

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 11th September 2001 attacks on America.

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

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 11th 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?

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

(4) Is it wrong to do nothing?

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