

**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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