

The 2011 UK Riots

Reasoning

Integrity

Courage

Wisdom

Self-discipline



Activity 1

Aim(s)

- To explore deciding well in a difficult context.

Resources

- Internet connection to watch videos.
- *The UK Riots* Power Point.
- Paper and pens.

Delivery Guide

Ask the young people what they know about the 2011 UK Riots.

A young black man, Mark Duggan, was shot by police in Tottenham, sparking a protest which quickly turned into riots spreading to Birmingham, Liverpool, Bristol and other cities in the UK.

What are their opinions on the riots and those who participated?

There are a variety of different viewpoints about what caused the riots, why people got involved, and what they were trying to achieve. Ask the young people to create a list of what they think motivated people to get involved, thinking about the things they've looked at in the previous activities about the Milgram experiment, or deciding well. For instance, some young people made a small decision to go out onto the street to see what was happening, and consequently got caught up with what was happening and joined in the looting.

These videos give some suggestions (there is some bad language in the second video):

www.youtube.com/watch?v=RLfiE08JM_o

www.youtube.com/watch?v=qvJQ60bWhTM (Part 1)

A particularly interesting interview from 6 mins 30 secs

www.youtube.com/watch?v=XyOMjFFYXns (Part 2)

www.youtube.com/watch?v=Flol1AntLCw

(all available 8/16)

Some answers include:

- To get free stuff.
- Because they were there.
- To protest against the killing of Mark Duggan.
- To feel in control.
- Feeling a lack of opportunity.
- Protesting against police treatment.
- Because peaceful protests don't work.
- Because it looked fun.
- Because their friends were doing it.

After the riots had died down, there were lots of people who came out to clear up the streets and communities that were damaged. Ask the group what they think their motivations may have been.

One of the 'clean ups' that got most publicity was in Clapham, London and in this report from the BBC participants explain why they joined in:

www.youtube.com/watch?v=7yS3NNI4XIU (available 8/16)

Create a list of all the different possible motivations for those who got involved in the riots and those who helped clean up.

What virtues or vices might be connected to those? For instance, 'greed' might go with 'to get free stuff' and 'justice' might go with 'to protest against the killing of Mark Duggan'. Some may not have any virtues or vices that you can think of.

Write the motivations down on one side of the paper and the relevant virtues opposite it:

To get free stuff

The protest against the killing of Mark Duggan

Virtues

- greed
- justice



This can be done individually, as several small groups, or as one whole group.

Ask the young people if they think the participants made the right decision to get involved in the riots. Would they have made the same decision?

What were the consequences of people's decision to get involved? Possible answers include:

- Some people were arrested.
- Some lost their jobs.
- Streets and communities were damaged.
- People listened.

Did the rioters achieve their goals? Could they have decided to act another way?

Ask the young people to think about what they would have done. (Or, what did they do, if they were there.)

Points to highlight

- Decisions we make can have serious consequences for us and others.
- To make a decision you need to weigh up whether you're acting in the right way and for the right reasons.



Extension Activities

Ask the young people to research other riots in the UK that have taken place. For instance, they could look at the Poll Tax Riots in 1990, the Brixton Riots in 1981 or the confrontation between Police and the Miners in 1984. Are there any similarities between these riots and what happened in the UK in 2011? What are the differences? Did the riots achieve the goals they set out to achieve? Were there other options for them?



Links to Other Areas of the Curriculum

Various:

The Extension Activities can link with subjects and events studied in History.

