

Note to form tutors

The presentation starts with a starter defining key terms - 10 mins.

Students are then invited to reflect on the Watch Your Language lessons which they've had over the last 2 weeks - 5 mins.

We then consider the impact of offensive language on people who are at the receiving end, and also on people responsible for offensive language. 10 mins

Then students think about the ideas and principles which they'd like to see in a Watch Your Language charter. 15 mins

Please use the hyperlinked Google Forms to capture the best ideas.

(If you don't have time to complete this on Thurs, then you could use Fri pm reg to pull together the ideas and principles - unless you have Y10 assembly on Friday.)

Many thanks.

**WATCH
YOUR
LANGUAGE**



Do we understand what **positive language** looks like?

Do we understand what **negative language** looks like?

On the next slide can you identify and define some important **key terms** that link to our focus on WYL?

Task: With a partner take turns to define the following key terms:

Diversity
Prejudice
Discrimination
Equality
Microaggression
Xenophobia
Anti-Semitism
Homophobia
Stereotyping
Tolerance

Extension Task:

Can you support your definitions with examples?

Starter - 10 mins

Diversity	Diversity recognises that everyone is different in a variety of visible and non-visible ways, and that those
Prejudice	
Discrimination	inds of race, age,
Equality	e fairly.
Microaggressions	ntional – alised groups.
Xenophobia	
Anti-Semitism	Jews.
Homophobia	ality or people who
Stereotyping	to all people within
Tolerance	A fair and objective attitude toward those whose opinions and practices differ from one's own. The commitment to respect human dignity.

Having defined these key terms, take a minute to reflect in silence.

Does the language you see, use or hear in school, at home and online promote **tolerance**, celebrate **diversity** and champion **equality**?

If not, ask yourself whether you are taking enough **personal responsibility** to **call it out**.

Watch Your Language - in your lessons

Since the launch of our Watch Your Language initiative, you have had the opportunity to think about the power of language in some of your lessons. It might have been a History, CPHSE, RE or English lesson.

To your partner:

- What did you talk about in your Watch Your Language lesson?
- What did you learn about the power of language?

Big questions: how does offensive language affect the person it is used against - and the person who uses it?

5 mins
reflection

Impact on others.

Impact and legacy discussions - 10 mins

What is the impact of offensive language?

This week Azeem Rafiq testified to MPs about his personal experience of racism when playing cricket for Yorkshire.

Here's a [clip](#) of his testimony. Let's watch the first 2 minutes.

How does it make you feel?

Why do you think Azeem Rafiq decided to speak out?

Why do you think other Yorkshire cricketers failed to call out the use of racist language?



The **legacy**
of our
language.

Cancel culture:

Modern form of ostracism (excluding someone) in which someone is pushed out of social or professional circles – whether it be online, on social media or in person.

Da Baby



Made **homophobic comments** during a live concert. He was dropped by major sponsors, taken off headliner lists for the festivals he was set to perform at.

Chrissy Teigen



Cyber-bullied other celebrities many years ago. Criticised for sending messages such as 'I can't wait for you to die.' Teigen has since stepped down from her television role and her brand when her comments came to **WYL*** light.

Ollie Robinson



Wrote a series of tweets between the years 2012–2014 that were **sexist, racist, homophobic, Islamophobic and disablist**. He served an 8 match ban and a £3200 fine. He also is working to educate others on the use, and legacy, of comments made on social media.

Steve Allen



Made **misogynistic** comments as he referred to Tilly Ramsay as a 'chubby little thing.' He followed with '[it's] probably her dad's cooking', whilst she was competing on Strictly Come Dancing. He received nearly 1000 complaints.

How do our words have a legacy?

What is the impact of our language on others?

How can we ensure that the legacy of our language is positive?

How can we call each other out if we hear language being used negatively, or to cause harm or discriminate?

The Charter.

15 mins discussion about principles

We are inviting all students to create a **Charter** for the whole school.

Our **Watch Your Language Charter** will make clear the types of language which we will not accept.

It will explain how we want to speak to each and how we want to treat each other.

The **Charter** will be visible all over the school. It will remind us of our school values, and help us call out offensive language when we hear it.



What do you think should be in our **Charter**?

What sort of values and principles should it reflect? Here are some questions to help your discussion. Your best ideas will be sent by your form tutor to the School Council.

How should we speak to each other?

What types of language do we not want to hear at school?

Why do we believe our language matters?

How should we use our language in a positive way?



Thank you for your contributions

The School Council meets on Monday. Its job is to write a **Watch Your Language Charter** based on your ideas.

The **Charter** will then be launched in assemblies and be visible around the school.

All students will be expected to respect the **Charter**, and speak to each other with respect and kindness.

Form tutors - please submit your class' best ideas and principles [here](#) for Y7,8 & 9, and [here](#) for Y10 & 11.



WYL*

Call It Out

www.sevenkings.school