

TACKLING RACISM TOGETHER

Teacher's Guide

A. M. Dassu
Illustrated by Mia Saine

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PB | £10.99 | 128pp | Ages: 9-12

Teacher's Guide

Depending on the age of the children, the following series of activities can take place over 6 or more sessions. The lessons are pitched at Upper Key Stage 2 and Lower Key Stage 3. Activities can be adapted to suit the needs and ages of the children in the school.

By using this book and following the activities, children will begin to understand:

- What racism is and how they can help to tackle it
- Understand wider vocabulary around racism
- Gain insight into the emotions experienced by people encountering racism
- Learn how they can help people fighting against racism

PSHE Wellbeing and Relationships objectives:

- Practise listening to others and demonstrating respect, empathy and kindness towards peers
- Explore the features of positive, healthy, and respectful relationships

Many children may already be familiar with the Show Racism the Red Card campaign, which encourages young people to speak up about racism, challenge stereotypes, and promote inclusion and belonging. Schools across the UK often mark the campaign with a special day in which pupils wear red. This could be incorporated into the school's planned activities.



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The purpose of the book can be shared with pupils in advance of beginning the activities:

‘We wrote this book to show you what racism is, how it affects all sorts of people’s lives and how we can all do our part to challenge it, so that everyone can live in a happier, more equal society.’

This introduction helps set the tone for the activities and encourages pupils to reflect on their role in the school community and wider society. The activities can be adapted or reordered to suit individual class needs and timetables.



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Activity 1

Establish a "Safe Space": Reiterate the class rules for safe discussion. Explain that the class will be discussing race, skin colour and identity, and that it is okay to be curious and ask questions, provided respectful language is used.

Icebreaker Activity: Show an image of a wrapped object or a closed book. Ask the class: "Can you tell everything about what is inside just by looking at the cover?" Use pupils' responses to introduce the idea that appearances do not tell us everything about a person.

Activity 2

Pupils create a shield divided into four sections:

- Something that makes me unique
- A tradition, interest or hobby I enjoy
- Something important to my family or community
- A quality I value in other people

Invite pupils to share their shields if they feel comfortable. Discuss how people can have different backgrounds while sharing common interests, feelings and values. Pupils could then find others who share a similar interest, feeling or value and discuss that aspect of their shields together. Encourage them to connect with classmates they do not usually interact with, helping to build new connections across the class.



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Shields could be displayed to encourage wider conversations across the school community.

Additional Challenge: Pupils could write a paragraph explaining why differences should be respected rather than judged.

Activity 3

Invite pupils to match the following terms to their corresponding descriptions. The words and descriptions could be printed on separate sheets of paper for pupils to sort and match in small groups. Once completed, discuss whether any terms were particularly challenging and identify any words or concepts that were unfamiliar.

- **Privilege:** An extra advantage or head start that some people have just because of who they are, where they were born, or what group they belong to.
- **Intersectionality:** The idea that everyone is made up of many different identities and these identities overlap like a crossroads.
- **Unconscious bias:** It happens when your brain automatically makes assumptions or prefers certain people over others based on quick judgments.
- **Stereotype:** An oversimplified and unfair idea that all people in a certain group look, act, or think exactly the same way.



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- **Racism:** An unfair system in which people are treated differently, excluded, disadvantaged, or viewed as less than others because of their skin colour, race, nationality, religion, culture, or ethnic background.

Use the results of the activity to further discuss the terms and whether they have been fully understood.

Activity 4

Explain that racism can be intentional or unintentional, and can take both overt (obvious) and covert (hidden) forms.

Invite pupils to sort the following examples into two categories:

Overt (obvious) racism

- Using racist language
- Physically harming someone because of their race or ethnicity
- Verbally bullying someone because of their race or ethnicity
- Treating someone unfairly because of their race or ethnicity



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Covert (hidden) racism

- Making assumptions about people based on stereotypes
- Excluding or overlooking certain racial or ethnic groups
- Failing to represent diverse racial and ethnic backgrounds in lessons, books, films or other learning materials
- Remarks or behaviours that may appear harmless but reinforce stereotypes or prejudice

Research Extension

Invite pupils to research a historical example of segregation, discrimination or racism, such as:

- Apartheid in South Africa
- Segregation in the southern United States
- The persecution of Jewish people during the Second World War

Pupils could present their findings through a poster, presentation or short written report. Encourage them to consider how these events affected individuals and communities, and why learning about them remains important today.



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Activity 5

Invite pupils to consider how they could support someone experiencing racism in the following situations:

- A Muslim girl arrives at school upset and tells a teacher that someone tried to remove her hijab.
- A family member tells a child to bring their bike indoors because there are "Gypsies around".
- A pupil shares an image of a Black footballer alongside a monkey emoji and claims it was intended as a joke.

Discussion

Read the story of Malik and Josh on p.42-43. Before continuing to p.44, ask the following questions:

Think about Malik and Josh. Which boy is most likely to do well in school? Who will have the most opportunity to learn well and widely? Who might have the most support to pass their exams? Finally, who is most likely to go to university?

For all these questions, explore why this might happen.

After discussing these questions, read p.44. What do the class feel about the fairness of how Malik and Josh are treated?



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Equality vs Equity

Look at the images of equality and equity on p.45 and read the ‘imagine…’ section. Is it better to have equality or equity? How might the class apply the principle of equity to the situation of Malik and Josh?

Activity 6

Divide pupils into small groups and assign each group one of the REAL LIFE! examples on p.65-69. Invite pupils to read their example and summarise the incident to the rest of the class.

Facilitate a discussion using the following questions:

- What happened in this situation?
- How might the people involved have felt?
- What could be done to prevent similar incidents from occurring in school?
- What expectations, rules or actions could help create a more inclusive environment?

Read or distribute copies of p.70-71 and p.72-74. Ask groups to identify which of the following actions might have helped address or prevent the issue described in their example.

- Listen carefully before responding.
- Think carefully about the language used when talking about others.



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- Apologise when a mistake is made and learn from it.
- Challenge prejudice and discrimination respectfully when it is safe to do so.
- Use your voice to support people who are being treated unfairly.
- Offer support to someone who has been targeted.
- Engage in constructive conversations about racism and inclusion.
- Be open to building friendships with people from different backgrounds and experiences.
- Learn more about racism, diversity and different lived experiences.
- Use respectful and accurate language when referring to people and communities.
- If a friend makes a racist comment about a sportsperson, ask what has led them to think that way.
- If a friend uses racist language during a sporting event, encourage them to reflect on the impact of their words and reconsider what they are saying.
- If you feel comfortable doing so, explain to a friend or family member that racist language makes you feel uncomfortable and can be hurtful to others.



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Activity 7

Spot the Stereotype

Explain that a stereotype is an assumption that all people within a group are the same. Stereotypes can be based on factors such as ethnicity, nationality, religion, gender or age, and can lead to unfair judgements about individuals.

Present the following statements and ask pupils to identify which contain stereotypes:

- "Everyone from the same country enjoys the same food."
- "You cannot tell what someone is like just by looking at them."
- "People of different ethnicities can enjoy the same hobbies."
- "All people from a particular background behave in the same way."

Invite pupils to explain their reasoning and identify any statements that make unfair generalisations. Discuss how these statements could be rewritten to be more accurate, respectful and inclusive.

Additional Challenge

Invite pupils to identify other stereotypes they have heard and discuss how they could be challenged.



Activity 8

Invite pupils to create posters and slogans promoting Show Racism the Red Card for display around the school. Some may also wish to contribute a message to the school's online newsletter, helping families engage with the learning taking place.

Schools may choose to mark the occasion by inviting children to wear red and hosting events that bring together pupils, parents, and carers to celebrate culture, diversity, and inclusion.

Teach the pupils the "Three Cs" strategy for safely tackling racism in school:

- **Call it out (If safe):** Say firmly, "That's not fair," or "We don't treat people like that here."
- **Comfort:** Ignore the perpetrator and instantly go to the person targeted. Ask them if they are okay and invite them to play with you.
- **Check-in & Report:** Always report the incident immediately to a trusted adult, teacher, or lunchtime supervisor, whether it happens in class, on the playground, or online.



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Activity 9

In small groups, pupils discuss how they could make their classroom or playground more welcoming.

Ask them to consider:

- How can we make sure everyone is included in games?
- How can we challenge unfair treatment?
- Do our books, displays and resources represent different people and cultures?
- How can we support someone who experiences racism?

Each group develops three achievable actions and presents its plan to the class.

Finish by creating a shared class pledge, with each pupil contributing one action they can take.

Additional Challenge

Write a persuasive letter to the headteacher suggesting one realistic improvement.



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