

**TEACHER'S NOTES**

**RACISM**

**VIDEO VAULT**

## **VIDEO 1 "TAKE-AWAY RACISM"**

### **LEARNING OUTCOMES:**

- Pupils will improve their understanding of what racism is
- Pupils will explore some of the reasons why people are racist
- Pupils will think about the consequences of anti-racist actions
- Pupils will begin to realise that it is not always right to follow the crowd

### **SUGGESTED STRUCTURED ACTIVITIES TO REINFORCE LEARNING OUTCOMES:**

- Debate
- Workshops
- Role play
- Pupil journal
- Collages

### **RESOURCES:**

Video clip - Take-away racism (1 min 3 secs) Located in Video vault, Racism section.

Advice sheet (Appendix 1)

**SUGGESTED TIMING:** 1 hour  
(depending on size, receptivity and ability of class)

### **LESSON SEQUENCE:**

#### **Preparation**

- Explain to pupils that we are going to watch a short video clip and then look at the issues of **racism** and **anti-racism**
- Pupils are asked to brainstorm these words on the whiteboard
- Pupils should then go to the Glossary on this website to pursue a definition (Teacher may want to look up the definition beforehand)
- Before pupils watch the video they should be told that this is an undercover recording set in a kebab shop in Belfast. In it they will see racism in action and also one man standing up for the workers in the shop.
- Write the following questions up on the whiteboard:

- Do you consider the behaviour of the young men to be unacceptable? What in particular?
- Why do you think the young men abused the workers in this way?
- What impact would this experience have on the business people involved?
- Why do you think the workers did not stand up for themselves?
- Why do you think the man on his own stood up to the abusers on behalf of the workers?
- What would you have done as a bystander?

- Students watch video clip
- Consideration of questions asked  
(including help with lesson glossary if required)

## Task

- Pupils will re-enact the situation they have just seen in the video clip
- Pupils get into three groups
  - (1) Workers - 6 pupils
  - (2) Abusers \*
  - (3) Bystanders \*

\* Rest of the class makes up these 2 groups which should be similar in size.
- Groups are given advice sheet (Appendix 1) and some time to prepare
- Teacher should sit in and monitor the Bystanders group while they are preparing
- The **re-enactment**

Pupils set up the classroom as the kebab shop with some pupils acting as **Workers**, others acting as **Abusers** and others acting as **Bystanders**. They act out a similar scene to the one they just watched in the video clip.

## Conclusion

Pupils sit in their groups and are given an opportunity to describe how they felt about the re-enactment.

- Did anyone enjoy their role? Why?
- Did anyone feel uncomfortable? Why?
- Did anyone want to say something and didn't? Why didn't they?
- Do you think as many people would have spoken up for the workers in real life? (if appropriate)
- Do you think we should speak up for people who are being abused?

## Homework

Pupils write into pupil journal their thoughts on the lesson in general and think about any time they may have been a bystander when a person or group was being picked on by another group.

**EXTENSION ACTIVITIES:**

**Newspapers:** look through for stories on maltreatment of minorities (Could set a time period for this – a week or a month. Then pupils report back on their findings.)

**Research project:** pupils could produce a piece of work which would include statistics and reasons for racist attacks and abuse in Northern Ireland

**Exhibition:** complete 'Anti-racism project' lesson (located in Racism section)

**LESSON GLOSSARY:**

**Anti-racism:** Demonstrating that you are opposed to treating people differently because of their race or colour. Encouraging people from different ethnic backgrounds to treat each other equally.

**Bystander:** Someone who is present but not taking part in what is going on.

**Nationalist area:** An area where the majority of residents believe that their country should have its own independent government. In Northern Ireland, generally these areas are populated by members of the Catholic faith.

**Perpetrator:** Someone who has committed a crime or a harmful action.

**Prejudice:** When a person dislikes another for no good reason, or has formed a hostile opinion of someone before even getting to know them.

**Racism:** The belief that one group of people is inferior to another because of the race they belong to.

**Victim:** Someone who has been hurt, made to suffer or even killed by another.

**APPENDIX 1****Advice Sheet****WORKERS**

You will be on one side of the desks (when the classroom is set up) and are asked not to respond to the abuse you are getting. Just keep your head down and pretend to be working.

For the discussion after the re-enactment please talk about the emotions you felt and the things you wanted to say during the hail of abuse.

**ABUSERS / PERPETRATORS**

You will be expected to give a lot of verbal abuse to the workers in the kebab shop. Get together and try to make a written list of the kind of things that might be said (your teacher will read these before the re-enactment).

You will be on the opposite side of the desks (when the classroom is set up) to the Workers' group.

Each person in your group will have at least one line to say. Check with your teacher whether you are allowed to improvise during the re-enactment.

**BYSTANDERS**

You will not be part of the core abusing group. You are just waiting on your kebab carry-out.

You are allowed to react in whatever way would feel natural for you in such a scenario.

Your group should talk to each other about what they think they would do. Some of you may decide to join in, others to keep their heads down and others to stand up for the workers.

**TEACHER'S NOTES**

**RACISM**

**VIDEO VAULT**

**VIDEO 2 "RACIST ATTACKS"**

**LEARNING OUTCOMES:**

- Pupils will improve their understanding of what racism is
- Pupils will explore some of the reasons why people are racist
- Pupils will think about the consequences of racist actions
- Pupils will begin to realise that these attacks have an impact right across Northern Ireland and not just in the area involved

**SUGGESTED STRUCTURED ACTIVITIES TO REINFORCE LEARNING OUTCOMES:**

- Debate
- Workshops
- Role play
- Pupil journal
- Collages

**RESOURCES:**

Video clip - Racist attacks (5 mins 38 secs) Located in Video vault, Racism section.

**SUGGESTED TIMING:** 40 minutes  
(depending on size, receptivity and ability of class)

**LESSON SEQUENCE:**

**Preparation**

- Explain to pupils that we are going to watch a short video clip and then look at the issue of racism
- Brainstorm the word racism on the whiteboard (Have pupils experience of or seen others suffering racism?)
- Pupils should then go to the Glossary on this website to pursue a definition (Teacher may wish to look up the definition beforehand)
- Before pupils watch the video clip they should be told that part one will be about an attack on a Chinese man in Belfast at Christmas, part two is an attack on a Portuguese family in Portadown and part three is about an attack on a man from Bangladesh in Belfast. **Pupils should be warned that the video clip contains some graphic and emotional scenes.**

- Write the following questions up on the whiteboard:
  - What happened?
  - Why do you think they faced this treatment?
  - How were the locals who were interviewed reacting to these attacks?
  - Who did this to them and why?
  - What impact did these experiences have on the families involved?
- Students watch video clip
- Consideration of questions asked  
(including help with lesson glossary if required)

## **Task**

### **'Alley-way of hate' exercise**

- Two pupils walk through two lines formed by the rest of the pupils.  
(Note to teacher – show sensitivity when choosing your two central pupils)
- The pupils in the lines imagine the two selected pupils to be from an ethnic minority in Northern Ireland and shout out the kind of negative abuse they heard about in the video clip
- Pupils are then asked whether this experience in the 'Alley-way of hate' was acceptable or not (You could use the 'Circle Time' exercise for this discussion)

## **Conclusion**

Pupils create an 'Alley-way of welcome' with the same two pupils walking through the lines and the rest of the class reacting in a more positive / welcoming manner

## **Homework**

Pupils write into pupil journal their thoughts on the lesson in general and think about how they would like to be treated if they belonged to an ethnic minority in another country.

## **EXTENSION ACTIVITIES:**

**Newspapers:** look through for stories on maltreatment of minorities (Could set a time period for this – a week or a month. Then pupils report back on their findings.)

**Research project:** pupils could produce a piece of work which would include statistics and reasons for racist attacks and abuse in Northern Ireland

**Exhibition:** complete 'Anti-racism project' lesson (located in Racism section)

**LESSON GLOSSARY:**

**Combat 18:** A racist group named after Adolf Hitler's initials which come first and eighth (18) in the alphabet. Hitler is regarded as their hero because he believed that white people are superior.

**Loyalist:** People who strongly support the British way of life.

**Paramilitaries:** Organised groups who use violence to get what they want.

**Prejudice:** When a person dislikes another for no good reason, or has formed a hostile opinion of someone before even getting to know them.

**TEACHER'S NOTES****RACISM****VIDEO VAULT****VIDEO 3 "SOUTH AFRICA"****LEARNING OUTCOMES:**

- Pupils will improve their understanding of what racism is
- Pupils will explore some of the reasons why people are racist
- Pupils will think about the consequences of these racist actions
- Pupils will begin to realise that in a free world we may even have to tolerate the intolerant

**SUGGESTED STRUCTURED ACTIVITIES TO REINFORCE LEARNING OUTCOMES:**

- Debate
- Workshops
- Role play
- Pupil journal
- Collages

**RESOURCES:**

Video clip - South Africa (2 mins 11 secs) Located in Video vault, Racism section.

Advice sheet (Appendix 1)

**SUGGESTED TIMING:** 1 x 40 minutes

1 x 1 hour

(depending on size, receptivity and ability of class)

**LESSON SEQUENCE:****LESSON ONE:****Preparation**

- Explain to the pupils that we are going to watch a short video clip and then look at the issue of **racism** in South Africa
- Before the pupils watch the video they should be told that in the past South Africa was ruled by the white community under a system called apartheid. This was despite the fact that black people made up the overwhelming majority of the population in South Africa.  
Apartheid basically kept whites and blacks separate (even on buses and in public toilets). It didn't allow black people to vote thus ensuring that white people had 100% of the political power.

In the 1990s however, aided by Nelson Mandela, South Africa became a democracy and black people were now able to vote. This meant that the ruling white class lost their grip on power.

Useful web links:

[http://news.bbc.co.uk/1/hi/world/africa/country\\_profiles/1071886.stm](http://news.bbc.co.uk/1/hi/world/africa/country_profiles/1071886.stm)

Country profile of South Africa.

<http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/12chapter6.shtml>

Origins of apartheid.

<http://news.bbc.co.uk/1/hi/world/africa/1454208.stm>

Profile of Nelson Mandela.

In this video pupils are going to be introduced to some white South Africans who want apartheid brought back.

- Write the following questions up on the whiteboard:

- What do the White Right people want?
- Are they willing to use force to do this?
- How did you feel when the man referred to black people as 'animals' and said that they would always be 'behind him'?
- Do you think black people are clever enough to be 'bosses'?
- Why do you think some people have views like this?

## Task

- Students watch video clip
- Consideration of questions asked  
(including help with lesson glossary if required)

## Homework

Pupils write into pupil journal their thoughts on the lesson in general. They should also sketch out some ideas for an 'anti-racist' speech they will be asked to write in the next lesson.

## LESSON TWO:

### Preparation

- Watch video clip as a recap

## Task

- Pupils get into groups of four
- Groups are asked to brainstorm statements they think someone would say if he/she was considered to be anti-racist

- Groups are then asked to write an anti-racist political speech that they would perform in front of their class
- Hand out Advice sheet to groups (Appendix 1)
- Group speeches are performed
- The winner should receive a prize (a chance to perform their speech at Assembly!?)

## Conclusion

Discussion involving the whole class around the following questions:

- Is there anyone who felt that the white South African man had a point when he was talking about black people?
- If he made a speech would it interest you more than the anti-racist ones you made today?

## Homework

Pupils write into pupil journal their thoughts on the lesson in general. They should also ask themselves how they would feel if they lived in a country where black people were in the majority and the white people in power had attitudes like the man in the video.

## EXTENSION ACTIVITIES:

**Web search:** pupils could find out more about apartheid and racism in South Africa (as a starting point the following websites should be useful)

[http://news.bbc.co.uk/1/hi/world/africa/country\\_profiles/1071886.stm](http://news.bbc.co.uk/1/hi/world/africa/country_profiles/1071886.stm) - Country profile of South Africa.

<http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/12chapter6.shtml> - Origins of apartheid.

[http://news.bbc.co.uk/2/hi/in\\_depth/africa/2004/south\\_africa\\_election/default.stm](http://news.bbc.co.uk/2/hi/in_depth/africa/2004/south_africa_election/default.stm) - An in-depth look at South Africa 10 years after apartheid.

**Research project:** pupils could produce a piece of work on apartheid and how South Africa became a democracy

**School links:** explore the possibility of establishing links with a school in another country

<http://www.britishcouncil.org/globalschools.htm>

Provides help and advice on how partnerships can be established between schools in the UK and schools in Africa, Asia, Latin America and the Caribbean.

<http://www.globalgateway.org.uk/>

Visit the "Young people's Zone" where there is information on how Global Gateway supports young people in the UK to work on projects with schools and colleges around the world.

**LESSON GLOSSARY:**

**Apartheid:** In a country with an apartheid system people of different races are forced to live apart and are treated unequally, e.g. in South Africa up until 1994 black and white people were kept separate even on buses and in public toilets.

**Bigotry:** Believing that other people's views are wrong and being intolerant of them.

**Democracy:** A system of government where everyone has the same rights and responsibilities. Power is either held by elected representatives or directly by the people themselves.

**Nelson Mandela:** A black leader who was imprisoned by the white government of South Africa (from 1964-1990) for trying to achieve fairness and equality for black people. In 1994, he became the first black president of South Africa.

**Prejudice:** When a person dislikes another for no good reason, or has formed a hostile opinion of someone before even getting to know them.

**Racism:** The belief that one group of people is inferior to another because of the race they belong to.

**Swastika:** A symbol used by Hitler's Nazi Party.

**White Right:** A group of people (in South Africa) who believe that white people are superior to black people and do not accept black people being involved in running their country.

**APPENDIX 1****Advice Sheet**

- The winning speech will be clear, factual and committed. It will keep the interest of the audience
- Statements should be clear and concise
- Statements should be simple and backed up with evidence
- When speaking be sure to take your time
- When delivering your speech be sure to show how passionate you are by varying the pitch of your voice and speaking directly to members of your audience

## TEACHER'S NOTES

## RACISM

## VIDEO VAULT

### VIDEO 4 "MUSLIM HEADSCARVES"

#### LEARNING OUTCOMES:

- Pupils will improve their understanding of what racism is
- Pupils will explore some of the ways onlookers react to racism against a particular group of people (e.g. Muslims)
- Pupils will think about the consequences of racist actions
- Pupils will begin to realise that these attacks have a huge impact on society as a whole

#### SUGGESTED STRUCTURED ACTIVITIES TO REINFORCE LEARNING OUTCOMES:

- Debate
- Workshops
- Role play
- Pupil journal
- Collages

#### RESOURCES:

Video clip - Muslim headscarves (4 mins 34 secs) Located in Video vault, Racism section.

Soft toy or ball

**SUGGESTED TIMING:** 40 minutes  
(depending on size, receptivity and ability of class)

#### LESSON SEQUENCE:

##### Preparation

- Pupils are asked 'What is a phobia?'
- Ask them to list different types of phobias
- Pupils are asked to brainstorm their experience/perceptions of Islamic (Muslim) culture
- Explain to the pupils that we are going to watch a short video clip and they are going to look at the issue of Islamophobia. Remind pupils of 9-11 and Osama Bin Laden and how since those attacks it has been suggested that people who practise the Islamic way of life (Muslims) are being treated very badly in the United Kingdom and Ireland. Pupils could also be reminded of the bomb attacks in London in July 2005 and what impact this has had on the British Muslim community.

(If needed use lesson glossary to define Islamophobia.)

Useful weblinks:

BBC News feature including information, analysis and personal memories of 11<sup>th</sup> September 2001 attacks on America.

[http://news.bbc.co.uk/hi/english/static/in\\_depth/americas/2001/day\\_of\\_terror/default.stm](http://news.bbc.co.uk/hi/english/static/in_depth/americas/2001/day_of_terror/default.stm)

BBC News article on a 2004 report looking at Islamophobia in UK.

<http://news.bbc.co.uk/1/hi/uk/3768327.stm>

BBC News articles on the bombings in London in July 2005.

[http://news.bbc.co.uk/1/hi/in\\_depth/uk/2005/london\\_exploding/default.stm](http://news.bbc.co.uk/1/hi/in_depth/uk/2005/london_exploding/default.stm)

## Task

- Before the pupils watch the video for the first time it should be explained to them that the scenes they will see were all set up. The Muslim woman and her 'abusers' are all actors. However the people walking past are all genuine. They did not know it was a set up.
- Students watch video clip for the first time
- Write the following questions up on the whiteboard:
  - Do you think it was fair setting up the passers-by?
  - What was your initial reaction when you heard the two women abusing the Muslim lady?
  - Did you like when the first lady took the Muslim lady away to 'protect her'?
  - Did you agree with the man who said 'he would intervene if it got violent' otherwise it was none of his business?
  - Do you agree with the man who laughed about it and asked whether the Muslim people should be in this country?
  - Would you have asked them to leave her alone like the second lady?
  - Did people react the way you expected them to?
  - Is it wrong to do nothing?

(These questions are available in a table format which can be handed out to pupils to complete. See Appendix 1.)

- Students watch video clip for second time
- Consideration of questions asked  
(including help with lesson glossary if required)

## Conclusion

Use 'Circle Time' exercise (i.e. pass the ball / soft toy) to carry out a group discussion involving the whole class. During the discussion they should consider the following two questions:

1. How would you have reacted as a passer-by in the video and why?
2. How do you think we should react to such attacks?

The pupil with the ball / toy reacts first and then throws the ball to someone else in the circle. They then react to the question and throw the ball / toy to someone else. Continue this process until everyone has responded. Teacher records the responses on the whiteboard.

## **Homework**

Pupils write into pupil journal their thoughts on above questions and the lesson in general.

They could also think about the kind of reactions they would expect if this was set up in either a Catholic or Protestant area of Northern Ireland with a member of the 'other' community being abused by two women from the 'local' community.

## **EXTENSION ACTIVITY:**

### **'Alley-way of hate' exercise**

- Select two pupils to walk through two lines formed by the rest of the pupils (Note to teacher – show sensitivity when choosing your two central pupils)
- The pupils in the lines imagine the two selected pupils to be Islamic and shout out the kind of negative abuse they heard in the video clip
- Pupils are then asked whether this experience in the 'Alley-way of hate' was acceptable or not (You could use the 'Circle Time' exercise for this discussion)
- Conclusion: pupils could create an 'Alley-way of welcome' with the same two pupils walking through the lines but this time the rest of the class react in a more positive / welcoming manner

## **LESSON GLOSSARY:**

**'Bin liner'**: An abusive term used to describe Muslims. A supposedly funny way of saying Bin Laden and therefore linking Muslims to Bin Laden and his 'terrorist' murders on 11<sup>th</sup> September 2001 in America.

**Headscarf**: Worn by some Islamic women to protect their modesty. It is not compulsory and women wear it by choice as an expression of their faith.

**Islamic**: Something associated with the religion of Islam.

**Islamophobia**: Hatred or fear of Muslims (followers of Islam), their politics and / or their culture.

**Muslim**: A person who follows the religion of Islam.

**Prejudice**: When a person dislikes another for no good reason, or has formed a hostile opinion of someone before even getting to know them.

**Terrorists**: People or groups who use violence in an attempt to achieve their political goals.

**Xenophobia**: The fear or dislike of foreign people and their ways.

**APPENDIX 1**

(1) Record your feelings about the different people in the video clip.

Two women abusing the Muslim lady.	First lady who took the Muslim woman away.	The man who would only help if it got violent.	The man who laughed and questioned whether they should be in this country.	The lady who asked the women to leave the Muslim woman alone.

(2) Do you think it was fair setting up the passers-by?

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(3) What would you have done if you had been a passer-by?

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(4) Is it wrong to do nothing?

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(5) Did people react the way you expected them to?

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**TEACHER'S NOTES**

**RACISM**

**VIDEO VAULT**

**VIDEO 5 "MIXED RACE TWINS"**

**LEARNING OUTCOMES:**

- Pupils will improve their understanding of how children can be treated differently because of how they look
- Pupils will explore some of the reasons why people do this
- Pupils will think about the consequences of racism within a mixed race family
- Pupils will begin to realise that skin colour should not determine how we treat others

**SUGGESTED STRUCTURED ACTIVITIES TO REINFORCE LEARNING OUTCOMES:**

- Debate
- Workshops
- Role play
- Pupil journal
- Collages

**RESOURCES:**

Video clip - Mixed race twins (2 mins 1 sec) Located in Video vault, Racism section.

Paper and pens

**SUGGESTED TIMING:** 40 minutes

(depending on size, receptivity and ability of class)

**LESSON SEQUENCE:**

**Preparation**

- Explain to pupils that we are going to watch a short video clip and then look at the issue of racism in a mixed race family
- Brainstorm the word racism on the whiteboard  
(Have pupils experience of or seen others suffering racism?)
- Pupils should then go to the Glossary on this website to pursue a definition  
(Teacher may wish to look up the definition beforehand)
- Before pupils watch the video clip they should be told that they will hear children, including twins, talking about racism
- Ask them the following question (write it up on the whiteboard):

What do you think twins would complain about most as they grow up?

[expected answers = being treated the same / given the same presents / same clothes / getting mixed up – in other words having no individual identity]

- Pupils are then told that in this video clip the twins featured are treated very differently because one looks of mixed race and the other looks white
- Write the following questions up on the whiteboard:
  - Who takes after their mixed race mum?
  - Who takes after their white dad?
  - How did children in school treat Samantha?
  - How did her twin Charlotte feel about this?
  - List the types of abuse all the children were facing.
  - How do you feel about what these children were experiencing?
- Students watch video clip
- Consideration of questions asked  
(including help with lesson glossary if required)

## **Task**

- Pupils get into small groups and design a storyboard for a non-white child's typical day in school
- One half of the groups design a storyboard which includes racist experiences  
One half of the groups design a storyboard with no racist incidents

## **Conclusion**

Each group nominates a presenter who will tell their story (using the storyboard as a visual aid) to the rest of the class. The stories which include racist incidents should be told first.

## **Homework**

Pupils write into pupil journal their thoughts on the lesson in general and think about how they would feel if they saw children suffering similar racial abuse in front of them.

They should also reflect on similar experiences they have had where religion was causing the abuse rather than race.

## **EXTENSION ACTIVITIES:**

**Newspapers:** look through for stories on maltreatment of minorities (Could set a time period for this – a week or a month. Then pupils report back on their findings.)

**Research project:** pupils could produce a piece of work which would include statistics and reasons for racist attacks and abuse in Northern Ireland

Exhibition: complete 'Anti-racism project' lesson (located in Racism section)

**LESSON GLOSSARY:**

**Anti-racism:** Demonstrating that you are opposed to treating people differently because of their race or colour. Encouraging people from different ethnic backgrounds to treat each other equally.

**Mixed race:** People whose parents belong to different races, e.g. one parent is Chinese and the other parent is Indian.

**Paki:** An abusive term for people from Pakistan.

**Prejudice:** When a person dislikes another for no good reason, or has formed a hostile opinion of someone before even getting to know them.

**Racism:** The belief that one group of people is inferior to another because of the race they belong to.

**TEACHER'S NOTES**

**RACISM**

**VIDEO VAULT**

**VIDEO 6 "PORTADOWN MOSQUE"**

**LEARNING OUTCOMES:**

- Pupils will improve their understanding of what racism is
- Pupils will explore some of the reasons why people are racist against Muslims
- Pupils will think about the consequences of racist actions
- Pupils will begin to realise that people can be treated differently just because of the way they choose to live

**SUGGESTED STRUCTURED ACTIVITIES TO REINFORCE LEARNING OUTCOMES:**

- Debate
- Workshops
- Role play
- Pupil journal
- Collages

**RESOURCES:**

Video clip - Portadown mosque (2 mins 12 secs) Located in Video vault, Racism section.

YES and NO labels

Advice cards (Appendix 1)

**SUGGESTED TIMING:** 2 x 1 hour

(depending on size, receptivity and ability of class)

**LESSON SEQUENCE:**

**LESSON ONE:**

**Preparation**

- Explain to pupils that we are going to watch a short video clip and then look at the issue of racism against the Muslim community.
- Brainstorm the word Muslim on the whiteboard.  
(Fast Facts in Religion section of this website contains bite-size information on this religion, with more in-depth material in the associated teacher's notes.) Also brainstorm pupils' experience/perceptions of this religion.

OR

- Could use the following exercise to explore stereotypes.

Read out one word at a time from the list below. The words describe a group of people in society. The students are asked to write down their first, honest response/reaction to each word.

GOTHS  
HOMELESS  
FOOTBALL FANS  
JEWS  
BIKERS  
CLERGY  
TEACHERS  
TRAVELLERS  
MUSLIMS  
POP STARS  
PARENTS  
TEENAGERS  
CHRISTIANS

After the list is read out ask the class to 'grade' their responses.

Grade N for negative response

Grade X for neutral response

Grade P for positive response

Follow-up discussion could take 2 forms.

(a) Labelling

POSITIVE and NEGATIVE labels are put at either end of the classroom. The centre of the classroom can be Grade X. Read out names of the groups (from list above) one by one and pupils should move to the relevant end of the classroom.

OR

(b) Ask pupils questions

What negative responses did you have?

What positive responses did you have?

Teacher-led discussion should clearly set out that the negative or positive responses are STEREOTYPES of that particular group e.g. not all football fans cause trouble or not all pop stars are musical ... etc ...

[As a link to this lesson you could watch the Muslim headscarves video clip (and do the associated lesson) to draw out the negative stereotypes that are attached to Muslims, such as terrorists, suicide bombers, etc...]

## Task

- Before the pupils watch the video for the first time they should be told that Muslims have lived in N Ireland for years and they now hope to build a mosque (a place of worship) in Portadown. For various reasons (including stereotypical views such as they have just talked about) there is a lot of opposition to it being built. The video clip will show the attitudes of a local councillor to the building of this mosque.
- Students watch video clip for first time

- Write the following questions up on the whiteboard:
  - What is Councillor Crowe's view of the Islamic (Muslim) religion?
  - Does Dr Huder agree with him? What does he say?
  - Who do you agree with?
  - Councillor Crowe feels the land is not suitable for the mosque. But what other views on the Muslim religion does he offer as reasons for opposition?
  - Did Councillor Crowe use any stereotypes when he talked about Muslims?
  - How did you feel when the boy said he changed his mind after listening to Councillor Crowe?
  - What does Councillor Crowe say at the end?
  - What were the attitudes of the local men?
  - What do you think is the main reason for them opposing the building of the mosque?

(These questions are available in a table format which can be handed out to pupils to complete. See Appendix 2.)

- Students watch video clip for second time
- Consideration of questions asked  
(including help with lesson glossary if required)

## **Conclusion**

Teacher-led discussion based on the following question:

Did it worry you that a local councillor had such views?

## **Homework**

Pupils write into pupil journal their thoughts on the lesson in general particularly the last question. You could also ask pupils to do a little research into the role of local councils in Northern Ireland. (Useful weblink: NI Local Government Association [http://www.nilga.org/con\\_info.php](http://www.nilga.org/con_info.php))

## **LESSON TWO:**

### **Preparation**

Pupils should watch the video clip again.

### **Task**

This will take the form of a role play where the question being asked is 'Should the local council allow a Muslim mosque to be built?

- Pupils are told that they are to imagine that they are members of a local council. The Muslim community is asking their council for permission to build a mosque on a proposed site.  
(If needed, use the lesson glossary to discuss the term local councils.)

- Pupils divide up into three equal-sized groups.  
(1) Opponents  
(2) Supporters  
(3) Undecided

**Advice given to groups**

(Teacher can just tell pupils in their groups or give it out on cards. Cards can be printed off at the end of this lesson plan.)

**OPPONENTS**

Get together and list all the objections you think local people may have to this application. Write a statement for the council meeting outlining your concerns.

**SUPPORTERS**

Get together and list all the arguments you can think of to help this application form get accepted. Write a statement for the council meeting outlining your case.

**UNDECIDED**

Get together and debate the issue from your own perspective. Let everyone have their say and write down each other's arguments. You are like a jury whose vote at the council meeting will be crucial in deciding whether the Muslim Community get permission to build their mosque.

- The statements of the Opponents and Supporters groups should be read out. After both statements have been heard pupils should be given an opportunity to add any arguments they have thought of. Then let the Undecided group read out the arguments they have written down.

The whole class (in role as the local council) should go through each point in the statements and arguments read out by the three groups and vote YES or NO.

(This can be done by labelling one end of the room YES and the other NO. The middle of the room can be for Abstentions / Don't Knows.

OR

You could use voting slips then count the votes.)

**Conclusion**

- Ask pupils (particularly the Undecided group) why they voted the way they did.
- Pupils then vote from their own personal view-point.  
(NOT from the perspective of their allocated council roles)  
Ask who changed their position and why?

**Homework**

Pupils write into pupil journal their thoughts on the lesson in general and ask themselves how they would feel if a Muslim community wanted to build a mosque at the end of their street. Also they should think about the impact of 9/11 on attitudes to Muslims in the UK and Ireland.

**EXTENSION ACTIVITIES:**

- Web search: pupils could search the web to find out how councils across the UK / Ireland have dealt with this issue in the past (BBC News Online might be a useful starting point - <http://news.bbc.co.uk/> )
- Guest speaker: make contact with local Muslim community to arrange a visiting speaker (see Act now! section of this website for contact details of organisations/ groups)
- Guest speaker: contact your local council to arrange a visiting speaker (<http://www.nics.gov.uk/councils.htm> - gives links to local councils' websites)

(The BBC is not responsible for the content of external websites.)

**LESSON GLOSSARY:**

**Fundamentalists:** People who stick strictly to the old and traditional beliefs of their religion. They believe that their religious texts contain no errors whatsoever and are completely true.

**Islam:** One of the world's largest and most widespread religions. Followers (called Muslims) believe that there is only one God (Allah). Islam means 'submission to God'.

**Local councils:** People vote to elect representatives to look after things on their behalf in their local area, e.g. emptying bins, cleaning streets, providing sites for Travellers. These elected representatives are known as councillors and when they meet together to make decisions they are known as the local council.

**Mayor:** The elected head of a town, city, borough, or council.

**Mosque:** A place of worship for Muslims. Mosques are also used as community places and places of study and learning.

**Muslim:** A person who follows the religion of Islam.

**Prejudice:** When a person dislikes another for no good reason, or has formed a hostile opinion of someone before even getting to know them.

**Racism:** The belief that one group of people is inferior to another because of the race they belong to.

**September 11<sup>th</sup> 2001:** The day when Al Quaeda terrorists flew planes into the Twin Towers buildings in New York and the Pentagon building in Pennsylvania, USA. Over 3,000 people were killed.

**UUP:** (Ulster Unionist Party) A political party that wants Northern Ireland to remain as part of the United Kingdom.

**APPENDIX 1****Advice Cards****OPPONENTS**

Get together and list all the objections you think local people may have to this application. Write a statement for the council meeting outlining your concerns.

**SUPPORTERS**

Get together and list all the arguments you can think of to help this application get accepted. Write a statement for the council meeting outlining your case.

**UNDECIDED**

Get together and debate the issue from your own perspective. Let everyone have their say and write down each other's arguments. You are like a jury whose vote at the council meeting will be crucial in deciding whether the Muslim community get permission to build their mosque.

**APPENDIX 2**

(1) Describe each view of the Islamic (Muslim) religion

Councillor Crowe's view	Dr. Huder's view	Your personal view

(2) List the reasons Councillor Crowe gives for not allowing the Mosque to be built.

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(3) Did Councillor Crowe use any stereotypes when talking about Muslims? If yes list them.

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(4) Do you think Councillor Crowe helped form the opinion of the young boy? Please explain your answer.

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(5) Overall from the different views you have heard what is the main reason for Portadown opposing the building of the mosque?

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## TEACHER'S NOTES

## RACISM

## VIDEO VAULT

# ANTI-RACISM PROJECT

## LEARNING OUTCOMES:

- Pupils will improve their skills including: communication, initiative, teamwork, ICT, community awareness
- Pupils will explore some of the reasons why people are racist
- Pupils will think about what it means to be anti-racist
- Pupils will begin to realise that some views and actions can be exclusive whilst others can be inclusive

## SUGGESTED STRUCTURED ACTIVITIES TO REINFORCE LEARNING OUTCOMES:

- Debate
- Workshops
- Role play
- Pupil journal
- Collages

## RESOURCES:

Video clips - Located in Video vault, Racism section.

- (1) Take-away racism (1 min 3 secs)
- (2) Muslim headscarves (4 mins 34 secs)
- (3) Racist attacks (5 mins 38 secs)
- (4) Mixed race twins (2 mins 1 sec)
- (5) South Africa (2 mins 11 secs)
- (6) Portadown mosque (2 mins 12 secs)

## SUGGESTED TIMING:

5 lessons at least  
(depending on size, receptivity and ability of class)

## LESSON SEQUENCE:

### Preparation

- Even if the pupils have completed the individual lessons in the Racism section of this site it may be useful for them to view the video clips again.
- Explain to the pupils that we are going to watch six short video clips and then look at the issues of racism and anti-racism in the world.  
(Use Glossary on this website if necessary.)
- Write the following question up on the whiteboard:

Is there anything in the clips that makes you feel like doing something to help these people who've been attacked?

- Students watch video clips  
(If facilities available it may be preferable to watch clips in groups of two)
- Consideration of question asked  
(including help with lesson glossary if required)

**Task**

- Pupils should be told that they have a number of resources at their disposal on this website.
  1. Video vault clips in the Racism and Ethnic minorities sections of this site
  2. Newsstand - the newspaper articles in the Racism section
  3. Who lives here? in Ethnic minorities section (maps)
  4. Fly on the wall in the Ethnic minorities section (panoramic photographs)
  5. The interactive activity A balanced view in the Racism section
  6. The Act now! section which gives contacts and ideas
  7. Religion section of this website - info on 7 main religions not to mention
  8. The extensive range of BBC websites and associated links

(Could set aside one lesson for this and, if facilities available, use an ICT suite.)

- Pupils should be split into groups and asked to organise an Anti-racist exhibition that they would display in front of their class (or school) using the resources above. They will do this from the perspective of a minority ethnic group that lives in Northern Ireland (e.g. African, Chinese, Filipino, Indian, Muslim, etc).
- Before setting the groups their tasks, as a lead in you might find it helpful to do the Four corners activity in the Racism section of this site.
- There will be a number of tasks to carry out within the groups:
  - get across the negative experiences that your ethnic group have had in Northern Ireland
  - show the kind of positive contributions your group has made in Northern Ireland
  - make some contact with an ethnic minority group relevant to your choice (Use contacts in the Act now! section of this site)
  - could include the anti-racist speech from the 'South Africa' lesson
- Children should choose what presentation methods they would like to use in their exhibition.  
(Size and number of groups could be determined by the method(s) of presentation.)

Methods of presentation for their Anti-racist exhibition could include:

- ICT Power Point presentations
- poster boards
- political speeches
- debate / discussion forum
- video of ethnic life

- drama sketches
- storytelling
- playing or performing of anti-racist songs
- etc...

Pupils could invite representatives from their chosen ethnic or religious group to take part in the exhibition.

- For the presentation of the exhibition you could set up a classroom or hall at lunchtime (or longer if possible) and invite the other pupils and school staff to come along. Maybe design a brochure, including a menu and order of events, for invitees to see.

## **Conclusion**

When exhibition is completed it is always a good idea to have a student evaluation of the exhibition experience. They could write their thoughts into their pupil journal.