

## Lesson Plan 4 Racism in the UK?

### **Skill: Emotional intelligence**

This lesson will be looking at the strong emotions that controversial issues can evoke in us and other people, and all the ways in which these can serve to shut conversation down or make it difficult to engage. Through the topic of being called out for racism, we'll be looking at developing emotional literacy to help us acknowledge and address what we and others are feeling and ensure that we don't lose an opportunity to share ideas and learn.

### **Factor:**

Controversial issues evoke strong emotions – in ourselves and others.

### **Skill:**

Emotional Intelligence: accepting and navigating our emotions, being able to empathise.



## Learning Objectives

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- To understand how emotions are evoked by and impact discussion around controversial issues
- To develop emotional intelligence: awareness of ourselves, empathy for others
- To practice navigating strong emotions

## Preparation

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- F&BF 'Controversial Issues' film
- PowerPoint 4 for class
- Safe Space Agreement and 'Parking' sheet
- 'Emotions' handout, one per student
- 'Emotions Tracking' worksheet, one per student
- 'Racism Allegation' films
- Ball for 'Reflection' activity
- 'Top Tips for critical thinking' handout, one per student

## Running time:

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50 mins

## Curriculum mapping

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These pages show indicative maps of where we think this package fits with the RE, PSHE and Citizenship curricula:

Subject RE	
<p><b>1 Living Difference III</b></p> <p>Approach to enquiry five key steps:</p> <ul style="list-style-type: none"><li>• <b>Communicate</b> and <b>Apply</b> to their own and others' experience</li><li>• <b>Enquire</b> and <b>Contextualise</b> to engage intellectually</li><li>• <b>Evaluate</b> to discern value for others and themselves</li></ul>	<p><b>2 The national curriculum framework for RE (NCFRE)</b></p> <p><b>KS3</b></p> <ul style="list-style-type: none"><li>• B2. Observe and interpret a wide range of ways in which commitment and identity are expressed. They develop insightful analysis and evaluation of controversies about commitment to religions and worldviews, accounting for the impact of diversity within and between communities.</li><li>• C3. Explore and express insights into significant moral and ethical questions posed by being human in ways that are well-informed and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction or other forms of media.</li></ul>

## Curriculum mapping

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Subject <b>PSHE</b>	
<b>PSHE Association Programme of Study for PSHE education</b> <i>Updated to include the statutory requirements outlined in the new RSE curriculum</i>	
<ul style="list-style-type: none"><li>• <b>CORE THEME 1: HEALTH AND WELLBEING</b></li></ul>	
<b>KS3 Learning opportunities in Health and Wellbeing</b> Self-concept <ul style="list-style-type: none"><li>• H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing</li><li>• H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)</li><li>• H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary</li></ul>	

## Curriculum mapping

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Subject <b>PSHE</b>	
<b>PSHE Association Programme of Study for PSHE education</b> <i>Updated to include the statutory requirements outlined in the new RSE curriculum</i>	
<b>• CORE THEME 1: HEALTH AND WELLBEING</b>	
<b>KS4 Learning opportunities in Health and Wellbeing</b> Self-concept <ul style="list-style-type: none"><li>• H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback</li><li>• H2. how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this</li><li>• H3. how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this</li></ul>	<ul style="list-style-type: none"><li>• H4. strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing</li></ul>

## Curriculum mapping

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Subject <b>PSHE</b>	
<b>PSHE Association Programme of Study for PSHE education</b> <i>Updated to include the statutory requirements outlined in the new RSE curriculum</i>	
<b>• CORE THEME 2: RELATIONSHIPS</b>	
<b>KS3 Learning opportunities in Relationships and Sex Education</b>  Positive relationships <ul style="list-style-type: none"><li>• R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation</li></ul> Forming and maintaining respectful relationships <ul style="list-style-type: none"><li>• R16. to further develop the skills of active listening, clear communication, negotiation and compromise</li></ul> Social influences <ul style="list-style-type: none"><li>• R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships</li></ul>	<b>KS4 Learning opportunities in Relationships and Sex Education</b>  Social influences <ul style="list-style-type: none"><li>• R34. strategies to challenge all forms of prejudice and discrimination</li></ul>

## Curriculum mapping

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Subject <b>Citizenship</b>	
<b>Citizenship programmes of study: National curriculum in England</b>	
<b>KS3</b> Pupils should use and apply their knowledge and understanding whilst developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.	<b>KS4</b> Pupils should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society.

Lesson 4 PPT

Play the following film as an introduction:

**Actor Lawrence Fox and question time audience member:**

[https://www.youtube.com/watch?v=\\_jhQsp4Ow0A&list=PLsRBjpVlwZnJg9UFMuhPCZ92HrFbYaGE&index=27&t=0s](https://www.youtube.com/watch?v=_jhQsp4Ow0A&list=PLsRBjpVlwZnJg9UFMuhPCZ92HrFbYaGE&index=27&t=0s)

Safe Space  
Agreement

Write the following question on the board: 'Is modern British society racist?' This question may spark a reaction – quickly explain that they'll need to listen out for instructions, but they will have a chance to express and share views.

'Parking' sheet

Explain that this lesson will cover topics that can be personal and difficult to talk about. Review your **Safe Space Agreement**. Then refer to this lesson's 'parking' sheet.

'Emotions'  
handout,  
one per student

Give each student a sheet of paper, or in their books, ask them to make two columns on their page. One should be titled I FEEL, and the other I THINK.

Without discussing with anyone else, ask students to respond to the question in these two ways:

- I FEEL, is what emotions this question evokes in them. How do they feel hearing it? How would they feel if the topic came up in conversation? You can hand out a 'range of emotions' chart to help your students choose words.
- I THINK, is what their views in response to this question are. They can use two different coloured pens to help them organise their responses.

It's ok if they struggle to write anything, but they should take a few minutes to engage with the question.



Then, bring them back as a group.

Tell students you would like some responses from the I FEEL column. Ask:

- How does this question make you feel?
- How did you feel having to talk to your neighbour about it?
- Was it easy / difficult? Why?
- What were some of the emotions you experienced? (You might ask, 'What were your instincts telling you?' / 'How did your body react?')

Explain that all answers are welcome and valid. Ensure that nobody talks over anyone else and that if you have young people of colour in your class, they are heard if they raise their hand. For you as a facilitator, the most important thing for this discussion is to face students and be as present as possible, but do pause to write key feelings mentioned on the board, around the key question.

## Main Activity Emotional Allegations / 30 mins

F&BF  
'Controversial  
Issues' film

Explain that as we saw in the film and as we tasted in the introduction, some controversial issues can evoke strong feelings in us. Often this can be a reason issues become controversial. People reacting strongly can make it harder to talk about.

Explain that we're going to watch two films. Both depict white male TV show presenters ('Good Morning Britain' host Piers Morgan and 'This Week' 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.

'Emotions Tracking'  
worksheet,  
one per student

Give each student an 'emotions tracking' worksheet.

For both films (one side of the sheet per film) they will have the names of the two main people involved. As we watch the films they will have to jot down the different emotions that person is feeling, why they are feeling, and how they handled them.

Before you begin, recap some of the emotions one might feel. Then collectively suggest some reasons for these emotions (fear, lack of control, reluctance to confront, sense of injustice, etc). Then discuss how to look for how they handled them – did they change their behaviour? Did they hide their body language? How did they cope?

## Main Activity Emotional Allegations / 30 mins

'Racism Allegation' films

The two films are here:

Andrew Niel 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>

After each film ask your students to feedback some of their responses:

- What were the different people feeling?
- How could you tell?
- How did their emotions impact the conversation?
- How did you feel watching the conversation?
- What did you think of what they said?

Do allow for conversation about the issue itself. It's important the 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 their own; and thinking about how these impact the conversation.

Finally, watch the relevant scene of our film with the priest, as well as the solution scene. Recap what's on the 'parking' sheet and discuss follow-up if it can't be resolved there and then.

## Reflection / 5 mins

Ball

Ask all your students to stand up and face each other if possible. Hold the ball and model sharing a reflection from the session: something you have learnt / still believe about the topic, or the way you / others feel about it, or any combination of the above. Throw the ball to a student and ask them to keep throwing it around until everyone has spoken.

'Top Tips for emotional intelligence' handout, one per student

If you are following the package, distribute this week's 'top tips' and ask the students to stick them in their books.

### **Key skill for engaging in controversial discussion: emotional intelligence**

Top tips for coping with emotional reactions to an issue:

- 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
- If we understand what we feel and where it's coming from, we are better placed to think about how to respond
- 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
- Some conversations can be emotionally draining if we have them too often or if they are personal to us. 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!

Explain the homework below.

"Next lesson we'll be looking at the fact that our stance on controversial issues can be shaped by our identities and worldviews, which can lead to fundamental differences that are extremely difficult to bridge through dialogue."

## Homework / preparation for next lesson

Students should add notes to their I THINK / I FEEL columns based on the films watched and discussions they had in the session. Then, under the title 'Can you be well-intentioned and still racist?', they should write 500 words on:

- 1 What they believe and why
- 2 How the topic makes them and others around them feel
- 3 How this influences the conversations they have