# Key stage 1
# Lesson 4: Understanding racial socialisation and stereotypes

| Key Questions | Learning Outcomes | Activities and Content | Resources |
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| What are stereotypes?<br><br>What job do you think each person does? Why?<br><br>What language/s do you think each person might speak? Why?<br><br>Where do you think they might live? Why? | By the end of the lesson we want pupils to:<br><br>• I know what a stereotype is.<br>• I understand that some of my views and opinions are a result of racial socialisation. | • Introduce learning outcome/s.<br>• Recap the 'Respectful Listening' poster/rules.<br>• Recap vocabulary.<br>• Share some common stereotypes with the children that they will relate to easily:<br>  • All girls love pink.<br>  • Boys are better at climbing than girls.<br>  • Only women cook.<br>  • Only boys can play computer games.<br>• Ask children if they agree with these statements. Explain that these are stereotypes (gender). Share definition with children.<br>• Show children pictures of various people. Ask children what jobs they think they do? What language they think they speak? Where they think they might live? Why do they think that? Children to jot these initial ideas down on post-its.<br>• Reveal factual information about them.<br>• Explain that some of our answers may be down to our racial stereotypes. What are stereotypes again?<br>• Recap the definition discussed earlier and reflect on our initial ideas.<br>• Discuss why we have stereotypes.<br>• Children reflect on what they've learnt during their lesson. | Teaching resources<br>• Respectful Listening poster (created during lesson 1)<br>• Powerpoint<br>Pupils' resources<br>• Post-its<br>• Possibly copies of slides 11, 12 & 13 |

## 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 race, anti-racism and racism on the key vocabulary slide. Check children know the meaning of the words before revealing the definition. Introduce the words they will be learning today.

Slide 5 - Explain that we are going to have a look at some common 'stereotypes' and see if we agree or disagree with them.

Slide 5 - 8 - Read the statements to the children and ask them to share whether they agree or disagree using the sentence stems. Model if necessary. Keep reminding children that these are 'stereotypes' Challenge children to start thinking about what a 'stereotype' might be.

Slide 9 - Explain that the statements we have just discussed are all gender stereotypes. Stereotypes about being a boy or a girl. Now you've heard some stereotypes - What do you think a stereotype might be? Encourage children to share their ideas with each other and/or the class.

Slide 10 - Share the definition of 'stereotypes'. Explain that stereotypes can relate to gender but also to other things like a person's age, race or size. Challenge children to think of some other stereotypes they know.

Slide 11 - 13 - Present children with pictures of different people. Ask children questions about them. Children jot their ideas on post-it notes. Try not to influence or question their answers too much.

Slide 14 - Reveal factual information about the four people. Get children's initial reactions. Are they surprised? Why?

Slide 15 - Explain that some of our initial ideas might have been down to our racial stereotypes. Ask children if they can recall the meaning of the word stereotypes.

Slide 16 - Remind children of the definition of stereotypes and ask them if they think stereotypes affected their decision. Praise children who are brave enough to say yes or to talk about stereotypes they might have. Where children make generalisations about a race, ensure you challenge these. E.g. 'Sometimes we develop incorrect ideas about certain groups of people because of what we see in newspapers, what we hear or what we see on television. Actually, all 'races' of people can be found doing all different kinds of jobs.'

Slide 17 - Explain to the class that we develop stereotypes because of the things we see and hear. These could be in our homes, in our community, in films, on TV, in books and on the news. Usually we don't even realise they are affecting how we think about different groups of people. Tell children this is called racial socialisation - children do not need to know this vocabulary at this stage.

Go further and explain to children that when we make judgements of people because of how they look that we need to try to question our thoughts. Model this - *'I might see a person dressed in clothes I haven't seen before and think they must not speak English. But then I must question my thinking and tell myself - you cannot tell what a person is like or what language they speak by looking at them and how they dress. They are probably British and speak English.'*

Slide 18 - Teacher to model how to use the sentence stems on the reflection slide e.g. I now know what a stereotype is. I have learnt that we have stereotypes because of what we see and hear around us.

## 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'.

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.

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

Stereotypes - An idea or belief many (not all) people have about a thing or group that is often based upon how they look on the outside and is often untrue.

Racial socialisation - This refers to the dominant beliefs, messages and ideologies we have been exposed to in society (e.g. from the news, the fiction we read, television, film industry, the education system, etc.) that have, consciously or not, shaped the way we see racialised groups.