

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.