

* For this session you will need:



- ✓ Notebook or lined paper
- ✓ Blue or black pen and green pen
- ✓ Plain paper and colours if you have them
- ✓ A camera and internet access to upload your finished work

To get the most out of this session, view the powerpoint in full screen mode, and click the forward arrows to move through.

Where you see this icon, you need to write down your responses to a question. 

This session should take you about 1 hour.

* This session's character focus is...



- * In today's session we are going to be:
- learning about the anti-racism protests that are taking place at the moment
 - considering what steps we can take when we encounter racism and to prevent racism

* Key words

There are some really important words you need to know for this session. Make a note of each of these on your lined paper.

BAME – ‘Black, Asian and Minority Ethnic’. This term refers to people who are non-white.

Racism – actions or beliefs directed against someone of a different race based on the belief that one’s own race is superior.

Unconscious bias – unjust treatment of someone based on learned stereotypes that are automatic and unintentional. Someone may be unaware that they have unconscious bias but it may still influence their actions towards someone else.



What do the following words mean? Have a go at writing a definition and then look it up to see if you’re right:

prejudice

discrimination

antagonism

* The death of George Floyd

- Over the past few weeks, you may have heard about the death of George Floyd and the events that have followed
- On the 25th May, video footage showed a white American police officer, Derek Chauvin, kneeling on the neck of George Floyd, a black American man. Despite Mr Floyd repeatedly saying that he couldn't breathe, Mr Chauvin remained kneeling on his neck, leading to his death
- Mr Floyd's alleged offence was using a fake \$20 bill (approximately £16) to pay for a pack of cigarettes
- Four days after Mr Floyd's death, Derek Chauvin was arrested and charged with murder and manslaughter.



Think

Write

How does hearing about George Floyd's death make you feel? Pause for a moment to reflect and then write a sentence.

Hearing about George Floyd's death makes me feel... because...



* Reaction to his death

- George Floyd's death was the latest in a series of incidents of police violence against black people. The Black Lives Matter campaign was founded in 2013, but has gained huge momentum in recent weeks.
- In the USA, widespread protests took place across the country. These began as peaceful protests, but violence broke out, and further videos emerged showing police violence against protestors.
- Some protests have also taken place internationally, including at 150 different locations in the UK
- Protests in the UK in recent days have been both in solidarity with events in the USA and to challenge racism that exists in the UK



Think

Write

Why do people feel motivated to join protests? What do you think they are feeling?

I think people join the protests because...



* Watch the video

Before you watch the video, read through the questions below so that you can look out for key information in the video.

At the start of the video, the contributors to the video are talking about how they felt reading about violence against black people in the USA.

- 1) **What emotions do they feel?**
- 2) **Joanna Jarjue talks about being 'desensitised' to the violence. What does she mean by this? Why is being desensitised a problem?**



The contributors to the video then start talking about racism in the UK.

- 3) **What concerns do they raise about racism in the UK? (There are several correct answers here)**



Click on the image of the video to follow the link. You'll need to be viewing the powerpoint in full screen mode. The link is also in the notes below the slide

* Green pens!

Green pen your answers. Remember you might have phrased your answers differently from how they're phrased on here. That doesn't make them wrong.

1) What emotions do they feel?

The people in the video talk about feeling angry, mad, and disgusted. They talk about wanting to do something about it. They talk about it feeling 'personal' and empathising with the violence, imagining it is a family member.

2) Joanna Jarjue talks about being 'desensitised' to the violence. What does she mean by this? Why is being desensitised a problem?

Being desensitised means that you've seen something so many times that you don't necessarily feel the same shock or upset as you might do the first time. Being desensitised to this violence is a problem because you might forget the level of hurt or injustice it causes.

3) What concerns do they raise about racism in the UK? (There are several correct answers here)

The contributors talk about:

- racism being 'brushed under a rug' as if it isn't a problem in the UK
- Stop and search being particularly targeted towards black people
- Not feeling that they have the voice to talk about black people's experiences in the UK

* Watch the video (2)

You are now going to watch a video featuring George the Poet, a London born, Cambridge University educated, spoken word poet and activist. He is talking to Emily Maitliss on BBC Newsnight about racism in the UK.

In the video, they compare this moment to the 'me too' movement, which was a campaign against harassment against women.



As you watch the video, consider:

1. Why does George the Poet think that we should stand in solidarity with the US? How does he describe the situation around racism in the UK?

2. Having watched the video, do you agree with George the Poet that the issue of racism is as important in the UK as it is in the US?

Stretch: Maitliss compares this to the 'me too' movement. Do you think that's a useful comparison? Explain your answer.

Click on the image of the video to follow the link. You'll need to be viewing the powerpoint in full screen mode. The link is also in the notes below the slide

* Racism in the UK

In the video, George the Poet listed the names of some BAME people affected by police brutality in the UK. Here are some additional statistics suggesting racial inequality exists in the UK. **The racism that these statistics demonstrates is not ok and this is why the Black Lives Matter movement is so important.**

Black people are 43x more likely to be stopped 'without suspicion' than white people.

(Source: Ministry of Justice, 2020)

Black people are 4x more likely to be in the UK prison system than white people.

(Source: Lammy Review, 2017)

Black children are 9x more likely to be imprisoned than white children. 41% of child prisoners in the UK are from minorities backgrounds.

(Source: Ministry of Justice, 2017)

People from minorities were more than twice as likely to have encountered abuse or rudeness from a stranger during the last week

(Source: ICM poll, 2018)

Job applicants from minority ethnic backgrounds had to send 80% more applications to get a positive response from an employer than white person of British origin.

(Source: Nuffield College's Centre for Social Investigation, 2017)

Think

Write

These statistics suggest that racism and unconscious bias exist in a number of different ways in the UK. How does that make you feel?

Reading the statistics makes me feel...



* Racism in the UK

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Think

Write

Looking at the above statistics, which do you think are examples of racism and which might be unconscious bias? (Look back to your notes from the start of the session to remember the difference between them.) Could it be both? Explain your reasoning.



* Individual action

The anger people feel about George Floyd's death has started an anti-racism movement, which people are hopeful will lead to real change. Michelle Obama, the wife of ex-president Barack Obama, said **'it starts with self-examination and listening to those whose lives are different from your own'**.



As individuals, one important thing we must all do is challenge racism or prejudice when we hear it, when we are with friends or family. At AJK we want to have a community in which any kind of racism is not acceptable and we all have a role to play in achieving that.



Below are some additional actions you can take against racism. Rank them from most important to least important. Explain your choice of which is most important.

Stretch: who is responsible for preventing racism in the UK, the government or individuals? Why?

Noticing when I make assumptions about people based on race

Avoid racist jokes of any kind

Listen to others talking about their experiences of racism

Challenge stereotypes about people based on race when we hear them

Follow news stories like the one we've learnt about today


Vote in elections


Challenge someone you hear making a racist comment, as long as you feel safe to do so, e.g. if it's a friend or family member

Avoid mocking different accents

Attend protests

* Article

 Pre-reading is a key learning disposition. It is used at college and university. By completing reading before coming to a lesson, you **gain** **20** increase the amount of time that you can spend with your class responding to the reading and using it to develop your understanding of the topic. This habit-forming pro forma builds on Summary Man and the [note-taking](#) KLD.



Article:	Character – Anti-racism movement	Due Date: 19.6.20
		Date Completed:

Reference:
How to make this moment a turning point for real change – Barack Obama

Type of text:
<https://medium.com/@BarackObama/how-to-make-this-moment-the-turning-point-for-real-change-9fa2098c60e7>

What To Do
Tick the boxes as you complete each stage:

- Prepare your study space and ensure that you have your pen, pencil and highlighter to hand
- Read the questions (focus that you are being asked to consider)
- Read the text (including the introduction or summary paragraph)
- Highlight any words that appear in the glossary.
- Highlight and find a definition for words that you are not familiar with.
- Respond to the questions below. The questions will support your [note-taking](#).
- Make bullet pointed notes that help you answer the key points

Suggested Timings: Reading: 15 minutes Responding: 15 minutes Checking: 5 minutes	Start time:	Time taken:
	End time:	Time spent checking:


Glossary:
opportunism – taking advantage of circumstances with little regard for principles
recurrent – repeating
civil disobedience - the refusal to comply with certain laws considered unjust, as a peaceful form of political protest
offer lip service – express support insincerely through words only

Questions to support your [note-taking](#):

1. What does Obama feel about the protests that have taken place in the US?
2. Obama says 'the choice isn't between protest and [politics](#)'. Explain why he feels doing a combination of both is important.
3. Obama says we need to 'channel our justifiable anger into peaceful, sustained, and effective action'. Do you agree? Why?

Extended question: What key messages can the UK borrow from Obama's article?

Stretch: Comparisons between the US and the UK are not helpful. Do you agree?



On your google classroom page and on the school website, your teacher has posted an article, written by Barack Obama, for you to read, with some questions to respond to.

Complete this now.

* What to do if you experience racism

Note-take on your lined paper!

- Racist abuse is something that no one should have to experience, but unfortunately it does happen
- This might be in the form of:
 - Verbal and physical abuse
 - Bullying
 - Threatening behaviour
 - Online abuse
 - Damage to property
- You may also see this happening to someone near you, and that can be upsetting and scary as well
- If you feel unsafe, e.g. you're in a shop or supermarket, don't challenge the person who is being racist there and then. Instead either report it to the police or a trustworthy adult nearby e.g. an employee of the shop
- If the incident takes place at school, report it to your teacher, tutor, head of year, any member of staff, or an adult at home
- Talk to someone about what has happened. This can help you to process it
- **Remember that this racist incident is not a reflection on you: racism reflects badly on the person being racist, not the person on the receiving end.**



* Optional creative response

There has been a lot of content in this session that may have provoked an emotional reaction. A great way to express that emotion is through a creative task. There are two options for you to explore here. Pick the one that appeals most to you.

Task 1: Write a spoken word poem.

Watch this video of George the Poet for inspiration.

<https://www.youtube.com/watch?v=iWmjfha96R8>

Have a go at writing your own poem.

Stretch: film yourself delivering the poem and send it to your tutor!

Task 2: Design a poster.

Your poster could include:

- Images to show diversity and tolerance
- Statistics we learnt about in this session (remember to include where the statistics are from)
- Examples of actions that others can take, like the ones discussed in the session

The images on the next slide are just for some creative inspiration.

Task 3: write an article in response to the protests. You can use Obama's structure to help you. First respond to the recent events. Then set out three actions you think need to be taken to pave the way for change to happen in the UK.



Only
laundry
should
be
separated
by
colour.

Racism: Recognize it... Reject it!



March 21st International Day for the Elimination of Racial Discrimination



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* Further reading

There are a lot of materials available online that you can watch or read to learn more about this. Here are some suggestions:

How to Challenge Inequality with Elif Shafak and Afua Hirsch

<https://www.youtube.com/watch?v=QheuAVavoaA&app=desktop>

Vice article: 'How the George Floyd Killing is Just as Relevant in the UK, and What You Can Do About It'

https://www.vice.com/en_uk/article/n7wbyw/george-floyd-uk-state-racism

Black Lives Matter webpage

<https://blacklivesmatter.com/>

Ted Talk: Interview with the founders of Black Lives Matter

https://www.ted.com/talks/alicia_garza_patrisse_cullors_and_opal_tometi_an_interview_with_the_founders_of_black_lives_matter?language=en

* Well done

- This session has contained some challenging content. Well done for finishing it. Don't forget to take a photo of your work to send to your tutor, so that they can see the great work you've done.
- Remember that the UK fundamentally values inclusivity, acceptance, mutual respect and individual liberty. This movement could lead to positive changes that make our society more fair and equal.
- **If anything in this session has made you feel anxious or worried, speak to someone about how you feel. You will have an opportunity to talk to your tutor about it in your weekly call.**