

Key stage 2

Lesson 1: Talking about race and racism

Key Questions	Learning Outcomes	Activities and Content	Resources
<p>What should our ground rules be for these lessons?</p> <p>Why do we need to talk about race and racism?</p> <p>What is race?</p> <p>What is racism?</p> <p>Why do we need to talk about race and racism?</p> <p>What does it mean to be anti-racist?</p>	<p>By the end of the lesson we want pupils to:</p> <ul style="list-style-type: none"> • Be familiar with a set of ground rules for our anti-racism lessons. • Understand that race refers to the groups we are placed in because of how we look (our physical characteristics). • Understand the term 'racism'. 	<ul style="list-style-type: none"> • Introduce learning outcome/s. • Children play an active listening game warm up to help generate a 'respectful listening' poster together. These will be the ground rules to be referred to at the beginning of each session. • Play 'Fruit Salad' game to support children to see their similarities and differences. • Activity to support children to see their similarities and differences. • Explain the importance of establishing ground rules for this unit of anti-racism lessons. Ask children to make suggestions and create a class set of ground rules. • Give children pictures of people from a variety of backgrounds - children to sort them in different ways. • Discuss What is race? And establish the meaning of the word. • Children jot down their initial thoughts on what racism means. Share some examples. Reveal definition. • Discuss Why do we need to talk about race and racism? • Share the definition of What is racism? • Activity for children to sort different scenarios (pictures and captions). Children discuss them in pairs and sort them into two groups: racist act/not a racist act. Children share their ideas. • Teacher to then introduce children to different categories of racism. Children to sort these scenarios again as a class. • Reflection. 	<p>Teaching resources</p> <ul style="list-style-type: none"> • PowerPoint. • large flipchart paper for poster. <p>Pupils' resources</p> <ul style="list-style-type: none"> • Images to sort- print for each pair. • Scenarios for discussion- print for each pair/group. • Post-its/small pieces of paper.

Teacher notes

Slide 1 - Teachers to share the learning outcomes with the pupils.

Slide 2 - Teachers to share the key vocabulary slide and check children understand the words in the 'words I may already know' section. Introduce the words they will be learning today.

Slide 4 - 5 - Children can play an active listening game warm up: one child speaks about a topic and the other child must remember two things that their partner has said. Children to feedback. Teacher to ask what they had to do to be a good listener i.e. not talk when their partner was speaking.

Slide 6 - Play a game to support children to see their similarities and differences. Children sit in a circle. Invite a child to share something about themselves e.g. I have brown eyes, I wear glasses, I am human, I have long hair, etc. Children who share the same trait get up and swap places. Encourage children to acknowledge that many things are the same but some things are different.

Slide 7 - 8 - Explain the importance of establishing ground rules for this unit of anti-racism lessons, as they cover a wide range of topics that people may have different feelings about and that may make some people feel uncomfortable. Ask children to make suggestions and create a class set of ground rules.

Example rules:

- We will make sure everyone feels listened to
- We will give eye contact to those who are speaking
- We will make appropriate comments and ask appropriate questions in an appropriate tone.

- We will make sure everyone feels OK - we don't put people down
- We will have appropriate facial expressions.
- We will be brave to explore some scenarios that make us feel uncomfortable and/or sad
- We will keep the conversation in the room

Teacher notes (cont'd)

Share an example list of ground rules. Ask children to reflect on the list children made as a class. Have they missed anything?

Slide 9 - Give children photos of different people (slide 10) and give them time to sort the photos in their own way. Children could share some of the ways they have sorted the photos. Then ask the children to sort the photos by race e.g. Black, White, Asian.

Slide 10 - Slide to be printed.

Slide 11 - Establish that actually the people sorted are from different parts of the world/have different/similar nationalities and that putting them into race categories does not really tell us anything. Knowing a person's ethnicity and nationality tells us much more.

Slide 12 - Present the children with the challenge of trying to define what race means using the word bank of key words on the slide.

Slide 13 - Acknowledge children's attempts before revealing an accurate definition on the next slide.

Slide 14 - Explain that race is a concept/idea invented by humans, and that it has no scientific or biological basis. Explain to children that it was made up by people in power a long time ago to divide people, and to make people think that some people are better than others. 'Race' is not a very useful or accurate way of categorising people. It implies that there are different types of people- that we are somehow different on the inside. There are no biological differences between groups of people. There is no scientific way to divide humans into separate 'races'. We are all one race- the human race!

Slide 15 - Ask children what they understand by the word 'racism'. Ask children to jot down their ideas on Post-its. Share children's initial thoughts anonymously (children scrunch up and throw into the middle of the room - teacher picks a few at random). Ensure the children remember this is a safe environment for children to share and to respect each others' initial views but they will be unpicked/clarified.

Slide 16 - Explain the importance of discussing race and racism today as per the slide. Establish that although 'race' isn't real, racism is. We need to educate ourselves and others so that we can stop it.

Slide 17 - Share definition of racism and model the sorting activity with the two scenarios on the slide.

- Scenario 1 - An act of racist behaviour - The teacher has based their decision on Noah's mum's 'race'. They have a negative perception of Black people based on a harmful stereotype. This is unfair and hurtful.
- Scenario 2 - Not an act of racist behaviour - Melanie has chosen a rainbow theme for her work - this has nothing to do with race.

Slide 18 - Explain the activity to sort the scenarios into two groups: Acts of racism/Not an act of racism. Give children time to sort the scenarios on slide 12 and highlight the challenge question on the slide 'Why is it or not an act of racism?'.

Slide 19 - Scenarios to be printed.

- Scenario 1 - An act of racist behaviour - interpersonal racism - Shaun and his family have prejudiced beliefs about Asian people. This affects the way Shaun treats Jackson.
- Scenario 2 - An act of racist behaviour - systemic racism - the managers' prejudices mean applicants with ethnic sounding names are not given an opportunity to be short-listed. This is an unfair practice within the organisation.
- Scenario 3 - **Not** an act of racist behaviour - David has the right to like or dislike any foods he wishes. This has nothing to do with race.
- Scenario 4 - An act of racist behaviour - interpersonal racism - Callum has prejudiced beliefs about Black people and believes they are not safe people to be around because of the colour of their skin.
- Scenario 5 - **Not** an act of racist behaviour - Ellie and everyone else can wear any colours they like. This has nothing to do with race.
- Scenario 6 - An act of racist behaviour - systemic racism - This rule is racist because it unfairly expects children with a different texture of hair to conform to rules suited to straight hair.
- Scenario 7 - An act of racist behaviour - personal racism - this is a private belief/generalisation that is not true. Just like every other race there is variation in how Asian people perform. This racist stereotyping - where a whole race is judged on observations of a small number of people - causes other Asian people to feel pressure and for struggling students to feel like a failure. The belief that some 'races' are inherently better at certain sports/subjects than others is entirely false. It is also harmful and damaging.
- Scenario 8 - An act of racist behaviour - personal racism - this is a private belief/generalisation that is not true. This is racist stereotyping - where a whole race is judged on observations of a small number of people.

Slide 20 - 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 21 - This slide may be more appropriate for Y5/6 children - Share that there are different categories of racism (personal, interpersonal and institutional). Explain what each of these categories mean. The teacher can model sorting a few and then allow children to have a go at sorting the rest. Teachers should challenge and guide pairs/groups where necessary with this. Alternatively, all scenarios can be sorted as a class. Ensure the categories remain displayed for the children to refer to throughout. with their partner or with the class.

Slide 22 - Teacher to model how to use the sentence stems on the reflection slide e.g. I now know how to identify an act of racism, I understand that a person's race does not tell us much about a person. Children 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.

Society - People in a community.

Personal racism - Private beliefs and prejudices that individuals have about the superiority of white people and the inferiority of non-white people.

Interpersonal racism - Occurs between individuals (people). When the private beliefs affect or influence their interactions with others.

Systemic racism - Unfair treatment, policies, practices, opportunities within organisations/institutions which often result in unequal outcomes between white people and non-white people.

Notting Hill Carnival - Notting Hill Carnival is an annual event that has taken place in London since 1966. It is led by members of the British West Indian community and is a significant event in Black British culture.

FAQs/Possible responses

Can a Black person be racist towards a white person? What about when a Black person is racist towards a White person? Why are all the scenarios against Black people, what about white people?

Teacher response: Black people can be racially prejudiced towards a white person which is wrong and totally unacceptable. However, this is not racism. Racism is racial prejudice plus power. In the UK, white people hold the cultural power so they are more likely to be the judge, headteacher, boss, Prime Minister etc. This means that white people's racial prejudice can negatively affect the lives of people of colour.

I don't see the colour of people's skin so I'm definitely not racist.

Teacher response: Thank you for sharing your thoughts on that - that's really brave of you. However, it is important to recognise people's skin colour as this could suggest you are ignoring a part of them that makes them who they are.

We know that race is something that was made up by people in power many years ago to separate groups of people and treat them unfairly. While race in this sense isn't real, it's important to remember that racism is very real. We have to think about the messages we are hearing about different 'races' in our day to day lives, and speak out if hear something that is harmful and racist. We also need to be able to stop and reflect if we catch ourselves are thinking something unfair and untrue about a particular group of people.

Links to other lessons

English

- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.