

GUIDE

A GUIDE TO USING THE RADICAL READ



BACKGROUND

Radical Read is a series of 15 plans for educational sessions which examine a number of historical and contemporary protest movements from around the globe, with a particular focus on the role of young people within them. Some sessions are a close exploration of a single demonstration or protest movement, while others draw on a range of case studies to explore a theme. We have designed these different plans to encourage students to think about their role within the world, their relationship to their community and society as a whole, and to take inspiration from the examples of other young people.

It has been 200 years since Peterloo, a significant historical event which too often receives little classroom focus or attention. Not only does Radical Read introduce students to the story of this key episode in the struggle for democracy, equality, and freedom of speech, but it draws on Peterloo's legacy to demonstrate the ways in which ordinary young people have changed the world for the better. These session plans introduce students to important ideas, individuals, and movements, and also encourage them to take inspiration and think about the ways in which they can exercise their democratic rights.

Radical Read was initiated by the Read Manchester campaign. Read Manchester was launched in 2016 to increase the numbers of children and young people reading for pleasure. Therefore the pack contains a wide variety of reading sources that are there to support the delivery of activities. Several of these are original materials that were written by young people, while others are extracts from a range of different sources, from activist leaflets and blog posts to young adult fiction and historians' works. They were selected to help provoke questions, provide context, and stimulate critical thinking. For more information go to the Read Manchester website at <https://literacytrust.org.uk/communities/manchester/>

Development of the project was supported by the British Council, and as such the sessions have been designed with the British Council core skills at the heart of them. Radical Read has been developed in tandem with Manchester Histories as part of the Peterloo 2019 program of activities.

Visit <https://peterloo1819.co.uk/> for more details.



FLEXIBLE RESOURCE

Each session plan can function as a self-contained unit which stands alone. Alternatively you may choose to make use all the resources to deliver a course which introduces a range of examples of progressive protest to your students. These plans can be used as the basis for assemblies, drop down days, tutor time, or even meetings with your school/ college council.

The plans are suitable for students studying at Key Stages 4 – 5, (some sessions adaptable for Key Stage 3) and each session indicates what levels and subjects it is best suited to. Also included within each is a list of British Council core skills which are promoted through the class activities, as well as the United Nations Sustainable Development Goals which are supported, and the UK Curriculum links of the session's content.

You may find that some of the case studies contained within the plans are more relevant to your students' needs and interests than others. Alternatively, you may find some of the plans contain more sources and activities than can be covered comfortably within the time that you have available. In either case, feel free to use selections from the material rather than the entire intact plan, or else separate some activities into a separate session. Similarly, some of the readings you may find too long for sustained silent reading. If this is the case you can potentially cut them down to a shorter size, or have a student read selections of the material aloud, or alternate between which students you ask to read the material aloud. All instructions are a suggestion rather than a rigid plan that you have to follow! We have not provided recommended times for activities, enabling you to be responsive to your group's requirements, preferences, and abilities.



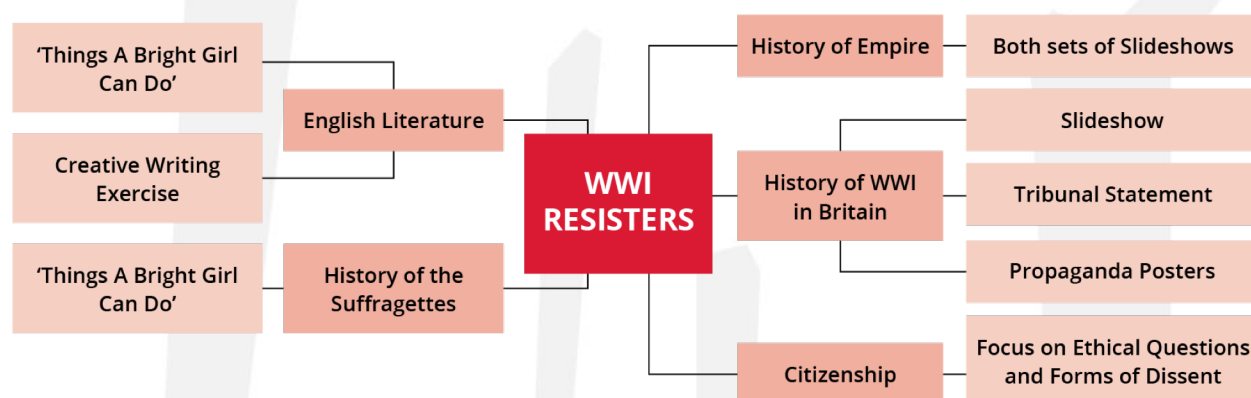
FLEXIBLE RESOURCE

The activities and sources provided within each session plan can be used to support a range of activities across the curriculum, and to support different exam board papers. For example, the session 'We Will Not Fight', which focuses on resistance to World War I, contains six activities with a range of sources associated with each.

These are:

1. A slideshow about Conscientious Objectors, their motivations, and the different approaches pursued by different groups. It asks students to assess whether they think their actions were justified.
2. A written statement from an 18 year old Conscientious Objector which students are asked to analyse in line with the categories they have learned about.
3. Several anti-'Conchie' posters and postcards which are used as the basis for a visual source analysis.
4. An extract from 'Things A Bright Girl Can Do', focusing on a young anti-war suffragette, where students asked what role schools have in fostering discussion, debate, and dissent.
5. A slideshow and set of reading sources about West African Carriers' conditions and the attempts of some to evade recruitment. Students are asked to evaluate the differences between forms of resistance available to people within the British Empire.
6. A creative writing exercise where students are asked to write their own tribunal statement.

These sources can all be used together, or as part of a short programme of activities. However, the different sources and activities lend themselves to being used on their own or to support a range of curriculum aims. An English Literature class, for example, could make use of the extract from 'Things A Bright Girl Can Do' and the creative writing exercise, while a class on the History of Empire could make use of the two slideshows to compare the different treatment of different populations within the British Empire.



HOW TO USE THE PLANS

Each plan contains, a set of educators' notes, printable worksheets for your group, and a slide show (with notes for the slide shows included in the educators' notes section).

Split across these different sections are a range of sources, discussion questions, and activities designed to stimulate critical and creative thought about a variety of topics, from racism and homophobia, to trade unions and clicktivism. A mixture of videos, images, and written passages make up the sources used in the sessions, so we recommend checking them in advance to assess their suitability for your group and to ensure that you have the means to display them all. We further recommended that you check to ensure that the videos can be played within your classroom before the session begins, as some web filters may categorise them as unsuitable for educational settings.

You will need to print off a copy of the educators' notes in advance, and worksheets for students in the group that you lead. In some cases, creative activities will require stationary and resources to be prepared in advance of the session. You should begin each session by showing students the learning objectives contained in the first slide.

Please note that some of the topics and sources contained in the Radical Read address sensitive topics which may directly impact the students you work with it. In other cases there may be difficult ideas which students have not contemplated previously. Where possible, we have provided to links from third-party organisations and websites which offer advice and guidance on teaching these sensitive topics to young people.

Please note that many of the plans contain links to external websites. These links are provided for informational purposes only; they do not constitute an endorsement or an approval by Read Manchester or Manchester Histories of any of the products, services or opinions of the corporation or organization or individual. Read Manchester and Manchester Histories bear no responsibility for the accuracy, legality or content of the external site or for that of subsequent links. Contact the external site for answers to questions regarding their content.



LIST OF SESSIONS

Concerts as Activism

This session examines the different ways that concerts have been used either to promote political causes, raise funds for charities/ campaigns, or became political events in their own right. Students will be asked to look at three different case studies- 'One Love Manchester', 'Northern Carnival against the Nazis', and the 'Acid House' scene of the late 1980s.

March for our Lives

In this lesson students will learn about the pro-gun law activism being led by the survivors of the school shooting at Marjorie Stone Douglas High. They will consider what young people involved in the campaign want to achieve, the ways that they are doing this, and how young people can influence politics despite not having the vote. The lesson will end with a creative exercise in which students are encouraged to think about how they can apply some of the ideas of this campaign to issues that they care about.

Our Right to Education

In this session the group will consider the importance of being able to access education, and look at the ways that different young people, in different national contexts and historic periods, have tried to ensure education access was expanded to cover everyone. The case studies are the Latin American educational reform movement of the early 20th century, and the work of Malala Yousafzai.



LIST OF SESSIONS

LGBT Activism

In this lesson students will look at a key moment in the history of LGBT activism, the Stonewall Riots, and the role of young people in the protests. Using a combination of videos and sources written at the time of the riots, they will consider why these events occurred and what motivated the different actors. It will introduce them to the issue of LGBT youth's overrepresentation in the homeless population, and ask them to consider the means of tackling this.

Peterloo

This session introduces students to the Peterloo Massacre, and asks them to examine the causes of the day's historic events. Students are encouraged to think about the importance of banners and political symbolism to protest movements, and are familiarised with Percy Shelley's *Masque of Anarchy*.

We need unions!

This session examines the role of young people in developing trade unions, and their involvement in several key labour disputes. The Matchgirls' Strike of 1888 forms the central case study, and the students are encouraged to think about how and why the young strikers' agency has been written out of history, as well as the links which can be drawn between historic and contemporary trade unionism.



LIST OF SESSIONS

School-Yard Protest

In this session, your group will look at the different ways that students have organised protests in their own schools against policies they considered unfair. It presents several case studies and asks students to engage in a creative exercise to consider how they could make change in their own schools, and what means they could use to develop a campaign.

Occupy

In this session, students will learn about the tactics and aims of the Occupy Movement, and will study the youth-led protests in Hong Kong for democracy. They looking at what caused the movement, who was involved, and the tactics they used. The class will then examine the different ways that protestors have occupied space in different historic and contemporary situations.

We will not Fight!

This session focuses on the Conscientious Objectors of World War I, and draws on examples of young men in Britain who refused to fight in the army due to their religious and political beliefs. It also introduces students to the war resistance of young West African men, and asks students to examine the reasons behind these movements' differences. It asks students to think about the morality of these actions, and to consider the extent of the pressure placed on young men to serve in the war effort internationally.



LIST OF SESSIONS

Seek Refuge

In this session, students will be asked to consider the factors which influence people to cross borders, with a particular focus on why people have had to leave Syria in recent years. It further introduces them to two examples of campaigns by young people to prevent the deportation of refugees, namely the Viraj Mendis Defence Campaign, and the refusal of Elin Ersson to sit down on a plane, preventing the deportation of an Afghani man.

Young Women say No

In this session, students will look at different instances of protests led by young women which aimed at challenging gendered violence. It draws on both historic campaigns as well as the contemporary #MeToo movement to examine the different means people have used to draw attention to, and effect change around, this issue.

Youth Resistance to the Nazis

In this session students will be introduced to two youth movements who stood up to the Nazi regime, the White Rose movement and the Edelweiss Pirates. They will consider what life was like for young people under Hitler's rule, and the differences and similarities between these movements.



LIST OF SESSIONS

Rising Against Racism

This session will focus on two different examples of youth-led anti-racist campaigning, drawing on contemporary and historical examples. The case studies are the Soweto Uprising which occurred in South Africa, 1976, and the Ferguson Protests in the USA, 2014, which helped propel #Blacklivesmatter into the international spotlight. Students will be asked to consider the impact of racist policies and state violence in shaping the protests, and asked about how they could support such movements.

Disabled Rights

This lesson focuses on the successful Deaf President Now campaign- a movement which took place on the campus of Gallaudet University, Washington DC, in 1988, and was led by students. The protestors shut down the university for over a week, demanding that the administration, which for over a hundred years had been run by hearing people, have a deaf president and majority-deaf board of trustees. Students will be asked to consider the reasons behind the protests, and the ways in which disabled young people can gain representation within institutions.

School Strike for Climate

In this lesson, students will be introduced to the 'school strike 4 climate' movement which began in Sweden with the work of Greta Thunberg and has since spread to many other countries. Students are encouraged to think about the merits of school strikes as a tactic, and the ways in which support can be built for environmental protests.



THANKS TO FUNDERS AND PARTNERS:



MANCHESTER
CITY COUNCIL



MANCHESTER
HISTORIES



Supported using public funding by
**ARTS COUNCIL
ENGLAND**



**HERITAGE
FUND**



Loreto High School Chorlton



youth focus NW
Improving the lives of young people

Written and compiled by Dr Daniel Edmonds, danieledmonds237@gmail.com

