

# Key stage 1

## Lesson 8: Myth busting

Key Questions	Learning Outcomes	Resources
What is a myth? What does being British mean? Key Vocabulary <ul style="list-style-type: none"> <li>Racism</li> <li>Myth</li> <li>Difference</li> </ul>	<ul style="list-style-type: none"> <li>To understand what a myth is</li> <li>Challenge children's assumptions about people and culture</li> <li>Challenge: Can children think of any reasons why people might believe in myths about race, culture or skin colour?</li> </ul>	<ul style="list-style-type: none"> <li>Photos showing a diverse range of faces (slide 2 to be printed and copied)</li> <li>Photos of a diverse range of food found in Britain (slide 4)</li> <li>Photos of a diverse range of religious buildings in Britain (slide 5)</li> <li>You could share music clips from a range of cultures.</li> <li>World Map (KS1 appropriate)</li> <li>Emotions prompt pictures</li> <li>Sentence stems</li> <li>Glossary</li> </ul>

### Activities and Content - TN: Teacher notes in blue

#### Activity - explore images

On tables, look at a diverse range of images of people (ethnicity/age/gender/ability/religion etc.).

Ask children to find someone who they might have something in common with.

**TN:** If children are focusing on physical features; this is part of the lesson's exploration. There is nothing wrong with using language such as 'they are Black', 'they have brown skin', 'they are white'. Nevertheless, teachers should encourage children to also consider other reasons for why they might be similar, such as hobbies. The key learning point is that they can't tell what someone is like by the way they look.

Where do you think these people come from?

- Prompt children to answer in full sentences using 'because' to explain their thinking\*.
- Provide sentence stems to support pupils as necessary.

**TN:** \*This is important as it may provide opportunities to uncover existing myths/biases within the class.

Allow children to say what they think without leading the conversation. The myth that you can tell where someone is from by looking at them is the main one that we are correcting today and this will become clear later in the lesson. Many children will already have an understanding of the wide range of ethnicities that exist in Britain, especially if they are people of colour themselves. It may be necessary to reassure young people that everyone belongs in our country, no matter what their skin colour, rather than waiting for the conclusion of the activity to do so.

#### Continue activity - explore more images

Give children new images – a diverse range of food. Encourage children to talk about which types they have tried and what their preferences are.

Where does this food belong?

- Prompt children to answer in full sentences using 'because' to explain their thinking.
- Provide sentence stems to support pupils as necessary.

Give children pictures of various religious buildings in Britain. Have they ever seen buildings like these?

Where do you think these buildings are?

- Prompt children to answer in full sentences using 'because' to explain their thinking.
- Provide sentence stems to support pupils as necessary.

**TN:** This would be a good opportunity to make links with religious studies lessons, where children may be learning about different religions, including their buildings.

Reveal answer - All of these images are from Britain!

Were you surprised? Where else in the world might you see people/buildings/food?

Discuss with the class their reaction to this.

### Information

Look at other places around the world with people and religious buildings that are similar to those in Britain. Talk about how they are related and the history of how different people and cultures have come to Britain and made Britain what it is today. Explain to the class that people have been travelling to and from Britain for 1000s of years; that is why you can find so many different things and people in Britain.

**TN:** The key point here is that diversity is a fundamental part of being British, not a new thing. There has been ongoing cultural exchange for thousands of years. Much of this exchange was instigated by British foreign policy during the colonial and post-war eras and has continued, unbroken, from ancient times until the modern day.

Introduce the word myth. What do children think this word means? Share a simple definition, such as A myth is a made-up story or idea. Do you know any myths?

**TN:** You may wish to draw on other parts of the curriculum to support pupils, such as Greek myths in history or English lessons, knowledge of Robin Hood etc.

### Discuss

Discuss and challenge myths raised in the session. These might include:

- Black and Brown people can't be British.
- Skyscrapers are only found in New York.
- Only white people lived in Britain until recently.
- Africa is a poor place

Be sure to clarify that none of these things are true.

**TN:** It is much harder for children to develop misconceptions if they are exposed to diversity throughout their education. Ideally, your wider curriculum should be rich in stories, images and content that challenges stereotypes and allow children to develop an accurate and compassionate understanding of diversity, belonging and nationality.

### Empathy builder

Pick two of the faces from the first activity, one white person and one a Person of Colour. How might the myths we've looked at make these people feel? Use emotion word mats to help children think about how different people may feel if they were told this myth. Discuss their ideas.

### Information

Sadly, sometimes people believe in myths that aren't true. For example, they might think that someone does not belong in Britain because of the colour of their skin. This is absolutely not true. It is an example of racism. If you ever hear someone saying something racist, make sure you tell an adult that you trust as it is never acceptable.

### Plenary

Ask children to think about their own answer to the question, "What does it mean to be British?".

Consider:

- Values (kindness, respect, fairness)
- Language (English, other languages from around the world)
- Food (A range of food from all the cultures present in Britain)
- Culture (What we wear, what hobbies we have)
- Sport (Competing in the Olympics, World Cup etc.)

**TN:** This question may be very challenging for many children, so use your discretion to decide whether to include it or not.

### Glossary

- Racism, myth, difference

### Links to other lessons

Looking at a range of faces and trying to guess things about their personalities also occurs in the Unconscious Bias lesson.