

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.