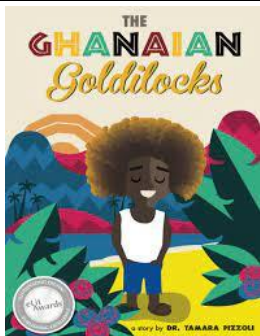
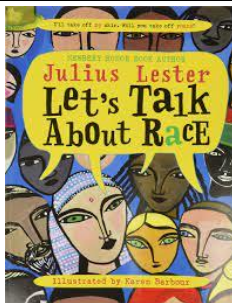



Year 6

Books			
	The Ghanaian Goldilocks Tamara Pizzoli and Phi Howell	Let's Talk About Race Julius Lester and Karen Barber	Intersection Allies – we make room for all Chelsea Johnson, Latoya Council
Session objective and activity			
Week 1	<p>To know about diversity and what it means</p> <p><i>Look at the book cover – discuss where it is set. Read 'Ghanaian Goldilocks'. Answer questions and discuss how it is similar/different to other known stories. Consider Kolifi's hair and how this makes him stand out and unique. Relate to the term 'diversity'. Complete a culture wheel and reflect on all the things that make you unique. Compare with others.</i></p>		
Week 2	<p>To know about prejudice and how to recognise behaviours/actions which discriminate against others</p> <p><i>Learn a little about the apartheid in South Africa. Look at 'Whites Only' sign images and discuss. Discuss the concept that race is a social construct and consider the scientific reasons that humans are different. Reflect on this learning and link to the culture wheels from the previous week.</i></p>		
Week 3	<p>To know about prejudice and actions which discriminate against others; ways of responding to it if witnessed or experienced.</p> <p><i>Look at picture of twins with different skin colour and answer 'why do we have different skin colours?' Watch video clip about racism/Neal Maupay (footballer) Discuss difference between being 'non-racist' and 'anti-racist' and how we can actively stand up to racism. Explain the science of skin colour and answer questions around this.</i></p>		
Week 4	<p>To know about prejudice and how to recognise behaviours/actions which discriminate against others.</p> <p><i>Revise what melanin is and how this affects skin colour and is genetic. Discuss book Intersection Allies – what do you think it is about? Make links with the book and the killing of George Floyd and the police response in the US. Discuss protected characteristics and that it is illegal to discriminate because of these. Children to choose protected characteristics that have significance for them and write about them making links to their previous learning.</i></p>		
Week 5	<p>To know about ways of responding to racism/prejudice if witnessed or experienced.</p> <p><i>Discuss 'empathy' and why it is important. Watch video 'What is empathy?' and discuss – link to examples of what racism looks/sounds like. Look at data regarding racist incidents. Consider what a 'new normal' (linked to quote by Barack Obama. Write own ideas for a set of rules for a 'new normal'.</i></p>		
Week 6	<p>To summarise everything that has been learned about diversity, prejudice and discrimination.</p> <p><i>Review learning from previous sessions and create selection of work that can be shared with others. Create a set of rules/key messages regarding racism and how to be anti-racist.</i></p>		