

Key stage 1

Lesson 1: Talking about race and racism

Key Questions	Learning Outcomes	Activities and Content	Resources
<p>How can we show respectful listening?</p> <p>What is race?</p> <p>What is racism?</p> <p>Why do we need to talk about race and racism?</p>	<p>By the end of the lesson we want pupils to:</p> <ul style="list-style-type: none"> Be familiar with a set of ground rules for our anti-racism lessons. Understand that race refers to the groups we are placed in because of how we look (our physical characteristics). Begin to understand the term 'racism'. 	<ul style="list-style-type: none"> Children play an active listening game warm up to help generate a 'respectful listening' poster together. These will be the ground rules to be referred to at the beginning of each session. Play 'Fruit Salad' game to support children to see their similarities and differences. Activity to support children to see their similarities and differences. Introduce children to the word 'race'. Ask children if they have heard the word 'racism' before. Teacher to model with class deciding whether a scenario depicts an act of racism or not. Children read statement cards and decide if it is an act of racism or not as a group. Teacher to model how to use the sentence stems on the reflection slide. Children to have a go at sharing a reflection with their partner. 	<p>Teaching resources</p> <ul style="list-style-type: none"> PowerPoint Large flipchart paper for poster <p>Pupils' resources</p> <ul style="list-style-type: none"> Photographs of 4 different children (Slide 8) Statement cards (Slide 13 - print for each group)

Teacher notes

Slide 2 - Teachers to share the learning outcomes with the pupils.

Slide 3 - Teachers to share the key vocabulary slide and check children understand the words in the 'words I may already know' section.

Slide 4 - Children can play an active listening game warm up: one child speaks about a topic and the other child must remember two things that their partner has said. Children to feedback.

Slide 5 - Teacher to ask what they had to do to be a good listener i.e. not talk when their partner was speaking. Adult to scribe these ideas to generate a 'respectful listening' poster together. These will be the ground rules to be referred to at the beginning of each session.

Example rules:

- We will make sure everyone feels listened to
- We will give eye contact to those who are speaking
- We will make appropriate comments and ask appropriate questions in an appropriate tone
- We will make sure everyone feels OK - we don't put people down
- We will have appropriate facial expressions
- We will be brave to explore some scenarios that make us feel uncomfortable and/or sad
- We will keep the conversation in the room

Slide 6 - Play a game to support children to see their similarities and differences. Children sit in a circle. Invite a child to share something about themselves e.g. I have brown eyes, I wear glasses, I am human, I have white skin, etc. Children who share the same trait get up and swap places. Encourage children to acknowledge that many things are the same but some things are different.

Slide 7 - Activity to support children to see their similarities and differences. Clarify the meaning of the word 'similar'. Teacher to model this activity briefly first with the class and then children can have a go in pairs/groups.

Slide 8 - Share photographs of 4 different children. Children discuss similarities and differences between the children (skin colour, hair type, gender, clothing etc).

Slide 9-10 - Introduce children to the word Race. Ask children if they have heard this word before. Children may talk about competitive running races here. Show both definitions after discussion and explain/highlight the one we are focusing on today.

Slide 11-12 - Ask children if they have heard the word 'Racism' before. Children could share their initial thoughts. Given what they now know about Race - what do they think it could mean? Challenge and explain where necessary using the teacher glossary to support definition.

Slide 13 - Teacher to model with class deciding whether a scenario depicts an act of racism or not.

Slide 14 - Split the class into groups and hand out statement cards. Children read the card and decide if it is an act of racism or not as a group. Children then share their ideas/reasoning with the whole class. N.B. Acheampong (atch-i-yam-pong).

Teacher notes (cont'd)

Slide 15 - Scenario cards to print for activity.

- Scenario 1 - Not an act of racist behaviour - Lauren just does not like trying new foods. (However, it could be; it depends on context/intent).
- Scenario 2 - Act of racist behaviour - Charlotte is expressing a negative attitude towards Geoffrey's name and in turn towards his ethnic origin. The impact of her behaviour is that she upsets Geoffrey.
- Scenario 3 - Act of racist behaviour - Rhys' dad has prejudiced beliefs about Black people. His beliefs result in Elijah being excluded from a party he would have been invited to if he were not Black.
- Scenario 4 - Act of racist behaviour - As the girls were together and were all stopped, it seems that the security guard has treated the girls differently because of their race. Checking only the bags of the Black girls and not of the white girl is therefore an act of racism.

Slide 14 - Blank template - as you may wish to use scenarios that reflect racist incidents that have occurred in your setting/ community. The aim of this activity is to be proactive and educate children to prevent such incidents happening in the future. Be careful to stick to racist incidents, not discrimination between marginalised groups.

Slide 15 - Teacher to model how to use the sentence stems on the reflection slide e.g. I now understand what racism means, I have learnt that I can be racist even if I didn't mean to be. Children to have a go at sharing a reflection with their partner.

Glossary for teachers - TN: Teacher notes in blue

Race - Race refers to grouping people together based on their visual characteristics, most commonly skin colour.

Racism - When someone treats a person or group of people unfairly or thinks that they are inferior because of their skin colour or 'race'.

Teachers should understand that race is a social construct - an idea invented by humans rather than an essential fact. For example, there is obviously variation in skin colour, eye colour and hair type; these things are real, but it is impossible to draw a distinct line between groups of people based on these characteristics. A spectrum would be a more useful way of describing differences in physical appearance.

There are no biological differences between different groups of people. There is no scientific way to divide humans into separate 'races'. Firstly, the spectrum of genetic heritage creates so much variety within humans that it would be impossible to define boundaries between these 'racial groups'. Secondly, there are and have always been many people with multiple heritage identities. See this article for further detail: <https://www.scientificamerican.com/article/race-is-a-social-construct-scientists-argue/> - <https://centerforhealthprogress.org/blog/race-social-construct/>

In short, we are all one species, one race - the human race.

Ta-Nehisi Coates argues that we have come to accept race as something real but it is a flawed concept. He argues that 'race is the child of racism, not the father'. He urges us to look to history for the answers. The notion of race was created by Europeans in the sixteenth century as an attempt to justify the dehumanisation of groups of people, colonialism and slavery.

Jollof rice - a rice dish popular in West and Sub-Saharan Africa. The dish is typically made with long-grain rice, tomatoes, onions, spices, vegetables and meat in a single pot.

Prejudice - a feeling of unfair dislike directed against an individual or a group because of some characteristic.

FAQs/Possible responses

Can a black person be racist towards a white person? What about when a black person is racist towards a white person?

Teacher response: Black people can be racially prejudiced towards a white person which is wrong and totally unacceptable. However, this is not racism. Racism is racial prejudice plus power. In the UK, White people hold the cultural power so they are more likely to be the judge, headteacher, boss, prime minister etc. This means that White people's racial prejudice can negatively affect the lives of People of Colour.

I think/I've heard/Someone told me that racism is when...

Teacher response: That's really brave of you to share and I think other people might think that too but racism is...

I don't see the colour of people's skin so I'm definitely not racist.

Teacher response: Thank you for sharing your thoughts on that - that's really brave of you. However, it is important to recognise people's skin colour as this could suggest you are ignoring a part of them that makes them who they are.

Links to other lessons

PSHE:

- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences

English:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary