

**TEACHER'S NOTES**

**RACISM**

**A BALANCED VIEW**

**LEARNING OUTCOMES:**

- Pupils will improve their understanding of some common misconceptions and facts about race and religion
- Pupils will explore some of their own misconceptions regarding race and religion
- Pupils will think about the facts offered to counteract the misconceptions displayed
- Pupils will begin to realise that getting a balanced view of issues of race and religion is so important to help combat ignorance

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

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

**RESOURCES:**

'A balanced view' activity - Located in Sectarianism section

OR

'A balanced view' activity – Located in Racism section

Student advice sheet (Appendix 1)

Student record sheet (Appendix 2)

**SUGGESTED TIMING:** 40 minutes

(depending on size, receptivity and ability of class)

**LESSON SEQUENCE:**

**Preparation**

Display the following advice to the students. Give this out as a handout (Appendix 1) if you feel your students would need it.

VARIOUS OPINIONS WILL APPEAR AT THE BOTTOM OF THE SCREEN

TO PLAY YOU USE THE MOUSE TO DRAG ONE OPINION UP ONTO THE RIGHT HAND SIDE OF THE EMPTY SCALES

ARE THE SCALES BALANCED?

IF THE SCALES ARE NOT BALANCED, DRAG ONE OF THE 'FACTS' AT THE BOTTOM OF THE SCREEN UP ONTO THE OTHER SIDE OF THE SCALES

ARE THE SCALES NOW BALANCED?

ONCE THE SCALES ARE BALANCED YOU WILL GET MORE BACKGROUND INFORMATION ON THE OPINION

CLICK 'GO' TO DISPLAY OTHER OPINIONS

LOOK AT THE OPINIONS AT THE BOTTOM OF THE SCREEN AGAIN AND CHOOSE A NEW ONE

CONTINUE THE WHOLE PROCESS FOR EACH OPINION

NB - BE SURE TO USE YOUR STUDENT RECORD SHEET

## **Task**

Pupils carry out the activity. They should go through each question considering their responses as they go.

They should be encouraged to take notes of their thoughts during this activity (see record sheet – Appendix 2).

## **Conclusion**

Pupils take part in a discussion about what they've recorded on their record sheets. Use the following questions as prompts.

- Did you originally see the opinions as facts or balanced views?
- How do you feel about them now?

Teacher could read each of the statements out in turn and ask students to use their record sheets to explain how an opinion was balanced or not.

## **Homework**

Pupils write into pupil journal their thoughts on above questions and the activity in general.

**Appendix 1**

PUPIL GUIDANCE FOR A BALANCED VIEW ACTIVITY

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## Appendix 2

## student record sheet