

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
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 - 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 - 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.

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

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