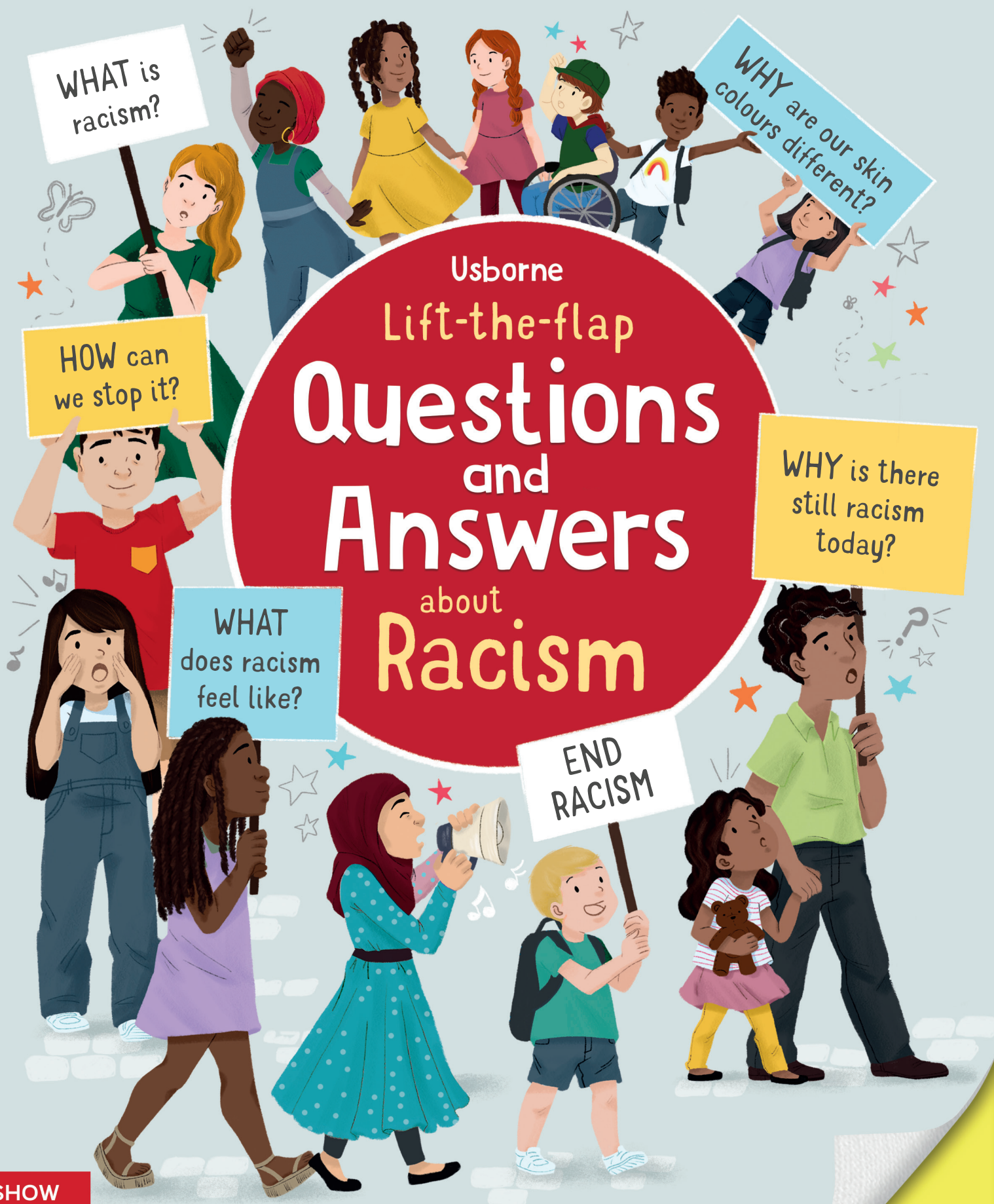


Resource Pack for Teachers and Librarians



SHOW
RACISM
THE
RED
CARD



SHAPES
for schools



Lift-the-flap Questions and Answers about Racism

By Jordan Akpojaro, illustrated by Ashley Evans

Published in association with **SHOW RACISM THE RED CARD**

Teaching resources written by Shapes for Schools

Introduction

Notes for Key Stage Two teachers

Suitable for 7+

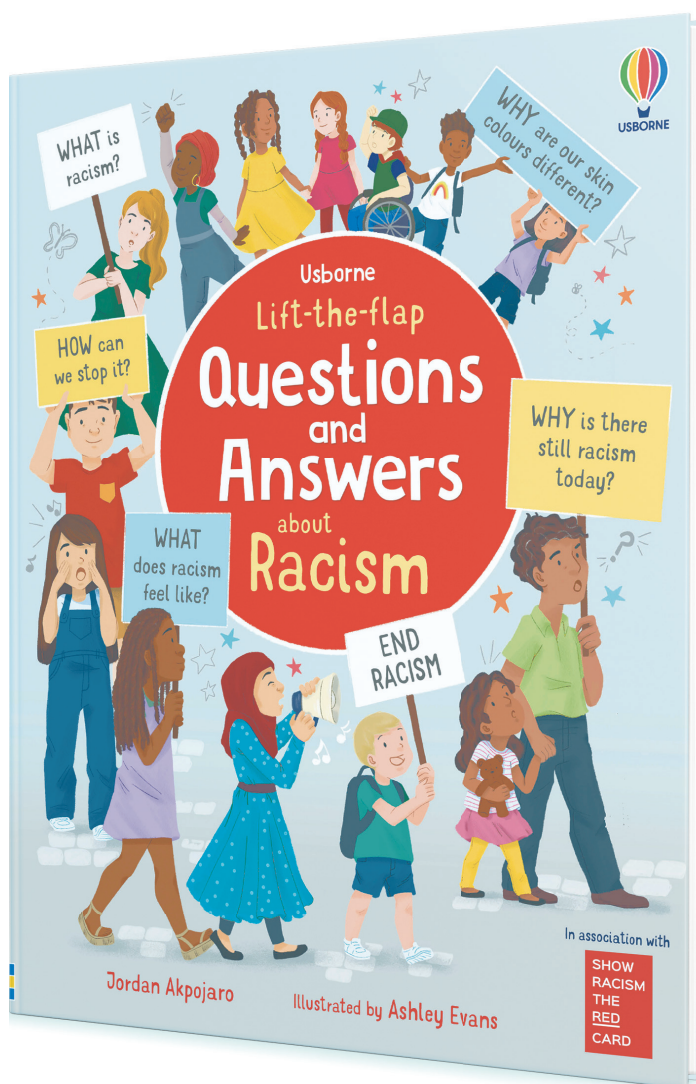
Subject Checklist: • PSHE +RSE • Literacy • Citizenship • Geography

About the book

Racism is such a hard topic to talk about, but impossible to ignore. Discover the answers to some difficult questions – and become part of the solution – with the brilliant *Lift-the-Flap Questions and Answers about Racism*.

An extremely important addition to any school library, this book tackles challenging questions in an accessible and thought-provoking way, from ‘What does racism feel like?’ and ‘Don’t ALL lives matter?’ to ‘How can racism affect families?’ and ‘Can we really make a change?’

Published in association with educational charity Show Racism the Red Card, this powerful book explains why racism is everyone’s problem to solve, and how we can all be part of the solution.



Usborne Quicklinks

For links to carefully chosen websites to find out more about racism, what we can do about it, and what Show Racism the Red Card are already doing, go to [usborne.com/RacismQuicklinks](https://www.usborne.com/RacismQuicklinks)

At Usborne Quicklinks, you'll find links to websites with videos, quizzes and activities specially selected to support the information in Usborne books.



Contents

Theme 1 - What is racism and how does it feel?

Objectives: To be able to define racism. To consider how racism feels and the impact it can have.

Activities: Highlight words in the text that describe feelings and emotions. Discuss scenarios from the text and decide whether they show racism or not.

Theme 2 - Anti-racist action

Objectives: To consider different ways to be actively anti-racist. To know how to respond to racism when directly encountered.

Activities: Write down five ways to be anti-racist. Discuss how best to react in different scenarios.

Theme 3 - Learning and sharing together

Objectives: To know that every single person is unique and that everybody's story is important.

Activities: Think about the lives of different people around the world. Write a paragraph entitled 'My Story' inspired by the text.

Theme 4 - Inspiration and hope

Objectives: To know that positive change is possible. To feel empowered to help end racism.

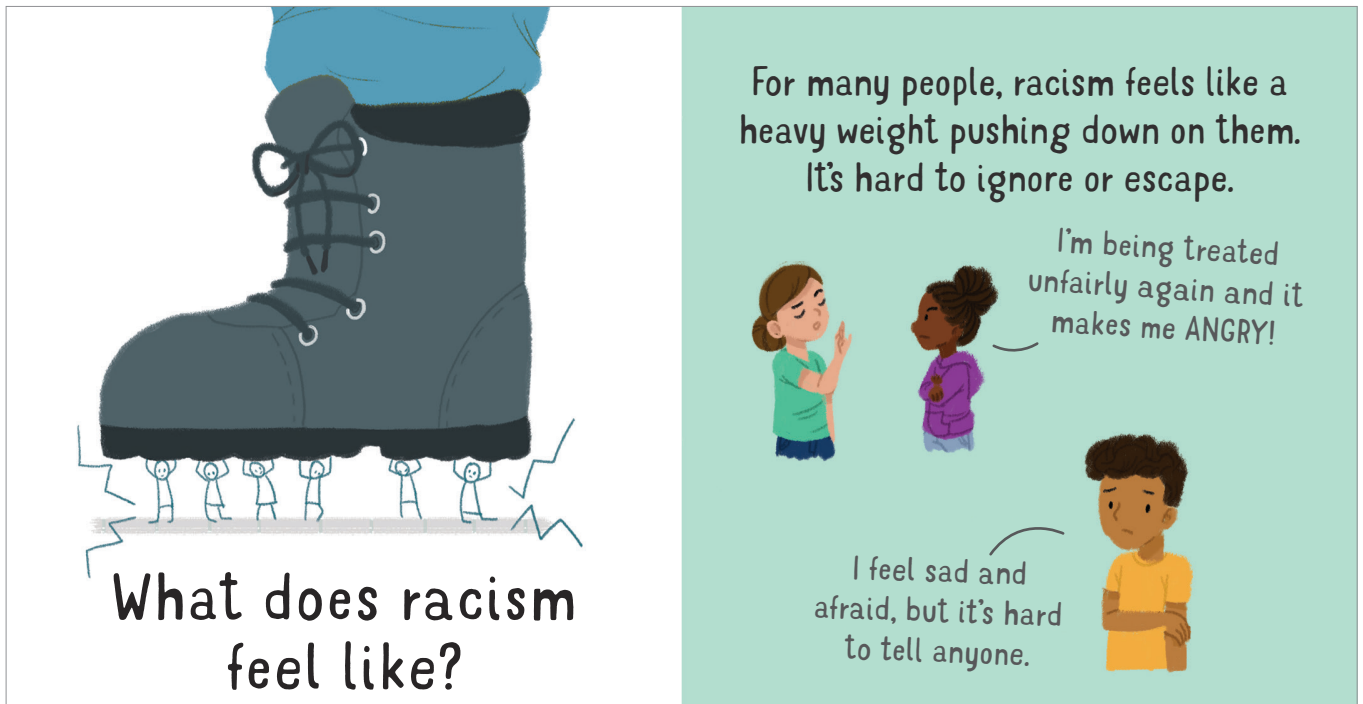
Activities: Reflect on learning so far. Consider how to respond to someone who thinks that ending racism is impossible. Create a wall of inspiration.



Theme 1: What is racism and how does it feel?

This theme is based on pages 1–7 of *Lift-the-Flap Questions and Answers about Racism*.

Activity 1: How does racism feel?



Read the extract above. Why do you think the illustrator has chosen to use the picture of the boot? Discuss your answer with a partner.

Highlight any words the characters use to describe how racism makes them feel.

Can you think of some synonyms for each of these words? Write them in the box below:

A large empty rectangular box for writing synonyms.

Activity 2: What is racism?



What is racism?

It's treating people differently or unfairly based on their skin colour, where they're from, their religion or their family traditions.

Anyone can be racist — even without meaning to be. But there's never a good reason for it.

Read the extract above and underline anything that you think is important.

In a group, cut out the following pictures, and place them face down on the table. Turn each one over in turn and discuss:

- What is happening?
- Is it racism? How do we know?
- How do we think the characters feel?

Share your conclusions with your class and discuss your reasons. Do you all agree? Are there any pictures that you have questions about? What do you think the long-term consequences of each of these interactions might be?

Why are they
leaving me out?

Have you heard
her accent?!



Can't you play
something normal?



I like what you're
wearing. Could you
tell me about it?

It's a kimono.
It's a traditional
Japanese dress for
special events.

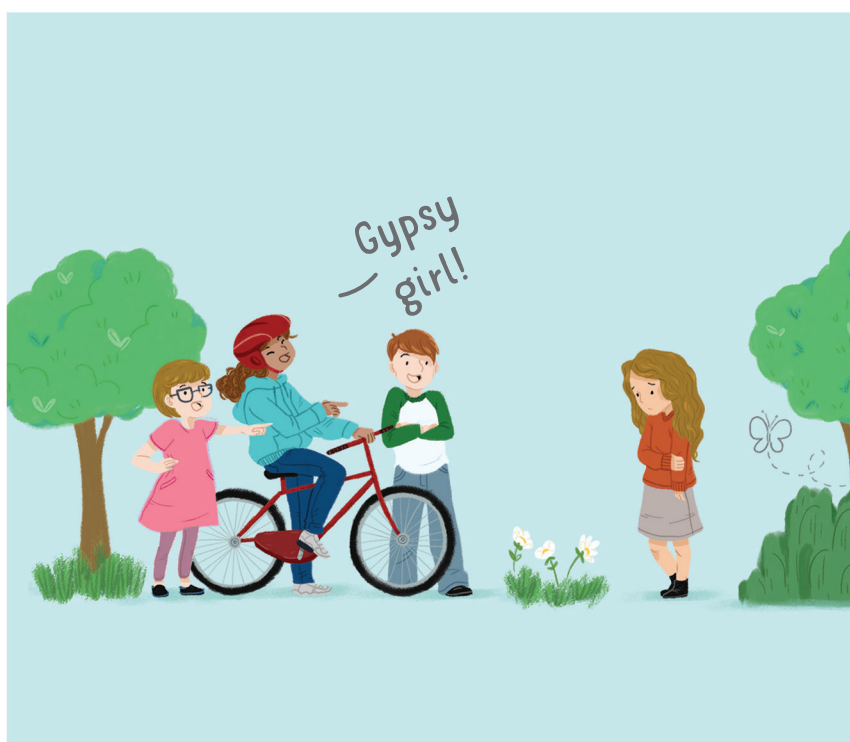
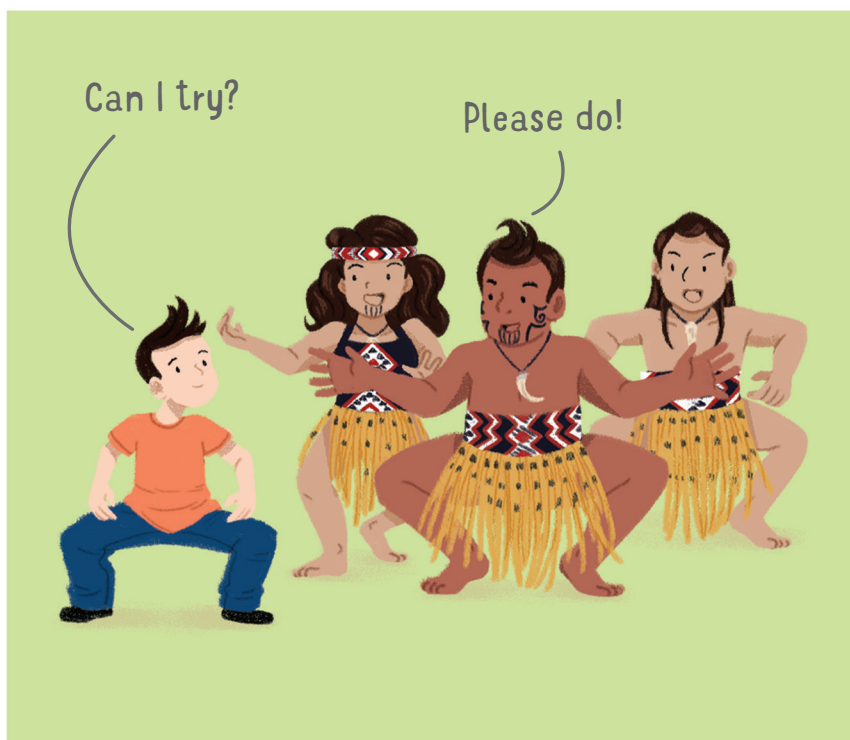


You're faster because
you're black.

No, it's because I'm
strong and I train hard.



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Theme 2: Anti-racist action

This theme is based on pages 8–9 of *Lift-the-Flap Questions and Answers about Racism*.

Activity 3: Taking Action



Read the questions and answers on pages 8–9. Write down the key words and main messages from this section.

Now, think carefully about what YOU could do to help end racism. See if you can think of five things you could do to help make a difference.

Take a piece of card and draw around your hand. In each finger, write down one thing you are going to try and do to help combat racism.

Can you come up with a positive anti-racism slogan or message to write in the palm of your hand?

Cut your hand drawings out and display them on the wall of your classroom to inspire you all to help put a STOP to racism!



Activity 4: What could you do?

With a partner or small group, discuss some of the scenarios below. What could you do if you were in this situation?

At playtime, one of your friends makes a joke about another friend's accent. Everyone laughs.

What could you do?

A girl in your class has brought in a beautiful traditional dress from her culture to show the class.

What could you do?

You are sitting in the dining hall. A girl in your class looks at your friend's packed lunch and turns up her nose. 'Why don't you have normal food?' she says unkindly.

What could you do?

When you arrive at school in the morning, your friend tells you that someone called him a racist name on the bus on the way to school. He says it made him feel scared and unsafe.

What could you do?

There's a new boy in your class and you don't know how to pronounce his name.

What could you do?

You'd like to learn more about different religions and cultural traditions.

What could you do?

You feel upset and overwhelmed when you think about racism.

What could you do?



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Theme 3: Learning and Sharing

This theme is based on pages 10–11 of *Lift-the-Flap Questions and Answers about Racism*.



Activity 5: Learning from each other

Read pages 10–11. Choose one of the children on the page. Can you think of one thing you have in common with them and one way in which you are different?

Similarity

Difference



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Imagine you could visit one of the children in their home country. Who would you visit and why? Discuss with a partner.

What have you learnt from reading the stories of the children from around the world? Write down three facts that you didn't know before:

I've learnt...

e.g. Iceland has hot pools and beautiful nature.

1.

2.

3.



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Activity 6: Who are YOU?

Everyone is unique and has their own story to tell, including you! What is your story? Write a short paragraph about yourself inspired by the stories on pages 10–11. You can use the questions below to give you ideas (you don't have to answer each one).

How would you describe yourself to someone else?

Where do you live?

What are some interesting facts about you or your family?

What are your favourite things about where you live?

Where were you born? Do you know where your parents were born?

What are your hobbies?



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My Story

With a classmate, take turns to share your stories. Can you learn one new thing about each other that you didn't know before?

Why not make a 'lift the flap' all about you (just like the ones on pages 10–11)? You could create a class display including the stories of everyone in your class!



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Theme 4: Inspiration and hope

This theme is based on page 13 of *Lift-the-Flap Questions and Answers about Racism*.

Activity 7: Reflection

Read the statements below and decide if you think they are true or false. (Alternatively, your teacher might read the statements out loud and ask you to show whether you think they are true or false by making a T or an X with your hands.) If there are any statements you are not sure about, discuss them with your class.

| | True or False? |
|---|----------------|
| Racism is a thing of the past. | |
| It's ok to say something racist if it's just a joke. | |
| If somebody is racist to you, it's not your fault. | |
| If you see someone being racist, it's best to ignore it. | |
| Now that I've read this book, I know a lot more about racism! | |
| It's important to keep listening and learning from others. | |
| It's ok to ask questions if you are not sure. | |
| Some people's stories are more important than other people's stories. | |
| We can all do our bit to help to end racism. | |
| Helping to end racism can be a wonderful experience. | |

Discuss these reflection questions with a partner:

- What is one thing you've learnt from this book that you didn't know before?
- Has anything in the book surprised you?
- What emotions have you felt as you've read the book?
- Do you have any questions you'd like to ask the author?



Activity 8: Inspiration

What would a world with no racism be like? Can you think of some adjectives to describe this world?

Imagine you are chatting to a friend or relative and they make the comments below. How could you respond to each statement? Write down what you might say in the speech bubbles.

“Racism is a big problem but I’m just one person, there’s nothing I can do to make a difference.”



“I want to help end racism but I’m worried about saying or doing the wrong thing.”



Create a wall of inspiration! Your teacher will put a large sheet of paper on the wall and everyone in your class can write positive anti-racism messages on it. You can include advice, facts, positive slogans, tips and pictures too! The aim of the wall is to encourage and motivate people to take action because, although racism is a big problem, we can ALL be part of the solution!

What is racism?

Notes for grown-ups

Author Katie Daynes and anti-racism educational charity Show Racism the Red Card explain why it's important to talk to children about racism, give tips on answering tricky questions and discuss how we can work with children to stop racism.

Why do we need to talk about racism?

Events over the last few years have made it abundantly clear that racism is NOT a thing of the past. To stamp it out we need everyone to recognise WHAT it is, to understand WHY it's wrong and to learn HOW to challenge it in our own communities.

But do we really need to talk to young children about it?

Yes. By the age of two, children begin to notice skin colour and other differences in appearance. They begin to see who looks and sounds like them and who doesn't. And they begin to form their own world view which is largely shaped by the comments and attitudes of those closest to them. As parents, carers and educators, it's up to us to explain that it's OK to notice differences, and even celebrate them, but that we're all part of the same race - the human race - and that we should all have the same opportunities in life.



Can't we just talk about fairness without mentioning the word racism?

That would definitely help, but it wouldn't solve the problem. Unfortunately, racism is something so deep-rooted that many people don't even recognise their own biases, prejudices and false assumptions. Racism can be tackled at all ages, but the younger people are when they learn to spot racism - and recognise just how mean and unfair it is - the less likely they are to be racist themselves and the better they'll be at sticking up for others. Even very young children can experience racism. We need them to know that what's happening to them is unfair and unacceptable - and that there are people they can turn to for help.

So where do we start?

As parents, carers and educators, it's important to start by being honest with ourselves about our own potential biases. Often these are unconscious, so we may need to dig deep to recognise them. Try to learn more about other cultures in your own community and be wary of stereotypes. If you approach the topic of racism with honesty and openness, you'll be in a better position to help children talk about it too.



Should we introduce the conversation, or wait for it to come up?

It's best to talk through things as they arise. You can't explain racism in a single conversation, but relating it to specific examples can help increase awareness. Some children might use racist words they've picked up from friends, without understanding the power behind them. It's important for us to react quickly and to explain gently but firmly how offensive or hurtful a specific word can be.

Encourage children to see the world from other people's points of view and to ask themselves what's kind and what's unkind; what's fair and what's unfair. How would they feel if they were in that situation or if someone treated them in that way? Racism is so inherently UNFAIR, it's likely to prompt a lot of questions, and that's a good thing. The more children question the world around them, the more they challenge the injustices they see and hear, and the closer we get to ending racism.



But what if we can't answer their questions?

That's OK. It's fine to admit that some of the questions surrounding racism are really difficult to answer. Books like 'What is racism?' are a useful tool to help you explore questions together. You could read a question and talk about it first, before opening the flap to read the answer below.

If you're struggling to answer a question about a specific ethnicity or religion or tradition, you could research it together. It's good to teach children the process of finding out information and checking its accuracy. They need to know that there's a lot of misinformation out there and that not everything they're told is true. If in doubt, be open-minded and assume that there's more than one side to a story.

Shouldn't we encourage children to ignore difference because we're all the same deep down?

It's often better to focus on what we have in common rather than what sets us apart, but that doesn't mean we should ignore our differences. A person's family history and traditions can be an important part of their own identity and should be respected. In an increasingly multicultural world, children have a wonderful opportunity to learn from each other and to adopt a more rounded, inclusive world view. You can increase children's exposure to diversity by attending a range of events or choosing a diverse range of books and films to look at together. Help them to discover that our differences are what make us special, and that this is a good thing.



How do we explain Black Lives Matter when ALL lives matter?

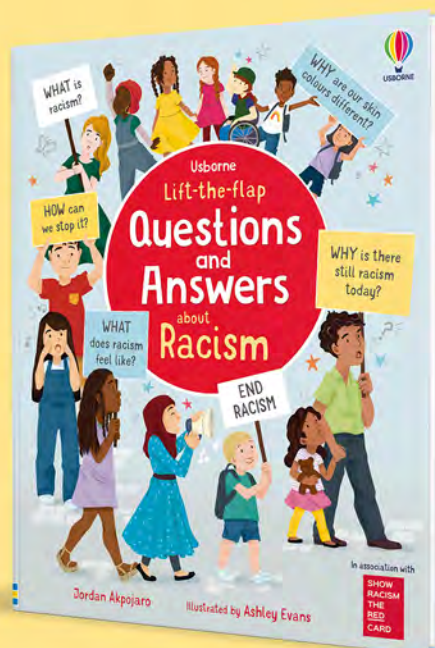
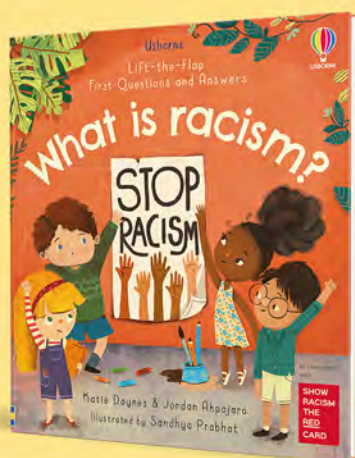
Here, children may need some context so they can understand the inequalities that already exist in the world. You could give examples of how badly Black people were treated in the past, from being banned from the best beaches (South Africa under Apartheid) or being told to give up their bus seat for a white person (segregation in the USA and Rosa Parks' act of defiance), to being enslaved – kidnapped from their own country and forced to work in horrible conditions (transatlantic slave trade).



Explain how many people still start off life at a disadvantage because of what's happened historically – and how they're often still treated unfairly today. A simple, modern example could be how a Black child is more likely to be told off in class and seen as a trouble-maker, whilst a white child acting the same way might just be called "lively" or "excitable". To ensure that everyone has the opportunity to be the best they can be, people have to stop treating Black people unfairly in the first place!

How can we work with children to stop racism?

As you talk to children about racism, emphasise that it's a learnt behaviour and that it doesn't have to be this way. We all get things wrong at times, and that's OK, so long as we own up to our mistakes and try to do better next time. Recognising racism is the first step, but to STOP it we need to be actively ANTI-racist – call it out, report it, let others know things have to change. Racism is everyone's problem to solve. If we stamp it out in everything we do, we can stop it forever.



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