

Key stage 2

Lesson 2: Defining anti-racism

Key Questions	Learning Outcomes	Activities and Content	Resources
<p>What does it mean to be anti-racist?</p> <p>What might anti-racism look like?</p> <p>What should we do?</p>	<p>By the end of the lesson we want pupils to:</p> <ul style="list-style-type: none"> Know and understand what it means to be anti-racist. 	<ul style="list-style-type: none"> Introduce learning outcome/s. Warm up: Talk partners- Ask the children if they can recall the ground rules from lesson one. Revisit the meaning of Race and Racism on the key vocabulary slide. Present children with the term 'anti-racism'. Discuss the meaning of the prefix 'anti' (against) and clarify together what the word anti-racism means. This could also be done for the prefix non (not). Watch video by John Amaechi on difference between non-racist and anti-racist (or read simple explanation). What does it mean to be anti-racist? Present children with different scenarios and children discuss in groups which response would be anti-racist from a selection of responses. Work through the scenarios as a class allowing children to share their ideas and discuss whether the rest of the class agree. <ul style="list-style-type: none"> Which response would be anti-racist? Why? Why is the other response not anti-racist? What else could you do? Teacher to model how to use the sentence stems on the reflection slide. Children to have a go at sharing a reflection with their partner. 	<p>Teaching resources</p> <ul style="list-style-type: none"> Respectful Listening poster (created last lesson) PowerPoint https://www.bbc.co.uk/bitesize/articles/zs9n2v4 <p>Pupils' resources</p> <ul style="list-style-type: none"> Scenarios with options to be discussed (slides 8-13)

Teacher notes

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

Slide 3 - Warm up: Talk partners - Ask the children if they can recall our lesson ground rules.

Slide 4 - Teachers to share the key vocabulary slide and check children understand the words 'race' and 'racism' in the 'words I may already know' section. Introduce the word 'anti-racism' that they will be learning today.

Slide 5 - Show the children the word anti-racism and clarify it using the knowledge they have of the prefix anti and of the word racism from the previous lesson. Hear children's suggestions. Reveal the shared definition and address any misconceptions that arose.

Slide 6 - Show the children a video by John Amaechi <https://www.bbc.co.uk/bitesize/articles/zs9n2v4> on the difference between non (not) racist and anti-racist (or read simple explanation). Ask children what they have understood from the video. What does it mean to be anti-racist?

Slide 7 - Introduce the activity to the children and model it using the example on the slide. Read the scenario and the two possible options. Discuss with the children which would be the anti-racist response and why. Then model thinking aloud about why the other response is not anti-racist. Finally model coming up with another anti-racist response to the same scenario.

Slide 8 - 13 - Scenarios to be printed for group discussion. Teacher to use these same slides at the end of the independent group activity for groups to feedback on different scenarios. Teachers could ask if other groups arrived at the same response and challenge if not - How did you get to that decision? What made you think that?

- Scenario 1 - You witness your friend say to a group of students in the canteen "Black people are more likely to steal than white people". Anti-racist response: Tell your friend that is not a kind thing to say. Tell an adult.
- Scenario 2 - You see a child being excluded from your game because they 'don't look like' the character they are meant to play - they are told their skin is too dark and that princesses are usually white with blonde hair. Anti-racist response: Explain that skin colour doesn't determine which characters we play.
- Scenario 3 - You hear a child mimicking a supply teacher's Ghanaian accent and laughing. Anti-racist response: Tell the person their behaviour is unkind and/or inappropriate. Inform an adult.

Teacher notes (cont'd)

- Scenario 4 - The teacher is sorting out an argument. The teacher believes Louise's (White) version of events over Nadia's (Black). Nadia gets cross. The teacher gives Nadia consequences for the argument and getting cross. You witnessed the argument and know it started because Louise made a racist comment. Anti-racist response: Tell the teacher at break time what you witnessed. anti-racist response: Tell your friends they are being unkind and rude. Remind them that a person's name is part of a person's identity/ who they are.
- Scenario 5 - Everytime the new pupil comes over, your friends turn their back on them and pretend they are not there. When they leave, one of your friends says, 'Even their name isn't normal!' Everyone laughs.

Slide 13 - Blank templates - as you may wish to use scenarios that reflect racist incidents that have occurred in your setting/ community. Be careful to stick to racist incidents, not discrimination between marginalised groups.

Slide 14 - Discussion questions. During feedback, explore the impact of negative messages and stereotypes we often see in the media (e.g. biased news media reporting, negative representation or racial groups in TV/film/literature) and how this influences how people see the world. Make it clear to students that this needs to change, and that we as anti-racists should be critical of the messages we receive about whole groups of people in the media.

Slide 15 - Teacher to model how to use the sentence stems on the reflection slide e.g. "I now know how to show allyship/be an anti-racist in my actions" to 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'.

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'.

Teachers should be aware of the term **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.

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

Allyship/Ally - An anti-racist ally is someone who is committed to strengthening their own knowledge of racism.

An anti-racist ally uses this knowledge to challenge racism when they see it.

People of colour - This term is used to refer to any person who is not considered White in UK/US society.

FAQs/Possible responses

But if I didn't say it (the racist comment), I can't be racist.

Teacher response: Thank you for sharing that thought. It's important to remember that even if you didn't say the racist comment but you witnessed it, as an anti-racist, it is your responsibility to challenge it and support the victim of racism. This could be as simple as saying 'That's unkind/unfair. (victim's name) is upset by what you said. I'm going to tell (responsible adult) what you said and how it has made (victim's name) feel.'

Links to Other Lessons

English:

- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Participate in discussions, presentations, performances, role play/improvisations and debates.
- Add prefixes and suffixes.