



## Assignment

| What?                                                        | How?                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Assumed time frame | Purpose (why)                                                                                                                                        |
|--------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Session 1 – Introduction</b>                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                    |                                                                                                                                                      |
| <b>Hook:</b><br><b>Warming up exercise</b>                   | Snippet:<br><b>A:</b> Meryl Streep's speech on Trump's mocking of a disabled journalist: <a href="#">Meryl Streep's Golden Globes speech, annotated (youtube.com)</a>                                                                                                                                                                                                                                                                                                  | 15 min             | Listening/watching and talking – getting them hooked<br><br>Get into the mindset of the upcoming topic.                                              |
| <b>Main text:</b><br><b>The Final Rap Battle</b>             | Pre-reading exercise<br>Reflection upon stereotypes.                                                                                                                                                                                                                                                                                                                                                                                                                   | 40 min             | Listen to, reflect upon, and attempt to gather thoughts upon the matter.                                                                             |
| <b>Outro:</b><br><b>Snippet and questions for reflection</b> | <b>B:</b> Eminem's final rap in the film 8 mile based on his life: <a href="#">The Final Rap Battle   Eminem VS Anthony Mackie   8 Mile (2002)   TUNE (youtube.com)</a><br><br>Possible addition:<br><b>C:</b> The Māori people's HAKA tradition: <a href="#">Māori All Blacks perform their haka against Ireland (youtube.com)</a><br><br>Deeyah Khan's interview on BBC as a baseline for the questions: <a href="#">"The UK is never going to be white again" -</a> | 5 min              | Have a broader approach to the topic than what is conventional for the students to experience/see that it is not only ethnicity that divides people. |

|                                                                          |                                                                                            |       |                                                                                                                                                                                         |
|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                          | <a href="#">Muslim Deeyah Khan BBC interview</a> )                                         |       |                                                                                                                                                                                         |
| <b>Information:<br/>Topic, aims,<br/>expectations<br/>and assessment</b> | 1. The agenda for the upcoming sessions<br>2. Learning objectives<br>3. Product at the end | 5 min | Listening<br><br>For the students to know what they are doing, where this is heading, what they are to prove an understanding of/learn and what the assessment may be (informal/formal) |

## Session 2 – Defining racism and citizenship

|                                                                                                                  |                                                                                                                                                                                                                              |        |                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------|
| <b>Hook:<br/>Warming up/<br/>introducing</b>                                                                     | The universe and character orchestra of J. K. Rowling's Harry Potter-series                                                                                                                                                  | 5 min  | Reading, listening, talking, and writing.                                                                                |
| <b>Main text:<br/>Extract from<br/><i>Harry Potter and the Chamber of Secrets</i></b>                            | A fictional text illustrating the matter: Extract from <i>Harry Potter and the Chamber of Secrets</i> , preferably the full chapter, but at least from page 86-89.                                                           | 35 min | Be able to extract content from factual and fictional texts and make use of the information gathered in their own texts. |
| <b>Outro:<br/>Compose<br/>multimodal<br/>products<br/>(posters)<br/>displaying<br/>definitions of<br/>racism</b> | Read factual texts defining racism. Create their own.<br><br>A: A poster <a href="#">4 types of racism FINAL RSJI (seattle.gov)</a><br><br>B: A dictionary <a href="#">Racism Definition &amp; Meaning - Merriam-Webster</a> | 20 min | Write explanations/definitions, informative texts, using their own vocabulary after having read multiple texts.          |

## Session 3 – Multiculturalism and tolerance

|                                           |                                                                                           |        |                                                                                      |
|-------------------------------------------|-------------------------------------------------------------------------------------------|--------|--------------------------------------------------------------------------------------|
| <b>Hook:<br/>Warming up<br/>exercise:</b> | Address the responsibilities of role models within sports (as a bridge to the main text.) | 10 min | Listening, talking, and writing<br><br>Refreshing what is the topic in English class |
|-------------------------------------------|-------------------------------------------------------------------------------------------|--------|--------------------------------------------------------------------------------------|

|                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                     |                            |                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>The responsibility of role models</b></p> <p><b>Address the responsibilities of role models within sports (as a bridge to the main text.)</b></p> <p><b>Main text: Addressing racism from Romelu Lukaku's perspective</b></p> <p><a href="#">I've Got Some Things to Say by Romelu Lukaku (theplayerstribe.com)</a></p> <p><b>Outro: Questions for reflection</b></p> | <p><a href="#">Greatness Comes From Everywhere   No Room For Racism (youtube.com)</a></p> <p>2: Factual text – autobiographical</p> | <p>45 min</p> <p>5 min</p> | <p>these days – “logging on” and pointing towards the main text of the session.</p> <p>Reading a factual text and reflecting upon its content.</p> <p>Be able to connect the reading experience to the main topic of the period – racism.</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### Session 4 – Where does the intolerance stem from?

|                                                                                                                                                     |                                                                                                                                                                                                                |  |                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------------------------------------------------|
| <p><b>Hook: Warming up exercise:</b></p> <p><b>Main text: Trying to understand racism from Deeyah Khan's perspective</b></p> <p><b>Tedtalk:</b></p> | <p>Questions for reflection creating a bridge to the main text.</p> <p>A Tedtalk as audio and transcript:</p> <p><a href="#">What we don't know about Europe's Muslim kids   Deeyah Khan (youtube.com)</a></p> |  | <p>Listening/watching, talking, and writing</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------------------------------------------------|

|                                                                                                                                                                                                               |                                                                                |        |                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|--------|------------------------------------------|
| <a href="#">What we don't know about Europe's Muslim kids   Deeyah Khan (youtube.com)</a><br><br><b>Outro:</b><br><b>Little Miss Eyeflap</b><br><br><b><u>Skylappjenta - Little miss eyeflap on Vimeo</u></b> | Questions for reflection                                                       |        |                                          |
| <b>Session 5 – Where does the intolerance stem from?</b>                                                                                                                                                      |                                                                                |        |                                          |
| <b>Where does the intolerance stem from?</b>                                                                                                                                                                  | The full session is given to the students working on their multimodal product. | 60 min | Listening, talking, creating and writing |
| <b>Session 6 – Show products</b>                                                                                                                                                                              |                                                                                |        |                                          |
| <b>Show products</b>                                                                                                                                                                                          |                                                                                | 60 min | Be inspired!                             |