**Lesson Overview**

**Racial injustice at different levels**

| **AOLE: Health and Well-being** | | |
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| **4 Purpose:**  **ethical, informed citizens** | | |
| **WM:** How we engage with social influences shapes who we are and affects our health and well-being. | | **DL:**  I have developed an understanding that my values, attitudes and identity are shaped by different groups and influences. |
| **LO:**  To understand the meaning of racial injustice  To discuss examples of racial injustice at three levels:   * local * Institutional * National   To say where racial injustice might happen today  to suggest what we as individuals/ schools/classes can do to prevent racial injustice | | |
| **Intro:**  *Racial injustice, like many of the health and well-being topics, is huge and can make up a whole term on its own. Below are a number of good resources that you can use as you wish to suit your class.*  *As it is a tricky topic you may need to do lots of discussion, word work and looking at specific examples before attempting activities*  **What is racial injustice**  Channel 4 have a programme called The School that Tried to End Racism  This is just one clip but there are others online. It is good to see the issue from the point of pupils and can raise lots of discussion points.  l[Heartbreaking Moment When Kids Learn About White Privilege | The School That Tried to End Racism](https://www.youtube.com/watch?v=1I3wJ7pJUjg)  **Local racial Injustice**  You may have an anti bullying scheme that addresses racial prejudice within school or you could use resources from Show Racism the Red Card. emphasis here is on moving from being racially aware to being Anti Racist - a much more proactive stance that gives you the opportunity to take action yourselves as a class or whole school.  There are no reports that Cuthbert Taylor suffered local injustice and there have been a couple of suggestions as to why this was:   * Cuthbert had a skill which lifted him above his peers and made him special. He was no longer invisible to teachers, who championed him and he was admired by his classmates. * Cuthbert had a dad who was a great supporter and promoter of his skill as well as a great defender if anyone challenged his son. Having a dad like Charilie was probably a great deterrent to those who might have been tempted to bully Cuthbert.   **Institutional and National Racism**  Cuthbert definitely suffered from Institutional Racism through the colour bar. This prevented him from boxing for British titles and his family have still had no apology from the British Boxing Board of Control. In effect, this halted Cuthbert’s career and he was never allowed to reach his full potential.  The colour ban had been introduced in 1911 by Winston Churchill amid anxieties over the fitness of the 'white race', and concerns over how a 'coloured' fighter defeating a white opponent would affect the colonies.  Although harder to spot, institutional racism still exist and there are numerous examples in sport:  Boxing  [PrimaFocus UK V43 16x9 Vo1 (youtube.com)](https://www.youtube.com/watch?v=zqPeDfwKenI)  Swimming  [Soul Cap: Afro swim cap Olympic rejection 'heartbreaking' for black swimmers - BBC News](https://www.bbc.co.uk/news/newsbeat-57688380)  [A swimming cap made for Black hair gets final approval after Olympic ban : NPR](https://www.npr.org/2022/09/02/1120761124/swimming-cap-black-hair-fina-approval)  Olympics  [Paris Olympics 2024: The controversial hijab ban at sport's biggest party - BBC Sport](https://www.bbc.co.uk/sport/olympics/68739487#:~:text=Even%20in%20low%2Dlevel%20local,the%20rules%20by%20some%20referees). | | |
| **Main:**  **Activity ideas**  **Show Racism the Red Card** are a fantastic group who will come into school and take workshops with PS3 classes.  [Show Racism the Red Card](https://www.theredcard.org/)  This is a whole Scheme of work specifically for Primary schools and focuses on encouraging an anti racist education rather than just an acknowledgement of racism.  [Primary (KS1 and KS2) lessons — Anti-Racism Education](https://www.antiracism.education/primary)  **Scenario cards**  Use these scenarios as a basis for discussion or role play  [KS2 Anti-Racism Scenario Cards (teacher made) - Twinkl](https://www.twinkl.co.uk/resource/ks2-anti-racism-scenario-cards-t-tp-2550448)  **Spoken word**  [How an 11-year-old boy is using spoken word to take a stand against racism - BBC Bitesize](https://www.bbc.co.uk/bitesize/articles/ztym8hv)  [What is it like to be... a poet, writer and spoken word artist? - BBC Bitesize](https://www.bbc.co.uk/bitesize/articles/z6pwnrd) | | |
| **Plenary:**  **Extension ideas:**  **Take Action yourself**  Make your school an Anti Racist School.  What would you need to do to make sure that every adult and child within your school community commits to an anti racist stance?  [Not-racist v anti-racist: what’s the difference? - BBC Bitesize](https://www.bbc.co.uk/bitesize/articles/zs9n2v4) | | |
| **Useful links:**  [Talking with children and young people about race and racism](https://www.redcross.org.uk/get-involved/teaching-resources/talking-with-children-and-young-people-about-race-and-racism)  [Talking to children about race and discrimination - Place2Be](https://www.place2be.org.uk/about-us/news-and-blogs/2020/june/talking-to-children-about-race-and-discrimination/)  **Links to other units:**  Respect  Life in Merthyr in the 1930s  The colour bar  Reasons for Immigration  Women’s suffrage  Class and poverty  Social injustice | | |