

**Handout**

# Unit Overview

## Discussing Contemporary Islamophobia in the Classroom

Lesson	Overview	Materials	Main Activities
<b>Lesson 1: Confronting Islamophobia</b> (one 50-minute lesson)	Students understand how Islamophobia is rooted in both religious hatred and racism; explore the historical origins of Islamophobia and how it manifests in the present; reflect on the human cost of Islamophobia and how it impacts those who experience it; and think about the importance of standing up against Islamophobia.	<ul style="list-style-type: none"> <li>● <b>PowerPoint: Confronting Islamophobia</b></li> <li>● <b>Video: Islamophobia: A Structural Racism</b></li> <li>● <b>Handout: Islamophobia, its Past and its Present (Intermediate/Advanced)</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Reflect on responses to culture.</li> <li>2. Learn what Islamophobia is.</li> <li>3. Explore Islamophobia's past and present.</li> <li>4. Explore contemporary Islamophobia and its impact.</li> <li>5. Reflect on the importance of challenging Islamophobia.</li> </ol>
<b>Lesson 2: Exploring Islamophobic Tropes</b> (one 50-minute lesson)	Students reflect on how lies and the truth spread; explore Islamophobic narratives; and consider the harm that the circulation of Islamophobic narratives can cause.	<ul style="list-style-type: none"> <li>● <b>PowerPoint: Exploring Islamophobic Tropes</b></li> <li>● <b>Handout: Islamophobic Tropes (Intermediate/Advanced)</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Reflect on how lies and the truth spread.</li> <li>2. Explore prominent Islamophobic tropes using the Jigsaw teaching strategy.</li> <li>3. Reflect on the impact of Islamophobic tropes, and the importance of challenging them.</li> </ol>

<p><b>Lesson 3:</b>  <b>Addressing Islamophobia in the Media</b>  (100 minutes: two 50-minute lessons)</p>	<p>In the first part of the lesson, students reflect on media bias; explore literary devices used in the media to provoke emotional reactions and spread Islamophobic ideas; analyse the portrayal of Muslims and Islam in the media; and reflect on how humanity's negativity bias impacts responses to Islamophobic news content. In the second part of the lesson, students reflect on film as an art medium; discuss the representation of Muslims and Islam in the film industry; consider the impact of this representation; and reflect on what shapes people's responses to Muslims and Islam.</p>	<ul style="list-style-type: none"> <li>● <b>PowerPoint: Addressing Islamophobia in the Media</b></li> <li>● <b>Video: Muslim Representation in Film</b></li> </ul>	<p><b>Part I</b></p> <ol style="list-style-type: none"> <li>1. Reflect on media bias.</li> <li>2. Explore literary devices used to provoke emotional reactions and to spread Islamophobia in the media.</li> <li>3. Analyse the portrayal of Muslims and Islam in the media.</li> <li>4. Reflect on the impact of the negativity bias.</li> </ol> <p><b>Part II</b></p> <ol style="list-style-type: none"> <li>1. Reflect on film as an art form.</li> <li>2. Discuss Muslim representation in the film industry.</li> <li>3. Consider the impacts of Islamophobia in film.</li> <li>4. Reflect on what shapes responses to Muslims/Islam.</li> </ol>
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<p><b>Lesson 4:</b>  <b>Understanding Gendered Islamophobia</b>  (100 minutes: two 50-minute lessons)</p>	<p>In the first part of the lesson, students reflect on identity; learn about intersectionality; and discuss gendered Islamophobia case studies to better understand how Islamophobia impacts women. In the second part of the lesson, students reflect on and discuss clothing and choice; consider how the religious clothing Muslim women wear is portrayed as oppressive; and read Muslim women’s views of religious clothing, before completing an Exit Card capturing how the lesson has impacted their thoughts and feelings.</p>	<ul style="list-style-type: none"> <li>● <b>PowerPoint: Understanding Gendered Islamophobia</b></li> <li>● <b>Video: The Urgency of Intersectionality</b></li> <li>● <b>Handout: Gendered Islamophobia Case Studies (Versions One and Two)</b></li> <li>● <b>Video: Islamophobic Narratives: Oppression of Women</b></li> <li>● <b>Handout: Clothing and Choice: Anticipation Guide</b></li> <li>● <b>Handout: Muslim Women’s Views on Religious Clothing</b></li> </ul>	<p><b>Part I</b></p> <ol style="list-style-type: none"> <li>1. Reflect on identity.</li> <li>2. Learn about intersectionality.</li> <li>3. Discuss gendered Islamophobia case studies.</li> <li>4. Reflect on intersectionality.</li> </ol> <p><b>Part II</b></p> <ol style="list-style-type: none"> <li>1. Reflect on clothing and choice.</li> <li>2. Watch a video on the Islamophobic trope connected to the oppression of women.</li> <li>3. Read Muslim women’s views on religious clothing.</li> <li>4. Complete an Exit Card on thoughts and feelings.</li> </ol>
<p><b>Lesson 5:</b>  <b>Standing Up Against Contemporary Islamophobia</b>  (100 minutes: two 50-minute lessons)</p>	<p>In the first part of the lesson, students reflect on belonging, on how Islamophobia impacts Muslims’ sense of belonging, on approaches to integration and on how to create an inclusive national identity. Then, in the second part of the lesson, students focus on the act of upstanding, looking at specific Islamophobic incidents and considering what could have been done in response to them, as well as what can be done now to prevent future incidents from occurring.</p>	<ul style="list-style-type: none"> <li>● <b>PowerPoint: Standing Up Against Contemporary Islamophobia</b></li> <li>● <b>Handout: Three Parables for Integration</b></li> <li>● <b>Video: UK Islamophobia: Muslim School Vandalised</b></li> <li>● <b>Handout: Contemporary Islamophobia Case Studies</b></li> </ul>	<p><b>Part I</b></p> <ol style="list-style-type: none"> <li>1. Reflect on belonging.</li> <li>2. Discuss the impact of Islamophobia on belonging.</li> <li>3. Discuss three parables for integration.</li> <li>4. Reflect on creating a national community.</li> </ol> <p><b>Part II</b></p> <ol style="list-style-type: none"> <li>1. Reflect on upstanding.</li> <li>2. Reflect on a response to Islamophobia.</li> <li>3. Explore ways to respond to Islamophobic incidents.</li> <li>4. Reflect on challenging Islamophobia.</li> </ol>