

Key stage 1

Lesson 2: Defining anti-racism

Key Questions	Learning Outcomes	Activities and Content	Resources
<p>What does it mean to be anti-racist?</p> <p>Why is it difficult to talk about racism?</p> <p>What might anti-racism look like?</p>	<p>By the end of the lesson we want pupils to:</p> <ul style="list-style-type: none"> Understand the difference between non-racist and anti-racist. 	<ul style="list-style-type: none"> Revisit the meaning of race and racism on the key vocabulary slide. Warm up: Ask the children if they can recall the rules from the 'Respectful Listening' poster. Present children with the term 'anti-racism'. Discuss the meaning of the prefix 'anti' (against) and clarify together what the word anti-racism means. <i>This could also be done for the prefix non (not).</i> Watch video by John Amaechi on difference between non racist and anti-racist (or read simple explanation). What does it mean to be anti-racist? Give examples of different scenarios and children to role play/freeze frame some scenarios and discuss/unpick how each person is feeling. What might anti-racism look like? What should we do? 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. Plenary - Why is it difficult to talk about racism? 	<p>Teaching resources</p> <ul style="list-style-type: none"> PowerPoint Video by John Amaechi https://www.bbc.co.uk/bitesize/articles/zs9n2v4 Respectful Listening poster <p>Pupils' resources</p> <ul style="list-style-type: none"> Role play scenarios (prints slides 9, 10, 11, 12, 13)

Teacher notes

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

Slide 3 - Revisit the meaning of race and racism on the key vocabulary slide and introduce the words they will be learning today.

Slide 4 - Ask the children if they can recall the rules from the 'Respectful Listening' poster.

Slide 5 - Unpick the word anti-racism by looking at the prefix 'anti'. What other words do they know that use that same prefix. Use what they have learnt about the word 'racism' from the previous lesson to piece together a definition. N.B. ensure the glossary is used accurately to scaffold this discussion.

Slide 6 - Explain that there is a difference between anti-racist and non-racist. Show children the video by John Amaechi. Ask children to explain what they have understood anti-racist to mean?

Slide 7 - Explain that children are going to do a small group activity to freeze frame different scenarios. Explain to the children what this means (pressing the pause button or taking a photo and exploring the feelings of the different people).

Slide 8 - Explain that they will need to think about what each character is doing, what they are seeing and what is being said or done to them.

Slides 9 - 13 - Scenarios to be printed. As each scenario is shared with the class, encourage children to empathise with the victim of racism (How would you feel if this was done to you? What would make that person feel better? What could you do to show you support them in this situation?) and explain that this is why being anti-racist (allyship) is so important.

Teacher notes: Encourage children to empathise with the victim of racism and explain that this is why being anti-racist (allyship) is so important.

- Explore the feelings of the person doing something racist.
- Explore the feelings of the bystander/onlooker.
- Explore the feelings of 'wanting to keep the peace' and discuss the importance of sharing your disapproval.
- Scenario 1 - encourage responses which establish that the group of children should challenge Edward on what he suggests and support Kemi and Benjamin to inform an adult of Edward's response to Kemi and Benjamin to ensure he apologises. Children should explore how Kemi and Benjamin would feel, how the rest of the group will check if Kemi and Benjamin are OK and how it feels to speak up and challenge racism.
- Scenario 2 - encourage responses which establish that the passer-by and his friend should challenge the lady by telling her that her comment was racist. They may also respond by showing their support to the man by checking he is OK after being racially abused. Children should explore how the man would feel being abused (especially in front of his young son) and also how it feels to speak up and challenge racism.

Teacher notes (cont'd)

- Scenario 3 - encourage responses which establish that the shocked friend should challenge the dad and the friends who are laughing, being specific about the name calling being inappropriate and racist and question whether the same response would have been used if it had been a white footballer who had missed the penalty. Children should explore how the footballer might feel if he were to hear that comment on the pitch during a game, how might other Black footballers feel who also hear this comment and how it feels to speak up and challenge racism.
- Scenario 4 - encourage responses which establish that the person queuing and the other shoppers should have challenged the elderly man and supported the shop manager. They could have told the man that what he was saying was wrong and been more vocal instead of whispering their views. Children should explore how the shop manager might feel and how the other shoppers would feel speaking up.
- Scenario 5 - establish that this is a more difficult scenario as we feel we cannot tell our teachers and headteacher what to do. However, highlight that there are still ways of challenging policies and decisions that they think are racist. Children may choose to discuss the issue with their parents/carers (or a teacher they trust) and ask for their support in bringing the schools attention to the issue or they may write a letter asking their headteacher to review the current rule/policy. Highlight that they can still take action.

Slide 13 - 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 14 - Teacher to model how to use the sentence stems on the reflection slide e.g. *'I now know how to show allyship/be an anti-racist, I feel sad that sometimes people are treated badly because of their race.'* Children to have a go at sharing a reflection with their partner or with the class.

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.

Anti-racist - Anti-racism is an ongoing, active effort to challenge all types of racism in society.

Allyship/Ally - An anti-racist ally is someone who is committed to strengthening their own knowledge of racism. An anti-racist ally uses this knowledge to challenge racism when they see it.

People of Colour - This term is used to refer to any person who is not considered white in UK/US society.

FAQs/Possible responses

I don't want to play that role because I'm not Black

I can see that you are not Black. Acting is a skill where we often play parts that do not accurately reflect what we look like or our true character. It also helps us to empathise (understand how others feel) with others. If we think about our 'Respectful Listening' rules, showing respect and moving out of our comfort zone is part of that - let's make sure we do our best to follow those rules.

But if I didn't say it (the racist comment), I can't be racist.

Teacher response: Thank you for sharing that thought. It's important to remember that even if you didn't say the racist comment but you witnessed it, as an anti-racist, it is your responsibility to challenge it and support the victim of racism. This could be as simple as saying "That's unkind/unfair. (victim's name) is upset by what you said. I'm going to tell (responsible adult) what you said and how it has made (victim's name) feel.

Links to other lessons

English:

- consider and evaluate different viewpoints, attending to, and building on the contributions of others
- participate in discussions, presentations, performances, role play/improvisations and debates
- add prefixes and suffixes