

## **TEACHER'S NOTES**

## **RACISM**

## **VIDEO VAULT**

# **ANTI-RACISM PROJECT**

### **LEARNING OUTCOMES:**

- Pupils will improve their skills including: communication, initiative, teamwork, ICT, community awareness
- Pupils will explore some of the reasons why people are racist
- Pupils will think about what it means to be anti-racist
- Pupils will begin to realise that some views and actions can be exclusive whilst others can be inclusive

### **SUGGESTED STRUCTURED ACTIVITIES TO REINFORCE LEARNING OUTCOMES:**

- Debate
- Workshops
- Role play
- Pupil journal
- Collages

### **RESOURCES:**

Video clips - Located in Video vault, Racism section.

- (1) Take-away racism (1 min 3 secs)
- (2) Muslim headscarves (4 mins 34 secs)
- (3) Racist attacks (5 mins 38 secs)
- (4) Mixed race twins (2 mins 1 sec)
- (5) South Africa (2 mins 11 secs)
- (6) Portadown mosque (2 mins 12 secs)

**SUGGESTED TIMING:** 5 lessons at least  
(depending on size, receptivity and ability of class)

### **LESSON SEQUENCE:**

#### **Preparation**

- Even if the pupils have completed the individual lessons in the Racism section of this site it may be useful for them to view the video clips again.
- Explain to the pupils that we are going to watch six short video clips and then look at the issues of racism and anti-racism in the world.  
(Use Glossary on this website if necessary.)
- Write the following question up on the whiteboard:

Is there anything in the clips that makes you feel like doing something to help these people who've been attacked?

- Students watch video clips  
(If facilities available it may be preferable to watch clips in groups of two)
- Consideration of question asked  
(including help with lesson glossary if required)

## Task

- Pupils should be told that they have a number of resources at their disposal on this website.
  1. Video vault clips in the Racism and Ethnic minorities sections of this site
  2. Newsstand - the newspaper articles in the Racism section
  3. Who lives here? in Ethnic minorities section (maps)
  4. Fly on the wall in the Ethnic minorities section (panoramic photographs)
  5. The interactive activity A balanced view in the Racism section
  6. The Act now! section which gives contacts and ideas
  7. Religion section of this website - info on 7 main religions  
not to mention
  8. The extensive range of BBC websites and associated links

(Could set aside one lesson for this and, if facilities available, use an ICT suite.)
- Pupils should be split into groups and asked to organise an Anti-racist exhibition that they would display in front of their class (or school) using the resources above. They will do this from the perspective of a minority ethnic group that lives in Northern Ireland (e.g. African, Chinese, Filipino, Indian, Muslim, etc).
- Before setting the groups their tasks, as a lead in you might find it helpful to do the Four corners activity in the Racism section of this site.
- There will be a number of tasks to carry out within the groups:
  - get across the negative experiences that your ethnic group have had in Northern Ireland
  - show the kind of positive contributions your group has made in Northern Ireland
  - make some contact with an ethnic minority group relevant to your choice (Use contacts in the Act now! section of this site)
  - could include the anti-racist speech from the 'South Africa' lesson
- Children should choose what presentation methods they would like to use in their exhibition.  
(Size and number of groups could be determined by the method(s) of presentation.)

Methods of presentation for their Anti-racist exhibition could include:

- ICT Power Point presentations
- poster boards
- political speeches
- debate / discussion forum
- video of ethnic life

- drama sketches
- storytelling
- playing or performing of anti-racist songs  
etc...

Pupils could invite representatives from their chosen ethnic or religious group to take part in the exhibition.

- For the presentation of the exhibition you could set up a classroom or hall at lunchtime (or longer if possible) and invite the other pupils and school staff to come along. Maybe design a brochure, including a menu and order of events, for invitees to see.

## **Conclusion**

When exhibition is completed it is always a good idea to have a student evaluation of the exhibition experience. They could write their thoughts into their pupil journal.