

Key stage 1

Lesson 7: Representation matters

Key Questions	Key words	Learning Outcomes
What does representation mean?	<ul style="list-style-type: none"> • Representation • Diversity • Represent • Difference • Character 	<ul style="list-style-type: none"> • Before the sessions establish the ground rules for the session. • Understand why representation is important. • Empathise with people who may be under-represented.
Activities and Content - TN: Teacher notes in blue		Resources
<p>Activity 1</p> <p>Present children with a variety of images, showing activities.</p> <ul style="list-style-type: none"> • Choose an activity that you like (that represents you) • Choose one that represents who you are and what you like to do. <p>Remove most of the images (the child-friendly ones)</p> <ul style="list-style-type: none"> • How does it feel to have your choice taken away? • How does it feel to not be represented? • How did it feel not being able to identify with one of the above? • What TV programmes and books do you like watching? • Do any of the characters look like you? • How do they look like you? • How does it feel seeing people that look like you? <p>If an artist was to place you in a book or TV programme/to create a cartoon character based on you, how would you like to be represented?</p> <p>Activity</p> <p>Look at a picture of a child who is Black or is a person of colour. They are looking through books and tv shows but can't find any characters that look like they do. How might that person feel? What could be done to improve that situation?</p> <p>Children draw a character for a tv series or book that would make this child feel represented. What clothes will they wear? Will they have special powers? Equipment? What will this character do?</p> <p>TN: Ensure children have correct tones for representing a variety of skin colours.</p> <p>TN: It is not uncommon for Black, Asian or PoC children to represent themselves with features associated with white children - pink skin, blue eyes, blonde hair etc. One motivation for representing themselves as white could be because of negative perceptions about the colour of their skin or other features, which the child may have developed due to direct or indirect social conditioning or representations in the media. Teachers could ask questions about these choices but should be sensitive that they don't make the child feel judged and to never tell the child how they should choose to represent themselves.</p> <p>Why is it important to see a range of different people? – Black, white, brown, male, female etc.</p> <p>TN: It is important that we understand that the world is made up of people that look different to each other. Even though we look different, that doesn't mean that anyone is better or worse than anyone else. If everyone is included properly, they can feel more relaxed, more excited and more part of the world.</p>		<ul style="list-style-type: none"> • PowerPoint presentation. • Skin coloured pencils with a range of tones, fully representing the diversity of skin colours in the world. <p>Print out</p> <ul style="list-style-type: none"> • Images showing various activities, including child-friendly and adult-friendly activities. <p>Useful media</p> <ul style="list-style-type: none"> • An example of a children's television series that effectively represents diversity is "Jurassic World- Camp Cretaceous".

Activities and Content (cont'd)	Resources
<ul style="list-style-type: none">• How might it feel to never see anyone that looks the same as you?• Have you ever had this feeling?• Do you feel represented by the characters you see in books and on television?• If not, what could we do about it in school? <p>TN: Some examples: Buy better books, write stories for ourselves with a wider diversity of characters.</p>	

Teacher notes

Have an open and compassionate dialogue to discuss the difference between children with different skin tones, reinforce both are positive.

Links to other lessons

A school's history curriculum should reflect the diversity of the school community, the country and the world to explore these ideas in more depth and provide essential context for these discussions.