

Length of lesson: Adaptable 40mins to 1hour (or two 30 minute lessons)

Lesson Objectives

To explore what racism is and to build tools to deal with racism as it is experienced or observed.

For all pupils to consider in what ways issues relating to discrimination, whether racial or other, impact on them or have been noticed and experienced by them to date.

For all pupils to have the opportunity to ask questions and to enter into discussion relating to discrimination, whether it takes place in or outside a school context.

For those pupils who feel willing to and confident in doing so to engage in discussion and debate about discrimination, sharing their experiences and points of view.

Ideally, pupils will feel that the lesson:

- has made them consider discrimination within society, and people’s varied experiences of this more deeply
- has helped them gain confidence in discussing related issues (and in some of the vocabulary surrounding these)
- has empowered them to feel that it is OK to have conversations about discrimination in a ‘safe’ and supportive environment

Key Vocabulary

Racism. Anti-racism. Micro-aggression.

Timing	Activities	Outcomes
5mins+	<p><i>Introduction to a session which may bring up difficult emotions, for some more than for others. Explanation of what a ‘safe’ space means, where everyone’s views – provided they are not designed to offend – are heard respectfully. Safeguarding explanation.</i></p> <p>Introduction: What is Racism?</p> <p>Racism is understood as someone behaving differently to another person based on their ethnicity or culture.</p> <p>Class discussion – why might someone experience bullying? Skin colour. Language. Religious clothing. Country of birth or heritage...</p> <p>Why is it wrong to be a racist? According to UK law, a person is committing a ‘hate crime’ if they are hostile to someone based on that person’s race.</p>	<p>Pupils understand the framework of the discussion to be had.</p> <p>To understand what racism is.</p> <p>To understand that it is illegal to commit a hate crime and also it can be very hurtful causing feelings of sadness, anger and depression.</p>

	Show Racism the Red Card says one of the main reasons why it's wrong is because it can be very damaging to the wellbeing of the person experiencing racism.	
5mins+	<p>Exploring racist attitudes</p> <p>Depending on time available, work individually or in pairs and then feedback to the group.</p> <ul style="list-style-type: none"> • What is your understanding of these terms? <i>Racism and Anti-Racism</i> • What are the consequences of racist attitudes on individuals, and in society as a whole? • What does racism look like? <p>Racism is not always as obvious as abusive language or violence. See slides for examples.</p>	To think about and understand the terms racism and anti-racism and how they relate to our own experiences.
5mins	Watch the film <i>It's My Life</i>	
10mins+	<p>Guided Discussion</p> <ul style="list-style-type: none"> • What stood out for you? • What are the people in the film's experiences of racism? • How does this relate to something you have seen or experienced in your own life? • What is a microaggression? How does this relate to the film? 	<p>To explore the themes touched on by the two people interviewed for this film.</p> <p>To understand the term microaggression.</p>
10mins+	<p>Non-racism and Anti-Racism</p> <p>What's the difference between non-racism and anti-racism?</p> <p>Look at the following examples and decide whether they are non-racist or anti-racist:</p> <ul style="list-style-type: none"> • Telling a friend they are wrong for making a racist joke. • Joining a protest in support of Black Lives Matter. • Feeling embarrassed by a racist comment but not saying anything. • Reading about how racism affects people to understand how to help. 	To understand the difference between being non-racist and anti-racist, and how to be that difference.

	Have a look at the <i>Becoming Anti-Racist</i> diagram (included in the slide pack) and reflect on which zone you think you are in. List three things you could do to move into the next 'zone'.	
(5-10mins) <i>Optional</i>	<p>How can we make our school a better place?</p> <p>During the whole lesson post-it notes should be given to everyone and the whole class should write something on the anonymous note. It might be a feeling, an experience or a question. The teacher will collect all the post-its (even empty ones) during the previous exercise.</p> <p>Teacher to read out any questions received and the class can help answer.</p> <p>Teacher to share some experiences of racism. Whole class to discuss ideas for improving the school environment.</p>	<p>Answer any questions</p> <p>Address any problems</p> <p>Explore environment school improvements</p> <p>Optional further reading – Understand anti-racist vs non-racist</p>
5 mins	<p>What have you learnt today?</p> <p>To end the session please ask the class what they have learnt today and whether they have any questions or comments to share.</p> <p>Also, remind pupils of the procedures and processes available for accessing support in your school if they have been affected by any of the issues raised in today's lesson.</p>	<p>To ensure all pupils understand the topics raised and know how to get support if it is required.</p>

Resources required
<p>It's My Life Film</p> <p>PowerPoint slides</p> <p>Post-it notes</p>

This lesson and the accompanying film were produced as an SSLP collaboration between students and teachers at Alleyn's School, the Charter School East Dulwich and Kingsdale Foundation School in 2020/21.