



Anti-racism in education: *Reflections and resources*

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Holding resilient spaces

- We invite *care*, courage, curiosity
- Discomfort may arise
- We hold each other accountable
- We acknowledge when we make a mistake, and take responsibility not to repeat
- We welcome **GLOBAL** experiences

**LEARNING
LONDON**

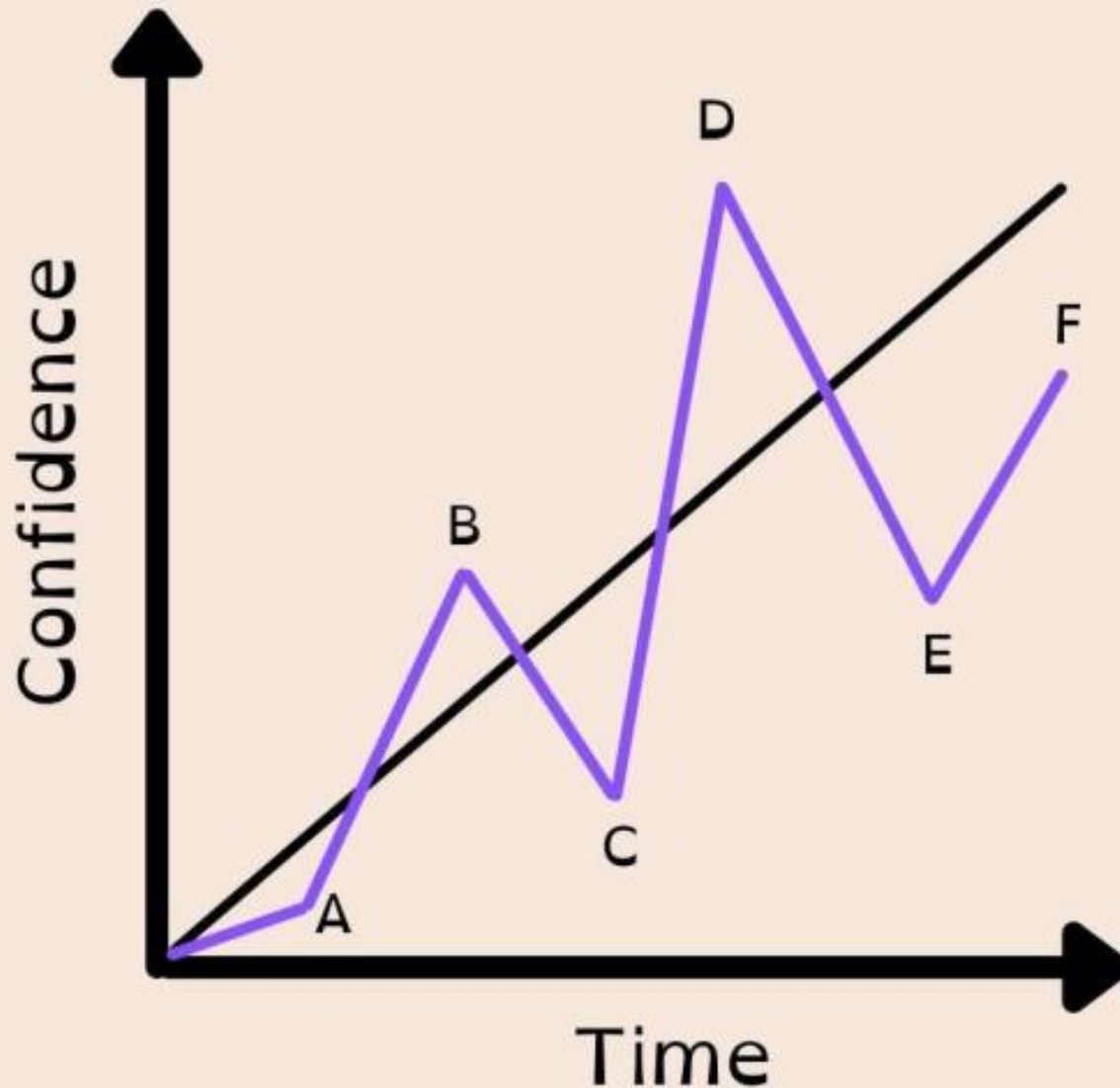



What we'll do

- reflect on our personal understanding of race and racism
- Look at some frameworks to help us make sense of this
- Hear some learner perspectives on race and racism
- try out some classroom methodologies to explore racism with learners.

My Anti-Racist Journey

Expectation - Reality -





Breakout room discussion:
*How much of an impact
has race had on your life
so far?*



Katie D'Souza

Newark Primary, Inverclyde

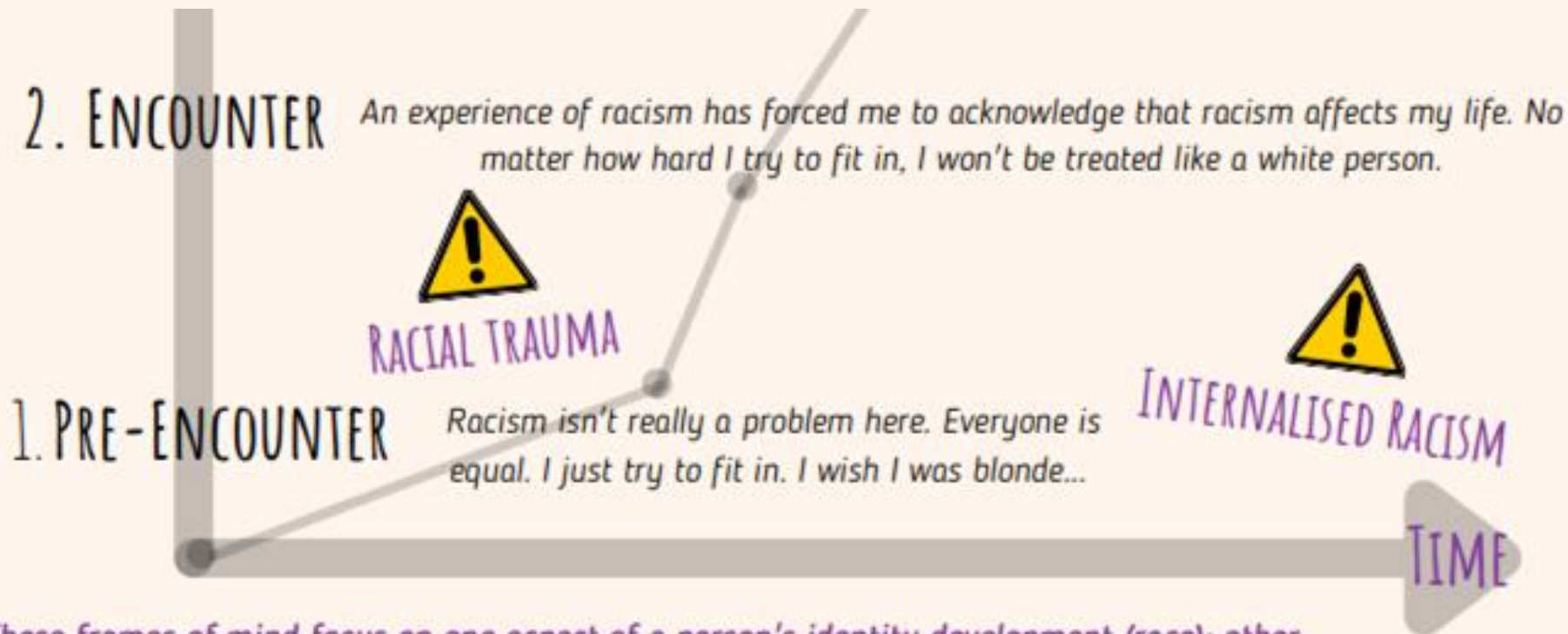
Content Warning: Katie will be sharing personal testimony which includes examples of racist language

MAKING SENSE OF AN ANTI-RACIST JOURNEY AS A BLACK PERSON OR A PERSON OF COLOUR



USING WILLIAM CROSS' BLACK RACIAL IDENTITY DEVELOPMENT MODEL

FRAMES OF MIND



NB: These frames of mind focus on one aspect of a person's identity development (race); other intersectional "frames of mind" may be experienced simultaneously (e.g. encountering homophobia)

FRAMES OF MIND

5. INTERNALISATION - COMMITMENT

I understand that race is a social construct but I feel positive about my identity; I love the colour of my skin, the texture of my hair and I am proud of the markers of my racial-ethnic-cultural background. I am comfortable working with white people and I am committed to uplifting other Black people/people who face racism.



ANTI-RACISM

4. INTERNALISATION

I feel comfortable with my racial identity but I understand that I am more than just a Black person. I realise that racism is a systemic problem and not all white people are the enemies.

DECOLONISE THE CURRICULUM

3. IMMERSION

I look for people who get what racism really feels like. I want to learn more about the history and contributions of people who look like me, not just about white people. I don't have much patience for people who don't understand me (white people).



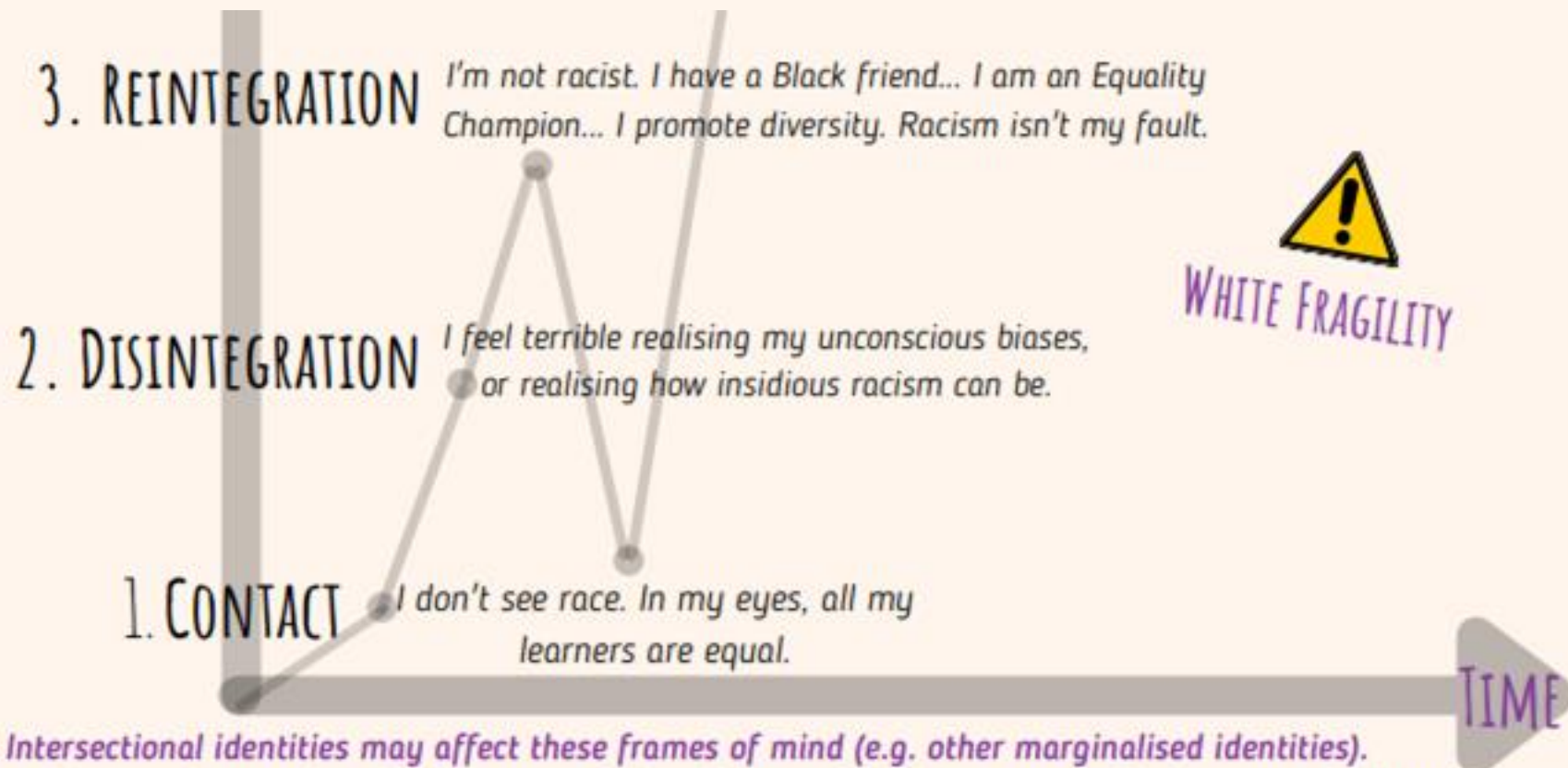
SAFER SPACES

MAKING SENSE OF AN ANTI-RACIST JOURNEY AS A WHITE PERSON



USING JANET HELMS' WHITE RACIAL IDENTITY DEVELOPMENT MODEL

FRAMES OF MIND



NB: Intersectional identities may affect these frames of mind (e.g. other marginalised identities). Non-white people may also relate to some of these frames of mind (e.g. a non-Black person of colour

FRAMES OF MIND

6. AUTONOMY

I am white and anti-racist. I embrace discomfort and I step in the way of racism, even when it comes at a personal risk. To continue growing and learning, I will experience the other frames of mind again.




ALLYSHIP

5. IMMERSION

Racism is systemic. I can be white and anti-racist by working against systems of oppression. I look for inspiration from other white anti-racist people, rather than always expecting people of colour to tell me what to do.

4. PSEUDO- INDEPENDENCE

I realise racism is not just what bad people do. As a white person, I have a lot of unlearning to do. I look for people of colour to tell me how to challenge racism.

A woman with long, wavy brown hair is smiling warmly. She is wearing a blue top. The background is dark and out of focus. The image is framed by a black border with colorful geometric patterns in the corners.

'You speak such good English, did you learn that in school?'

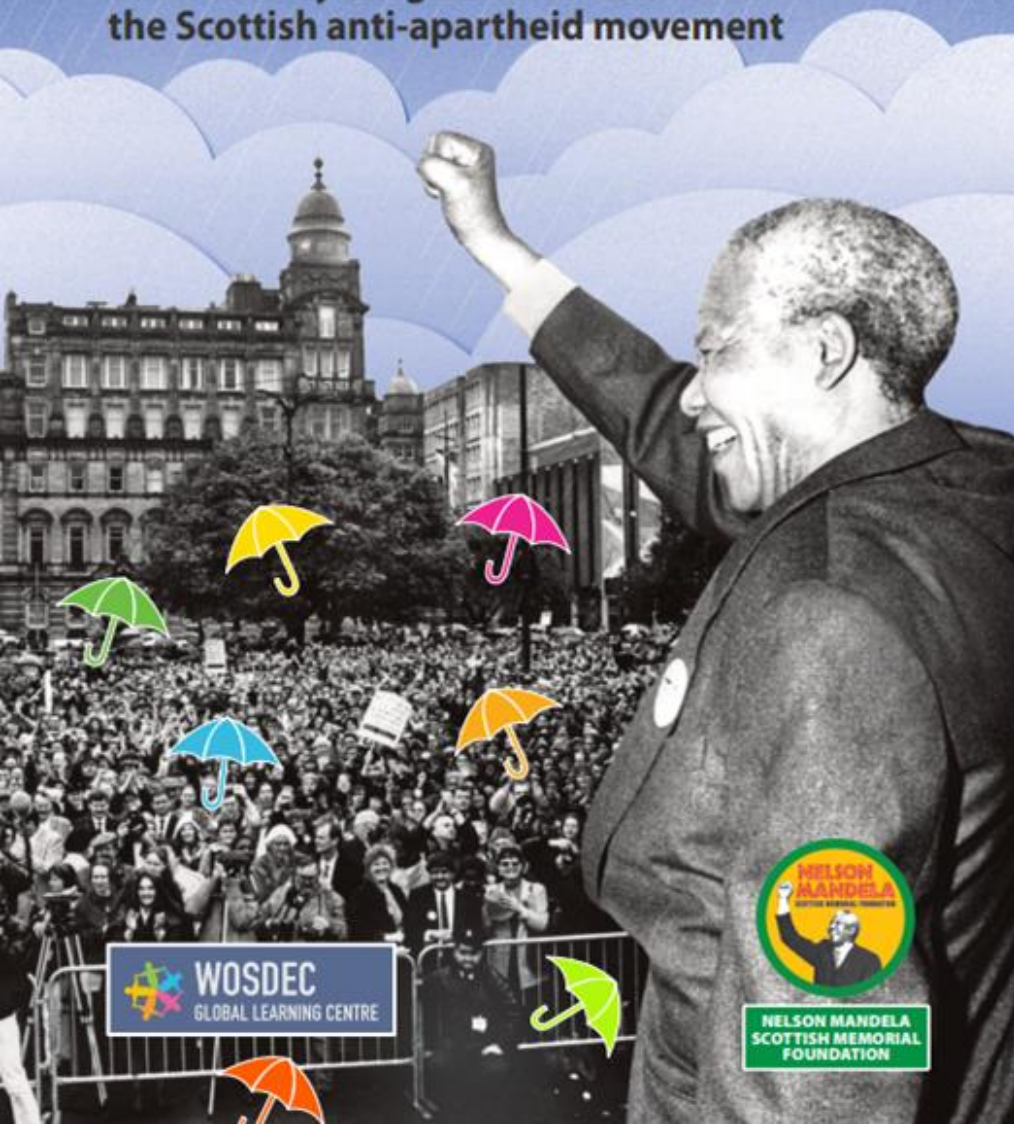


Elizabeth Young

*St Clare's Primary,
Glasgow*

When Mandela danced in the square

Lessons for young citizens from the Scottish anti-apartheid movement



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**NELSON MANDELA
SCOTTISH MEMORIAL FOUNDATION**

Section 3: Making connections with racism today

1. Would Mandela be proud of our society today?

GC aspects

- Identity and diversity
- Respect for people and human rights

SDGs and UNCRC links

- Goals 10, 16
- Article 2

Es and Os

SOC 2-16b, SOC 3-16a

Suggested LIs

- ▶ To understand the difference between interpersonal, internalised, institutional and structural racism.

What you need

Racism: Interpersonal, internalised,

Now ask learners to stand along an agree/disagree line, responding to the statements, **If he was alive today, Mandela would be proud of:**

1. the UK
2. Scotland
3. Glasgow

Discuss opinions.

Before running the next activity, think carefully about the young people in your class – you may choose not to use all the examples. Explain that learners will be exploring the difference between interpersonal, internalised, institutional and structural racism. You will find an explanation of each [here](#). Hand out the pupil cards for groups to sort. Take feedback. Can pupils think of any other examples from each category?



What is racism?

Interpersonal

Prejudices, individual actions and discriminatory behaviours where a person makes assumptions about the abilities, motives and intents of other people based on race.

Institutional


When institutions and organisations discriminate against Minority Ethnic people to limit their rights.

Internalised

Minority Ethnic people internalise negative messages about their own abilities and intrinsic worth.

Structural

The economic, political, social and cultural structures, actions and beliefs that systemise an unequal distribution of privilege, resources, safety and power in favour of the dominant racial group at the expense of all other racial groups.



Racism: interpersonal, internalised, institutional or structural?

3

1

The day after a terror attack has been reported in the news, a group of boys shout racist abuse at a Muslim woman wearing a Niqab in the supermarket.

2



A hairdressing company decides to only interview candidates that don't cover their hair.

A consultant decides not to go for a managerial job in a hospital as there are no other people of colour in those positions.

A letting agency refuses to let a flat to a black family, claiming they have a policy of only having White Scottish families as tenants.

5

The vast majority of teachers working in Scottish schools are white.

A young Polish man at work keeps being called a racist name by white colleagues who say it is just banter, but he is insulted and offended by it.

4

6

4. How can we become an anti-racist society?

GC aspects

- Identity and diversity
- Empathy

Es and Os

SOC 2-16b, SOC 3-16a

LIT 2-02a, LIT 3-03a

SDGs and UNCRC links

- Goals 16
- Article 2

Suggested LIs

- ▶ To think about ways to tackle racism effectively.

What you need

'Whose responsibility is it to stop racism?'
cards (page 67)

Issue tree(s) from Lesson 1 (page 52)

Ask learners in pairs to come up with as many anti-racist actions as they can think of then share as a whole class and add onto the solution leaves of the Issue Tree(s). How many relate to groups and organisations (eg schools/community/government)?

Give out the cards and ask pupils to rank in a diamond shape, in order of least to most responsibility. Discuss group decisions. Repeat activity with the same cards, but this time the learners should rank them in order from the least to most **effective** in tackling racism. Are the cards in the same position both times? If not, why not?

Say, make, write, do

Can learners:

- describe some of the causes, effects and solutions to racism?

Whose responsibility is it to stop racism?

Diamond nine cards



TV and Film
Makers

Schools

Police

Young People

Governments

Social and
Print Media

Employers

Human Rights
Activists

Religious
leaders



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