

Key stage 1

Lesson 3: Redefining racism

Key Questions	Learning Outcomes	Activities and Content	Resources
<p>What is race?</p> <p>What is racism?</p>	<p>By the end of the lesson we want pupils to:</p> <ul style="list-style-type: none"> I can use my knowledge of race/ racism to 'myth bust'. 	<ul style="list-style-type: none"> Introduce learning outcome/s. Recap the 'Respectful Listening' poster/rules. Revisit the meaning of racism and anti-racism. Warm up: Talk partner activity - Ask the children if they can recall the rules from the 'Respectful Listening' poster. Present children with the word - 'race'. Ask children to choose from a selection of definitions which one matches the word (Answer: 2 Grouping people together based on what their visual features, most commonly skin colour). Discuss and define what a myth is. Present children with a range of myths about race and racism to discuss as a class: <ul style="list-style-type: none"> Only bad people are racist. Some people don't see colour. Black and white peoples' bodies are different on the inside. (The DNA of white and black people is completely different). We are all equal. We are all the same. Children to discuss in pairs. Children then stand at different points in the room to show where they are on the scale (1-10) for each statement. Teacher to work through the myths unpicking each one. How could we re-write the statements so they reflect the discussion? 	<p>Teaching resources</p> <ul style="list-style-type: none"> Respectful Listening poster Powerpoint You could create number cards 1- 10 and place these across the length of the room.

Teacher notes

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

Slide 3 - Talk partner activity: Ask the children if they can recall the rules from the 'Respectful Listening' poster.

Slide 4 - Revisit the meaning of anti-racism and racism on the key vocabulary slide. Check children know the meaning of the words before revealing the definition. Address any misconceptions. Introduce the words they will be learning today.

Slide 5 - Ask children to read and select the correct meaning that matches the word 'race' Read each possible definition for the children. Reveal answer (Answer: 2). Address any misconceptions that have arisen.

Slide 6 - Challenge the children to define the word 'myth'. Acknowledge children's efforts to respond. Share meaning.

Slide 7 - Explain that we are going to read some myths and decide whether we believe they are true or not. Explain that we are going to have an imaginary decision line (disagree --- agree numbered 1 - 10) and they are to position themselves on the line for each myth.

Slide 8-11 - Read each myth and encourage the children to decide where on the line they are going to stand. Explain to the children it is ok to not be sure. Be prepared to challenge children's thoughts.

- Slide 8 - **Myth 1 Only bad people are racist.** - Model this for the children and how to use the sentence stem. I agree/disagree with this because...
- Slide 9 - **Myth 2 Some people don't see colour**
- Slide 10 - **Myth 3 We are all equal. We are all the same.**
- Slide 11 - **Myth 4 The DNA of black and white people is completely different.**

Slide 12 - Encourage children to think about how we could rewrite the myths so that they are true statements.

- Myth 1 Only bad people are racist** - **Different people are racist for different reasons. Sometimes people aren't aware that what they are saying is harmful and racist.** Explain that we sometimes take on the views of people around us so if our friends or family have racist beliefs then we might think the same. However, we have a responsibility to listen, learn and challenge ourselves if we think that what we are thinking or saying might be hurtful and racist. We need to educate ourselves and each other

Also, it is normal to sometimes want to spend time with people with similar interests, language and culture. The problem with this is that sometimes it makes us focus on differences which might make us think one group is better than another group.

Teacher notes (cont'd)

If you think your class can take it further:

You could draw their attention to the messages we get from the media. We tend to see white people playing the parts of the goodies and heroes on TV and in films.

Do we see enough Black, Asian and POC main characters in books, TV and film?

The messages we receive from TV, the news and the film industry are often biased towards the white majority. **These messages can cause us to stereotype and make judgements about Black people, Asian people and People of Colour without realising it. Does this mean that we are bad people? No, but in order for us to be anti-racist, we need to be able to ask important questions about the messages we are receiving. We need to challenge racism and stereotypes.**

- **Myth 2 Some people don't see colour** - We all see colour. Explain that when people say they don't see colour it is usually their way of saying they see everyone as equal. However, saying 'I don't see colour' means that they are ignoring the fact that people of colour are not always treated equally. It is ignoring the fact that people are sometimes racist towards people of colour. We need to be aware of racism so we can stop it.
- Also difference in terms of how we look/ skin colour is something that should be celebrated, not ignored. We are all beautiful and unique.
- **Myth 3 We are all equal. We are all the same.** - **We should all be treated fairly.** Saying we are all equal and all the same ignores the fact that sometimes people of colour are treated unfairly. They are not always treated equally. Many people have difficult times but white people do not usually have difficult times because of the colour of their skin. We can't say all people are equal if all people are not treated the same.
- **Myth 4 Black and white peoples' bodies are different on the inside.** - **All humans share almost all the same building blocks we are made of (DNA).** Sometimes people think Black and white people have the biggest differences because of the colour of their skin, but actually we are all very similar on the inside. There is very little difference between the DNA of any two individuals regardless of race.

Slide 12 - Teacher to model how to use the sentence stems on the reflection slide e.g. I now know the importance of recognising/ celebrating differences. Children to have a go at sharing a reflection with their partner or with the class.

Glossary for teachers - TN: Teacher notes in blue

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

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'.

TN: 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> and <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.

DNA - Material that holds the instructions that tells our bodies how to develop and function.