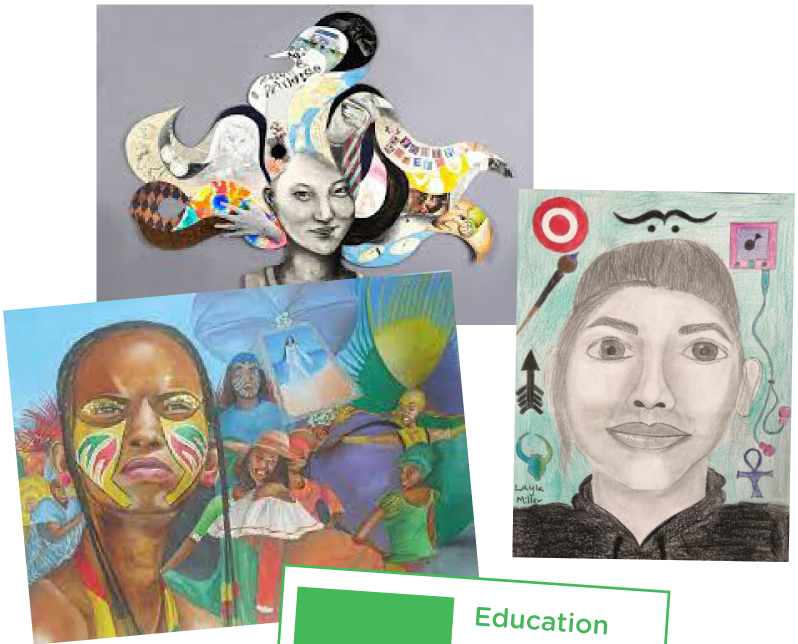
Ages 7 - 16

### Mary Seacole and Betsi Cadwaladr

**Part 1** - Explore what Mary Seacole and Betsi Cadwaladr had in common. What were the reasons Florence Nightingale or the War Office didn't want them to help look after soldiers in the Crimean war (1853 - 1856)?

**Part 2** - Discuss the differences between the three women and the skills they had. You can use a Venn diagram.

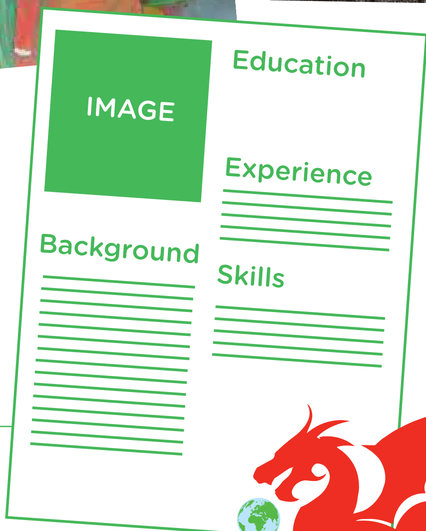
**Part 3** - Primary schools can create portraits with objects that relate to Betsi Cadwaladr and Mary Seacole.



Secondary school pupils can create a CV for Mary Seacole

To include the headlines:

- Background
- Education
- Experience
- Skills




TEMPLATE of 'CV'

GALW. NHW. ALLAN. CALL THEM. OUT.

Rhanna. Cefnoga. Gweithreda. | Share. Support. Take action.

## Activity 3
Ages 7 - 13

## 'Cân i Gymru'

**Part 1** - Morgan Elwy won the national song competition Cân i Gymru with a Reggae song. Listen to the song and discuss why Reggae music is popular.

**Part 2** - Research the history of Reggae. What country does Reggae come from, and which performers have made it famous? What are the themes in Reggae songs?

https://en.wikipedia.org/wiki/Bob_Marley

https://www.s4c.cymru/clic/programme/840142156

**Part 3** - Learn Reggae dance moves, such as the bogle, signal the plane and row the boat.

http://tiny.cc/ko56vz

## Activity 4
Ages 11-18

## Asylum seeker in Wales

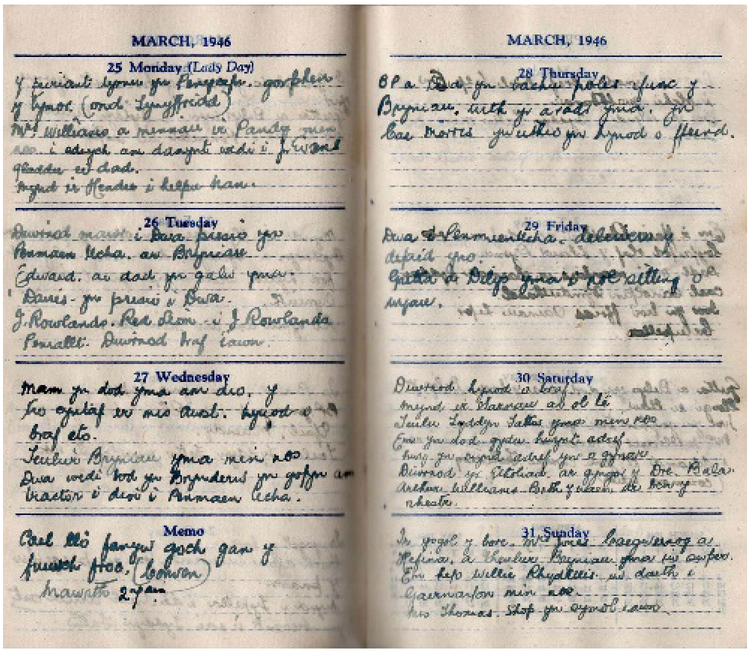
**Part 1** - Investigate the reasons why people become refugees.

**Part 2** - Discuss the process of being an asylum seeker in Wales. What are the steps to safety? Why might you choose Wales? Investigate how an asylum seeker lives after being granted refugee status. How do you get money for food and clothes if you don't have a job?

http://phwwhocc.co.uk/ih/wp-content/uploads/sites/4/2021/06/HEAR_Report_ES_English_FINAL-1.pdf

https://www.crisis.org.uk/get-involved/real-life-homeless-stories/bulletins/sams-story-2/

**Part 3** - Follow a journey from Syria to Wales through the eyes of one asylum seeker. How far have they travelled? How long did it take? What did they see? What seas and countries did they travel through or over?


MARCH, 1946
25 Monday (Lady Day)
26 Tuesday
27 Wednesday
Memo
MARCH, 1946
28 Thursday
29 Friday
30 Saturday
31 Sunday

**Part 4** - Imagine there is a war in Wales and you have to escape. Write a poem or three diary entries about leaving your home to go to a country with a different language and culture without some of your family members.

Activity 5

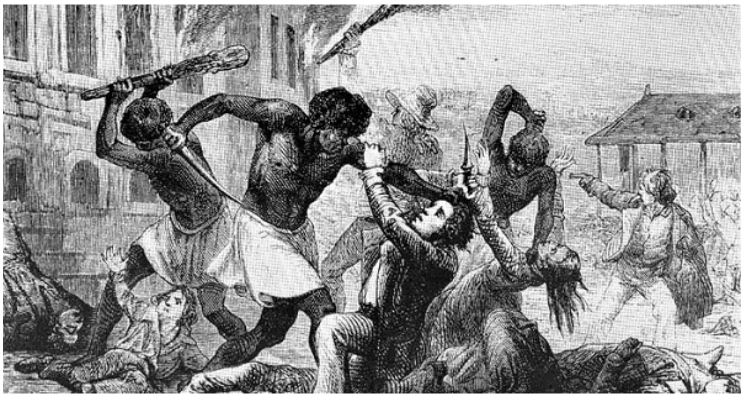
Ages 11-18

# The End of Slavery Practices in the Caribbean

**Part 1** - Why did the British government really abolish slavery in the colonies? Were the people happy being slaves? How did they fight back?

**Part 2** - Discuss links between Wales and slavery. For example, Henry Morgan, Thomas Picton and the wool used for clothing.

https://www.youtube.com/watch?v=K1q64eLoXgA



**Part 3** - Write a letter to the government explaining why forcing people into slavery is a crime against human rights.

# EXTRA RESOURCES

## Websites:

https://racecouncilcymru.org.uk/our-aims/

https://www.walesonline.co.uk/news/wales-news/brilliant-black-welsh-celebration-100-15173754

https://educators.wales/sites/default/files/2021-07/Natalie%27s%20story.pdf

https://loveitteachit.walesonline.co.uk/pages/chapter8.html

https://www.bbc.co.uk/news/uk-wales-58813705

https://www.learningforjustice.org/magazine/fall-2018/what-is-white-privilege-really

https://refugeehealthta.org/physical-mental-health/mental-health/adult-mental-health/traumatic-experiences-of-refugees/

https://www.llyw.cymru/sites/default/files/publications/2022-06/cyflwyniad-i%E2%80%99r-cynllun-cymru-wrth-hiliol.pdf

https://www.gov.wales/anti-racist-wales-action-plan-young-peoples-version

https://www.childreninwales.org.uk/cy/newyddion/anti-racist-wales-action-plan/

https://beyondtheborder.com/cy/anti-racism-storytelling-pathways/

www.flintshireandtheslavetrade.org/

https://poblfelni.org.uk/

Anti-Racist Wales Action Plan
https://www.gov.wales/anti-racist-wales-action-plan

## Videos:

Doll test - The effects of racism on children (ENG) - YouTube

https://tinyurl.com/yfrmvtbe

https://www.youtube.com/watch?v=cGArn1VWAgk

Akala perfectly explains the structural racism that still exists today in Britain. - YouTube

Buckra Massa Pickney, Trailer:
https://vimeo.com/755759074
Full Film – available by arrangement with NWREN

Cymynroddion/Legacies
https://vimeo.com/786884456

I am Here - Trailer
https://vimeo.com/561903311

I am Here - video showcase
https://vimeo.com/showcase/8364460

Colonialism of the Mind / Gwladychiaeth y Meddwl by / gan Wanjiku
https://vimeo.com/561893669

Welsh Indian / Indiaidd Cymreig by Ranee
https://vimeo.com/561896401

From Bangladesh to Buckingham Palace:
https://vimeo.com/561889491

From London to Llandudno Junction
https://vimeo.com/561884069

Mudiad Meithrin – animation for preschool [Plantos Cwn Perthyn]
https://youtu.be/sLAyL6rMCAE

## Books:

Black & British (children's edition) — Round Table Books

Natives by Akala | Waterstones

Why I'm No Longer Talking to White People about Race - Google Books

Neville, H. A., Worthington, R. L., a Spanierman, L. B. (2001). Race, power, and multicultural counseling psychology: Understanding white privilege and color-blind racial attitudes.

Davis, S., Haughton, C., Chapman, S., Okeke, R., Smith, M., Yafele, A. a Yu, K. (2021) Recriwtio a chadw athrawon Du, Asiaidd a Lleiafrifoedd Ethnig yng Nghymru – Astudiaeth ymchwil ansoddol. llyw.cymru

https://urdd.sharepoint.com/:b:/s/CyfathrebuCyhoeddus2/EWfAtFwKz9dDsRHRpuZhXVEB6dRxb6e7Ifj-zdjs3XfdNQ?e=rHuSrG

GALW. NHW. ALLAN. CALL. THEM. OUT.
Rhanna. Cefnoga. Gweithreda. | Share. Support. Take action.