**Title:** **The Bristol Bus Boycott (BBB)**

**Introduction to lessons:** We have included the Bristol Bus Boycott in this resource as little attention is usually paid in UK schools to the history of anti-racism in the UK itself. Often there is a focus on the US Civil Rights Movement. The Montgomery bus boycotts and Rosa Parks inspired the Bristol Bus Boycott. Since the resurgence of the Black Lives Matter movement in the UK following the murder of George Floyd in the USA in May 2020 there has been a growing interest in anti-racism and decolonising the curriculum. This series of lessons links well with the case study of English Disco Lovers in the Role of the Arts and to contemporary movements such as Black Lives Matter.

These lessons can be used as the first core lessons as an alternative to OTPOR as they also introduce the Pillars of Support and the Non-violent Methods Checklist which are referred to in subsequent lessons.

This is a series of four lessons which use the P4C process in an extended way. The first lesson introduces the stimulus of the Bristol Bus Boycott and then uses the Question Quadrant to generate questions about it. These comprehension, general knowledge, speculation and philosophy questions are then explored in subsequent lessons.

**Curriculum links:** RSHE, Citizenship, History, Geography, Religious Education, English

**English National Curriculum for Citizenship links**: **KS2** Knowledge, skills and understanding: ‘1a talk and write about their opinions, and explain their views, on issues that affect themselves and society’; ‘2a to research, discuss and debate topical issues, problems and events’; ‘2c to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities’; ‘2e to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people’s experiences’; ‘2f to resolve differences by looking at alternatives, making decisions and explaining choices’; ‘2h to recognise the role of voluntary, community and pressure groups’; ‘2i to appreciate the range of national, regional, religious and ethnic identities in the UK’.

**KS3** ‘Pupils should use and apply their knowledge and understanding while developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action’; ‘Pupils should be taught about…the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities’; ‘Pupils should be taught about the precious liberties enjoyed by the citizens of the United Kingdom’.

**Learning outcomes:**

* To develop understanding of the concept of discrimination.
* To analyse the methods used to protest using different examples.
* To use a case study to explore the pillars of support and the effectiveness of non-violent actions.

**Concepts:**

Racism

Discrimination

Immigration

Rights

Responsibilities

Equality

Equity

Fairness/justice

Colonialism

**Key vocabulary:**

Colour bar

Boycott

**Other vocabulary:**

Conductor

West Indies

**Resources needed:**

Resource Sheet 25 BBB Web links for learners’ research

Resource Sheet 26 Question Quadrant

Resource Sheet 24 Non-violent Methods Checklist

Resource Sheet 27 Pillars of Support task sheet

Resource Sheet 28 Pillars of Support diamond ranking cards

Resource Sheet 17 P4C steps

Resource Sheet 29 History of Racism in Britain timeline

Resource Sheet 30 Background information for teachers

Power Point (optional)

**a. Starter activity**

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| **Starter activity** | **Time** |
| 1. Introduce the Bristol Bus Boycott:* Recap on what we have learnt so far about things we can do if we want to change something that’s not fair.
* Show film: <https://www.bbc.co.uk/news/av/uk-england-21525110/bristol-bus-boycott-50-years-on> (3 mins.)

 OR Paul Stevenson, A Journey to Justice <https://www.youtube.com/watch?v=-0eR7dH7BYY> (3 mins.)* What happened and why did they act as they did?

Think > Pair > Share (Ensure understanding of colour bar, boycott and conductor). | 15 mins. |

**b. Main activities**

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| **Activity Lesson 1** | **Time** |
| 1. Generate questions in response to the film:* In pairs, come up with some questions to discuss, that have been stimulated by the film.
* As a class, sort questions using the Question Quadrant and combine questions where appropriate.
* Answer any ‘Comprehension’ questions as a class.
 | 20 mins. |
| 2. Split into small groups to research the ‘General Knowledge’ questions using RS25 Web links for Learners’ Research.  | 20 mins. |
| 3. Plenary: What have we found out? What do we still need to find out? (Possible homework task). | 5 mins. |

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| **Activity Lesson 2** | **Time** |
| 1. Non-violent Methods Checklist (RS24): * Recap learning from previous lessons on non-violence and OTPOR case study (and others).
* Complete RS24 Non-violent Methods Checklist individually.
* Share in groups and amend as appropriate.
 | 30 mins. |
| 2. Pillars of Support* Introduce the Pillars of Support using PowerPoint slides 8 and 9 if this is the first case study (i.e. you haven’t introduced them through OTPOR). Otherwise go onto slide 10 and the next activity.
* Introduce RS27 Task Sheet and ensure shared understanding of key vocabulary.
* In groups, complete the task sheet.
* Feedback and discuss to ensure understanding.
 | 30 mins. |

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| **Activity Lesson 3** | **Time** |
| 1. Speculative Questions from Question Quadrant * This will depend on what sort of ‘Speculation Questions’ learners have come up with from the Question Quadrant e.g. how did it feel to be rejected because of your skin colour?
* You may like to devise a role-play, freeze frame, role on the wall etc. to address these.
 | 15 mins. |
| 2. Diamond Nine of Pillars of Support:* In pairs discuss ‘Which Pillar of Support was most effectively engaged with?’ Arrange into a diamond nine shape.
* Share with another pair and see if they want to change theirs.
* As a class, compare similarities and differences.

(\*May be longer or shorter depending on how many case studies learners have done and how familiar they are with the Pillars of Support.) | 20 mins. \*  |

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| **Activity Lesson 4** | **Time** |
| Conduct a P4C Enquiry by voting on any of the ‘Philosophy Questions’ from the Question Quadrant. | 60 mins. |

**c. Reflection / evaluation**

Discuss in pairs:

How successful do you think the Bristol Bus Boycott? What non-violent methods did people use to achieve success? What other examples can you think of where people have tried to tackle racism?

**d. Suggested follow-up activities**

1. Wider context and impact of BBB:

How the BBB helped lead to the Race Relations Act 1968: Supplementary video – Culture Clash on the Front Line: The Story of the Jamaicans in Bristol, Extract 3 on Bristol Bus Boycott 5 mins 26 secs.

<https://www.youtube.com/watch?v=oitqcFdWTP4&feature=youtu.be>

1. Windrush Story.
2. Empire and Colonialism in the Caribbean.
3. Literacy / Drama / English: role play as protesters; hot-seating for key figures in story; diary entry; script an interview; newspaper report.
4. Art / History / English: make a protest poster.
5. Links to similar global protests: Black Lives Matter; Civil Rights in USA, Anti-apartheid in South Africa.
6. RE / Philosophy / Ethics: racism and exclusion / ‘othering’.

**Teachers’ evaluations of lessons**

The learners were shocked by the extent of racism at that time. Some boys related this to issues in football and how fans have been banned for saying racist chants and throwing items on the pitch.

As we briefly did the story for BHM and then again in February, they had a good knowledge of the core events, and they were interested to learn about the British Black Rights movement, rather than just focussing on the American side of this which is what tends to be covered in BHM. We read through interview resource as a class and clarified any words the class weren’t sure of as we went along. We used a map to show where Bristol was – class were not sure. Kept recapping with this.

Learners were actively involved in all learning. The discussions were in-depth and lively. We looked briefly at history of migration, commonwealth and current migration trends. Racism. I would add more contemporary or current examples of discrimination e.g. Black Lives Matter protest marches, identifying its Pillars of Support internationally.