

Key stage 2

Lesson 6: Being anti-racist in our actions

Key Questions	Learning Outcomes
<p>Recap:</p> <p>What are stereotypes?</p> <p>What is prejudice?</p> <p>New Learning:</p> <p>What is discrimination?</p> <p>What is racism?</p> <p>Who is most affected by racism?</p> <p>Are we always aware of the experiences of others?</p> <p>How can we reduce discrimination?</p>	<p>By the end of the lesson we want pupils to:</p> <ul style="list-style-type: none"> • Identify the kinds of jokes that are not acceptable. • Understand the historical and personal context that makes racist comments and jokes particularly offensive. • Children reflect on their own behaviour and how it might affect others. • Understand the appropriate response to racist language and behaviour. <p>Key words:</p> <ul style="list-style-type: none"> • Racism • Discrimination • Stereotypes • Prejudice • Privilege

Activities and Content - TN: Teacher notes in blue	Resources
<p>Recap: Key vocabulary</p> <p>Stereotypes - Unfair assumptions about a person, based on something they cannot change (for example, all boys play football, all girls like dolls).</p> <p>Prejudice - Assuming negative things about a person because of something they cannot change.</p> <p>Discussion</p> <p>When is a joke not OK? TN: Collect answers from the class. Encourage them to think about:</p> <ul style="list-style-type: none"> • When someone gets upset. • When you are making fun of someone because of a trait that they cannot change (Examples include skin colour, disability, gender, who they love (sexual orientation), religion, age, neurodivergence etc.). • When you are joking about something that the victim has heard many times before. • When the jokes relate to negative ideas and false beliefs about groups of people. <p>Key vocabulary</p> <p>Protected characteristics - Things about a person that they cannot change, which are protected by law (age, race/ethnicity, sex, sexual orientation, marriage/civil partnership, gender reassignment, pregnancy/maternity, religion/belief). More information can be found here: https://www.diversecymru.org.uk/protected-characteristics/?doing_wp_cron=1632322953.0965950489044189453125</p> <p>Discrimination - Treating people differently because of something they cannot change.</p> <p>Information</p> <p>Look at the 'pyramid of hate' (link: https://docs.google.com/presentation/d/1yIQUT2QYag8n7UWYcGGXh8z3e8WTgAtDrDKNxH65gtg) to understand how these words relate to each other.</p>	<ul style="list-style-type: none"> • Story from a person who has experienced racism • Scenario cards of situations involving racism <p>TN: How can we ensure that children who may have experience trauma because of racist language are protected and appropriately represented in this lesson?</p>

Empathy building

Discussion

- Did you know discriminatory words can make people really upset?
- What if someone did it to you?
- Other people may have experienced things that you cannot imagine.

Privilege

In Britain, white people are likely to be privileged by the colour of their skin. This privilege arises because they are much less likely to be affected by racist behaviour, including bias, discrimination and verbal and physical abuse.

Privileged people have a responsibility to reduce racism by:

- Being aware of it.
- Improving their own language and behaviour.
- Challenging their friends' language and behaviour.
- Reporting incidents of racism.
- Providing support to those who have been harmed by discrimination.

Activities and Content (cont'd)

Vocabulary

- What is anti-racism? (Actively stopping racism, as opposed to just 'not being racist' – which is not enough)
- What is an ally?
- How does an anti-racist ally behave?

Narratives

Listen to a story from a person who has experienced racism: https://www.youtube.com/watch?v=u2ooLGd8uAk&ab_channel=BBCNewsround

- What was the problem?
- How did that feel?
- Was the problem Balraj's fault?
- What needs to change?
- Who was a bad anti-racist ally?
- Who was a good anti-racist ally?
- What would you have done if you were there?

TN: Draw attention to the way that each person in the story acted (or failed to act). In particular, talk about the coaches who did not support the person who has been harmed, the bystanders who went along with the racism and the coach from the second football camp, who acted quickly to end the abuse. Encourage children to take responsibility for the incidents that they heard, as long as they do not put themselves in danger.

Watch this video of another example of racism: https://www.youtube.com/watch?v=XopxsSdecbc&ab_channel=SesameStreet

- What was the problem?
- How did that feel?
- Was the problem Brandon's fault?
- What needs to change?
- Who was a bad anti-racist ally?
- Who was a good anti-racist ally?
- What would you have done if you were there?

TN: This video is narrated by an American actor. Some people believe that racism only exists in America and is 'milder' in Britain. Although the way racism manifests itself is different in each country, it is an unhelpful deflection to make comparisons like this. All racism is serious and racism still happens in Britain today.

Scenarios

Hand out printed scenario cards – discuss how to respond to racist language/behaviours.

TN: Do not give specific examples of racist language. Use the scenario cards to ensure that all examples are carefully worded and anonymised. If teachers are aware of trauma that children have experienced, they may wish to edit the scenarios or talk to those who have been harmed by abuse before the lesson.

What can I do as an anti-racist ally?

1) If I hear someone else make an inappropriate comment:

- Disagree calmly, ensuring that you do not put yourself in danger.
- Tell an adult.
- Check that those who have been harmed are OK.

2) If I have made an inappropriate comment in the past:

- Apologise.
- Explain that you made a mistake and you are sorry.
- Check that those who have been harmed by your comment are ok (they may need some space first).

Glossary for teachers

Discrimination - The unjust or prejudicial treatment of different categories of people, especially on the grounds of ethnicity, age, sex, or disability.

Privilege - A special right, advantage, or immunity granted or available only to a particular person or group.

Further reading for teachers:

- List of British books that discuss racism and immigration in this country, especially picture books
- Example - Seeking refuge: Ali's journey from Afghanistan

Links to other lessons

- Schools should have a comprehensive PSHE curriculum that includes greater depth on bullying, the emotional cost of bullying and an understanding of diversity and inclusion in modern Britain.