

# Skills For Dialogue, Sixth Form – Student Workshops

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## Workshop 8

### CONTROVERSIAL ISSUES – EMOTIONAL INTELLIGENCE



**The  
Faith  
& Belief  
Forum**



## Aim of the workshops

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- To continue student experience of dialogue with a focus on emotions and recognising associated behaviours.

## Resources needed

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- PowerPoint 8
- Access to YouTube – the whole class will need to watch the following videos:
  - Andrew Neil and Munroe Bergdorf, (approx. 8 mins long) from 07:28 onwards  
<https://www.youtube.com/watch?v=VQTnnDCXZNM>
  - Afua Hirsch and Piers Morgan (approx. 7 mins long)  
<https://www.youtube.com/watch?v=gqk9ccWeUtQ>
- Printout of the Emotions Tracking worksheet (one for each student)
- Blank paper (one sheet for each student)
- Pens
- A soft ball

## How to adapt workshop content

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- You can have an 'Emotions Wheel' on display or on tables as prompts for students.
- Connect with other areas of the school where emotional intelligence is explored.
- Look out for stories in the media and conversations that students may be having around race, these can be brought in as additional stimulus.
- Ask students whether they can think of a time when they may have been asked questions similar to those in the video clips? Remember to focus in on the emotions at play. You can also challenge students by offering alternative perspectives.
- Depending on the ability and engagement of the group, you can simplify the workshop by completing the worksheet together after each video clip.
- If you want to challenge the students more, spend more time focusing in on the final question.

## Running time

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45 minutes

## Workshop 8: Controversial Issues – Emotional Intelligence

TIMINGS	NAME & AIM	ACTIVITY	RESOURCES
3 mins	Introduction	Talk through agenda outline.	
25 mins	Analysis	<p>Explain that we're going to watch two films.</p> <p>Both depict white male TV show presenters (<i>Good Morning Britain</i> host Piers Morgan and <i>This Week</i> host Andrew Neil) discussing allegations of racism with two black women: Munroe Bergdorf, model and activist; and Afua Hirsch, writer, broadcaster and former barrister, respectively.</p> <p>Give each student an Emotions Tracking worksheet.</p> <p>For both films (one side of the sheet per film) they will have the names of the two main people involved.</p> <p>As we watch the films they will have to jot down the different emotions that person is feeling, why they are feeling that, and how they handled them.</p> <p>Points to look out for with regards to the emotions:</p> <ul style="list-style-type: none"> <li>Did they change their behaviour?</li> </ul>	<p>YouTube videos:</p> <ul style="list-style-type: none"> <li>Andrew Neil and Munroe Bergdorf, from 07:28 onwards <a href="https://www.youtube.com/watch?v=VQTnnDCXZNM">https://www.youtube.com/watch?v=VQTnnDCXZNM</a></li> <li>Afua Hirsch and Piers Morgan <a href="https://www.youtube.com/watch?v=gqk9ccWeUtQ">https://www.youtube.com/watch?v=gqk9ccWeUtQ</a></li> </ul> <p>Emotions Tracking worksheet (one for each student)</p> <p>Blank paper (one sheet for each student)</p> <p>Pens</p> <p>A soft ball</p>

TIMINGS	NAME & AIM	ACTIVITY	RESOURCES
		<ul style="list-style-type: none"> <li>• Did they hide their body language?</li> <li>• How did they cope?</li> </ul> <p>After each film, ask your students to feedback some of their responses:</p> <ul style="list-style-type: none"> <li>• What were the different people feeling?</li> <li>• How could you tell?</li> <li>• How did their emotions impact the conversation?</li> <li>• How did you feel watching the conversation?</li> <li>• What did you think of what they said?</li> </ul> <p>Do allow for conversation about the issue itself.</p> <p>It's important that students have the opportunity to share their ideas. The aim of the lesson, however, is the cultivation of empathy and emotional intelligence. It's important they are practicing acknowledging their feelings and thinking about how these impact the conversation.</p> <p>Ask all your students to stand up and face each other.</p> <p>Hold the ball and model sharing a reflection from the session:</p>	

TIMINGS	NAME & AIM	ACTIVITY	RESOURCES
		<ul style="list-style-type: none"> <li>• Something you have learnt still believe about the topic, or the way you / others feel about it, or any combination of the above.</li> <li>• Throw the ball to a student and ask them to keep throwing it around until everyone has spoken.</li> </ul> <p>Acknowledge that it's ok to feel strongly about certain issues. It's not about hiding them; it's about taking care to not let them derail a conversation.</p> <p>If we understand what we feel and where it's coming from, we are better placed to think about how to respond.</p> <p>Sometimes we can help people who are reacting emotionally by showing empathy, asking them if they are ok and if they want to explain how they feel.</p> <p>Some conversations can be emotionally draining if we have them too often or if they are personal to us.</p> <p>It's not your responsibility to educate anyone at your emotional expense; be mindful of your limits and take breaks from engagement when you need to!</p>	

TIMINGS	NAME & AIM	ACTIVITY	RESOURCES
10 mins	Consolidate	<p>Students should add notes to their I THINK / I FEEL columns based on the films watched and discussions they had in the session.</p> <p>Then, under the title ‘Can you be well-intentioned and still racist?’, they should write:</p> <ol style="list-style-type: none"> <li>1 What they believe and why</li> <li>2 How the topic makes them &amp; others around them feel</li> <li>3 How this influences the conversations they have</li> </ol>	Blank paper and pens
3 mins	Summary & close		