



Length of lesson: Adaptable 40mins to 1+hours (or two 30+ minute lessons)  
Depending on the time available the teacher may choose to include all or some of the suggested activities.

**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. Hate Crime. Microaggression. Bullying. Safeguarding. Reporting. Empowering

Timing	Activities	Outcomes
5 mins	<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><b>Introduction: What is Racism?</b></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><b>Why is it wrong to be a racist?</b></p> <p>According to UK law, a person is committing a ‘<b>hate crime</b>’ if they are hostile to someone based on that person’s race.</p> <p>Show Racism the Red Card <a href="http://www.theredcard.org">www.theredcard.org</a> says one of the main reasons why it’s wrong is because it can be very</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>



	damaging to the wellbeing of the person experiencing racism.	
6 mins	<b>Watch</b> the film	
5-10+ mins	<p>What did you see happen in this film?</p> <p><i>Optional</i> questions to the <b>class</b> to stimulate conversation:</p> <p>Who was being racist? Was there anyone who wasn't racist? Did you always know what the truth was? Why do you think the film was called Shadow? The boy was never named why do you think that was done?</p> <p><i>Optional</i> definition of Safeguarding.</p> <p>Every school has a Designated Safeguarding Officer. This is the first point of contact for all staff and pupils to go to for advice if they have experienced a problem or are concerned about a pupil. Safeguarding is the action that is taken to promote the welfare of children and protect them from harm.</p>	<p>To understand that with each scene we get closer to the truth of the racist bullying but that for the person it happened to they haven't been able to speak out.</p>
15+ mins	<p>In <b>small groups</b>:</p> <p>We saw the boy kept a diary leading up to Day 10 when he said "I have had enough".</p> <p>In your groups choose to either:</p> <ul style="list-style-type: none"><li>a) Write the diary entries for days 1 to 9. How do you think the racist bullying began? What happened each day leading to day 10? How did the boy feel each day?</li><li>b) Write a diary for one of the other characters (teacher, safeguarding officer, other pupils, best friend or parent). What does this character feel and experience?</li></ul> <p>Or for a quicker activity</p> <p>In small groups use the pre-prepared diary entries to annotate the feelings that the boy had and think about actions that he could have taken to change the course of events.</p>	<p>To explore how racist bullying might not be a big attack but could be sustained microaggressions and/or escalating intimidation and to realise that we all play a part in stopping racism.</p> <p>As a result pupils should be more aware of their own behaviour.</p>
5-10+ mins	<p>Ask the class:</p> <p><b>Why didn't the boy report the racism earlier?</b></p> <p>When should you report something to your tutor or the safeguarding lead? Do you think a report would be dealt with by the school if you reported racism to your parents?</p>	<p>To explore the barriers to reporting bullying.</p>



	<p>When will the police get involved? Is social media the best way to discuss racism? What if someone doesn't speak out about racism, are they allowing it to happen?</p>	
<p>5 mins+ <i>Optional</i></p>	<p><b>How would you like to have seen the video end?</b></p> <p>Ask the class: What is the outcome for the boy?</p> <p><i>Or for a longer activity</i></p> <p>Nominate some pupils to role play some of the characters they should show an alternative end to the film for the boy, ensuring that the racism is addressed and the boy is supported.</p>	<p>To empower pupils to change the narrative and see that their actions can make a difference.</p>
<p>5-10+ mins <i>Optional</i></p>	<p><b>How can we make our school a better place?</b></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>
<p>5 mins</p>	<p><b>What have you learnt today?</b></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>

<b>Resources required</b>
<p>SSLP Anti-Racism Short Film Blank paper or work books Pre-prepared diary entries (optional) Post-it notes</p>

*This lesson, the film and diary entries were produced as an SSLP collaboration between students and teachers at Queen's College London, St Michael's Catholic College and Westminster City School in 2020/21.*