

## Teaching race: glossary and literacy development

The glossary is adapted from work by the Prosperity Project and the Anti-Racist Educator (<https://www.theantiracisteducator.com/glossary>). Research from Dr Pragma Agarwal's *Wish We Knew What to Say* has informed the section on child development and racial literacy.

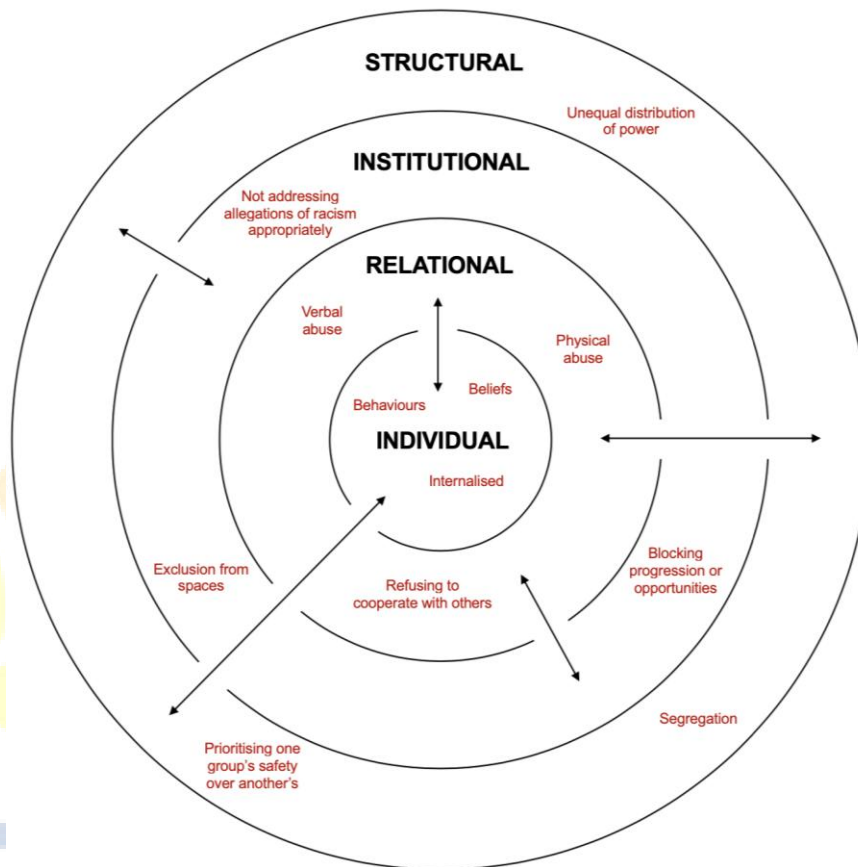
To ensure that classroom discussions are safe and informed, please take time to read through this document and remind children of our Shared Principles of Engagement.

	Adult definition	Child definition
Race	A socially constructed way to classify people based on shared physical characteristics. When someone is classified as a certain race, they are racialised (e.g. racialised as Black or white). There is no biological reality to these classifications.	A way to categorise people based on their physical traits like skin colour, hair. Inside (our DNA and genes) we are still all the same.
Ethnicity	A group who may share cultural traditions, often based on their geography, language, culture.	A group sharing the same culture (e.g. language, music, traditions).
Nationality	A group who may identify with a country or nation. This may refer to your place of birth or citizenship.	The country where you were born.
Person of colour	A term for people who are not racialised as white. Many people believe this is more empowering to use than others like BAME.	A polite way to name people who are not white.
BAME	A collective term used to refer to all racial and ethnic groups protected under the Equality Act - Black, Asian and Minority Ethnic. Some people have started to replace this with Black and Global Majority.	A name to group three different races, often used for collecting data in the UK.
Mixed-race	Someone who identifies with two or more races. Some people may use biracial, mixed or mixed heritage.	Someone who has parents or relatives who are different races.

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Prejudice	An unfavourable, unreasonable and/or usually hostile opinion, feeling or attitude towards someone's ethnic, racial, social or religious background.	When you dislike someone because they are different to you. It could also be thoughts or opinions you have about someone or a group of people because of your biases.
Discrimination	The actions arising from someone acting on their prejudice.	Treating someone or a group of people unfairly because of differences. It can stop people from doing things that others can do freely.
Bigotry	Intolerance of someone's identity, belief or background because it is different to their own, often manifesting through actions that intend to harm or exclude others.	Using inappropriate language, shouting, excluding or being unkind to someone because they are different to you.
Racism (micro)	This refers to interactions between people, such as individual and relational racism (see diagram).	Discrimination against someone or believing that you are better than someone based on race. It can be on purpose (e.g. calling someone a mean name or fighting them) or inside (e.g. not liking your skin or hair because it looks different).
Racism (macro)	This refers to institutional and structural forms of racism (see diagram). Racism only exists because one group has power while another doesn't. Each form of racism cannot exist without the others.	Someone might be treated differently in a specific place like a school or a neighbourhood (e.g. it might be that people who look different aren't allowed to get involved). This is institutional racism.  Some people might experience discrimination everywhere they go because of their race. This is structural racism

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<p><b>Microaggressions</b></p>	<p>The verbal and non-verbal comments and/or insults that a person makes towards someone from a racial group. It may be intentional or unintentional, but still communicates a negative message that might cause harm.</p>	<p>Small but hurtful comments and behaviours that might target, single out, embarrass or shame someone because of their race.</p> <p>Overtime, these small actions can build up and can be very hurtful.</p>
<p><b>Bias</b></p>	<p>Widely held and often fixed attitudes or ideas about certain groups and individuals that affects our understanding, actions and decisions in conscious and/or unconscious way.</p>	<p>Sometimes we don't know that we have unfair ideas about people based on their characteristics.</p> <p>When we don't make sure that everyone feels welcomed and safe, this can cause us to be unkind to others.</p>
<p><b>Xenophobia</b></p>	<p>Hostility or dislike towards people from other cultures. This may be targeted anti-immigrant or migrant ideas.</p>	<p>Fear or dislike of food, behaviours, language, cultures or traditions of people who are from a different country than you.</p>

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Intersectionality	Intersectionality refers to how different parts of our identity may overlap to form multiple forms of structural advantage or disadvantage. This means that everyone has a unique experience.	Everyone has their own identity, like your gender, race, religion, culture, etc. This means that everyone has a different experience in life because it is influenced by their characteristics mixing together.
Colonisation	Colonisation occurs when people from one country settle in another country with the purpose of exploiting its people and natural resources.	Colonisation means when one country takes control of another country. They may treat its people unfairly and steal resources from that country.
Colonialism	The process of building political and economic systems to devalue and dehumanise colonised cultures and communities.	When powerful people make unfair rules and treat others badly because they come from a different place.
Anti-religious racism	The systemic discrimination of a religious group. Islamophobia refers to the discrimination of Muslims. Antisemitism refers to the discrimination of Jews.	When people are treated unfairly or discriminated against because of their religious beliefs.
Colourism	Prejudice or discrimination which favours lighter skin over darker skin, sometimes within the same racial or ethnic group. This gives lighter-skinned people of colour structural advantages that darker skinned people might not have.	This means when someone might be unkind because they prefer people with lighter skin over people with darker skin. Sometimes people of the same race might do this too.

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## Useful resources to use in the classroom

### Anti-Racism Education

A series of lessons for KS1 and KS2 - <https://www.antiracism.education>

### Just Ignore It – Anti-Racism Film

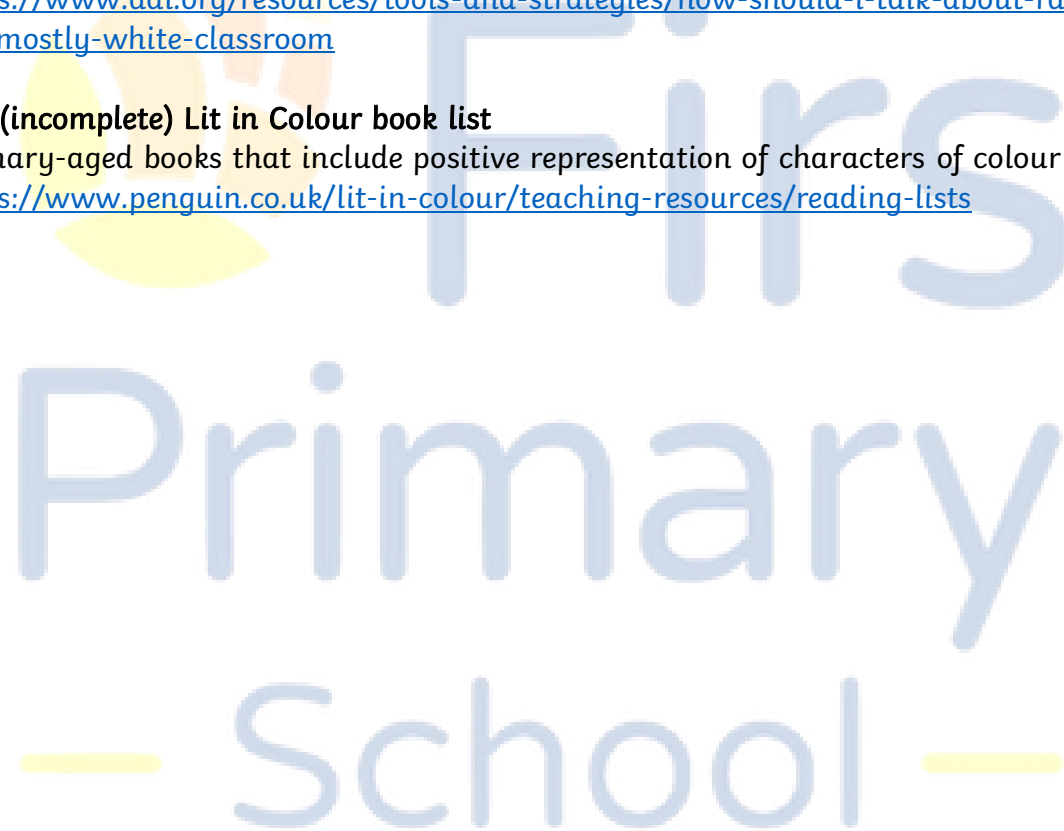
A powerful video to explain all forms of racism based on the real life experiences of the young people who created it - <https://youtu.be/RA07EzOiyqg?feature=shared>

### How Should I Talk about Race in My Mostly White Classroom?

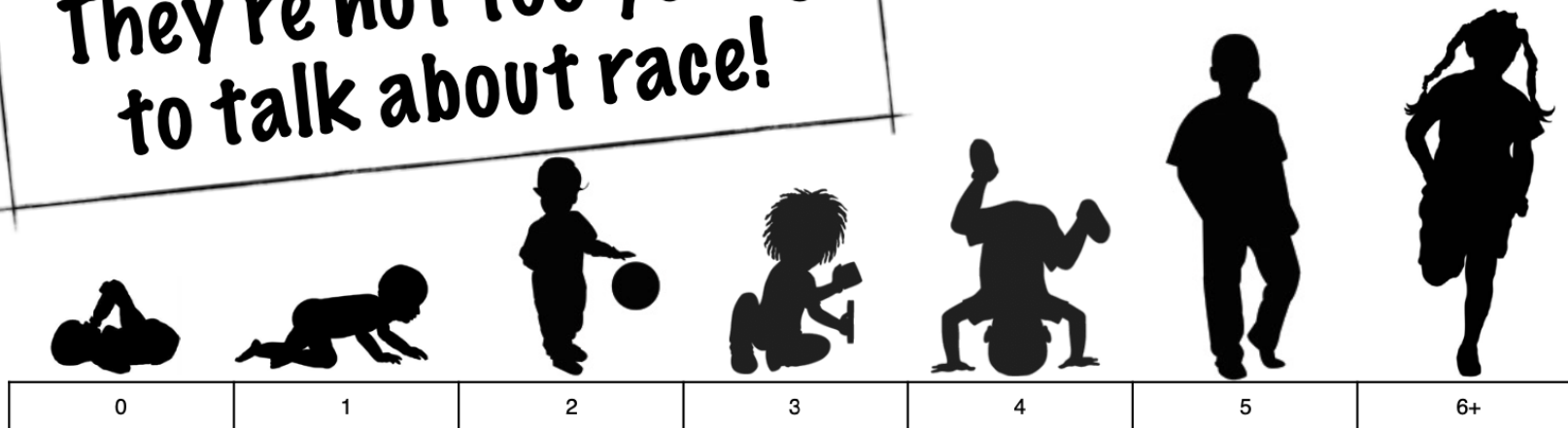
A useful guide that teachers can use to support classroom discussions about race - <https://www.adl.org/resources/tools-and-strategies/how-should-i-talk-about-race-my-mostly-white-classroom>

### The (incomplete) Lit in Colour book list

Primary-aged books that include positive representation of characters of colour - <https://www.penguin.co.uk/lit-in-colour/teaching-resources/reading-lists>

The logo for Firs Primary School is centered on the page. It features a stylized tree with a yellow sun-like canopy and a blue trunk. To the right of the tree, the word 'Firs' is written in a large, light blue, sans-serif font. Below 'Firs', the word 'Primary' is written in a larger, light blue, sans-serif font. At the bottom, the word 'School' is written in a light blue, sans-serif font, flanked by two horizontal yellow bars.

# They're not too young to talk about race!



At birth, babies look equally at faces of all races. At 3 months, babies look more at faces that match the race of their caregivers. (Kelly et al. 2005)

Children as young as two years use race to reason about people's behaviors. (Hirschfeld, 2008)

By 30 months, most children use race to choose playmates. (Katz & Kofkin, 1997)

Expressions of racial prejudice often peak at ages 4 and 5. (Aboud, 2008)

By five, Black and Latinx children in research settings show no preference toward their own groups compared to Whites; White children at this age remain strongly biased in favor of whiteness. (Dunham et al, 2008)

By kindergarten, children show many of the same racial attitudes that adults in our culture hold—they have already learned to associate some groups with higher status than others. (Kinzler, 2016)

Explicit conversations with 5–7 year olds about interracial friendship can dramatically improve their racial attitudes in as little as a single week. (Bronson & Merryman, 2009)

Young children notice and think about race. Adults often worry that talking about race will encourage racial bias in children, but the opposite is true. **Silence about race reinforces racism** by letting children draw their own conclusions based on what they see. Teachers and families can play a powerful role in helping children of all ages develop positive attitudes about race and diversity and skills to promote a more just future—but only if we talk about it!

**Do some learning of your own** to get ready for conversations with children. Here are some good places to seek *information* and *training*:

- Teaching Tolerance — [tolerance.org](http://tolerance.org)
- Raising Race Conscious Children — [raceconscious.org](http://raceconscious.org)
- Embrace Race — [embracepace.org](http://embracepace.org)
- Teaching for Change — [teachingforchange.org](http://teachingforchange.org)
- AORTA Cooperative — [aorta.coop](http://aorta.coop)
- Fortify Community Health (CA) — [fortifycommunityhealth@gmail.com](mailto:fortifycommunityhealth@gmail.com)
- Delaware Valley Assoc. for the Education of Young Children (PA) — [dvaevc.org](http://dvaevc.org)



## Child development and racial literacy

EYFS (0-5)	KS1 (5-7)	LKS2 (7-9)	UKS2 (9-12)
<ul style="list-style-type: none"> <li>Children are constantly learning about familiar and unfamiliar objects and people.</li> <li>From six months old, a child can categorise people by race and gender, and will look longer at unfamiliar people of a different race.</li> <li>Children form stereotypes about how certain people act.</li> <li>At 30 months, children will show a preference towards other children of the same race</li> <li>At this phase, children do not understand why and how race matters and do not have the language to talk about this but will begin to form understandings of kindness, compassion and fairness.</li> <li>Children begin to pick up connotations around white being good and black being bad (e.g. Snow White, black = wicked, evil)</li> </ul>	<ul style="list-style-type: none"> <li>Children begin to understand that similarities and differences can include or exclude others.</li> <li>Children understand attitudes associated with their characteristics and start to compare themselves to others.</li> <li>Children start to form an understanding of whether they belong or not.</li> <li>Children become conscious of being part of a group identity and become curious about their group which may affect their pride and self-esteem.</li> <li>Children may start to hide parts of their identity to fit in which is why working on self-esteem is important.</li> <li>Children create assumptions about skin colour, lifestyle, language and religious beliefs.</li> <li>Children begin to assign labels and values which can later lead to bias and prejudice.</li> </ul>	<ul style="list-style-type: none"> <li>Children now begin to understand different viewpoints.</li> <li>Children start to form a deeper understanding of injustice – children will begin to understand that racism is not just explicit acts, but implicit acts (e.g. stereotyping; making jokes about accents, hair, skin; excluding based on differences).</li> <li>Children start to form a stronger sense of identity and may begin to reject their own culture or language due to peer pressure and fear of not fitting in.</li> <li>Children may begin to internalise racism and discrimination (e.g. colourism, anti-blackness)</li> <li>Children between 7 and 9 start to understand that their characteristics will stay the same and seek role models to affirm themselves.</li> </ul>	<ul style="list-style-type: none"> <li>Children start to form a deeper sense of morality and social justice, especially if these have been a part of their earlier development and may react strongly to injustice.</li> <li>Children can separate other people's views of them from how they see themselves.</li> <li>Children will begin to understand that their moral decisions will be judged by others in their group – they want to be considered as a good person and their decisions will be based on whether their actions are approved by others.</li> <li>Children begin to understand that people have to work together to create a fair society.</li> <li>Children will begin to push the boundaries and rules to see which are flexible and which are concrete.</li> <li>Children will start to form a deeper understanding of racism and begin to understand the different levels of racism.</li> <li>Children will begin to form critical thinking and need more opportunities for this.</li> </ul>

## Ideas to build children's racial literacy

<ul style="list-style-type: none"> <li>Expose children to books and resources which positively represent Black characters, challenge stereotypes and address racism.</li> <li>Talk about characteristics and differences positively (e.g. 'what lovely dark hair')</li> <li>When reading stories, ask questions such as 'I wonder how they feel? Do you think this person is being unkind? What would you do if you were in this story?'</li> <li>Play music from different cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Expose children to relevant news and discuss together.</li> <li>Encourage children to write about key events.</li> <li>Expose children to books and resources which represent Black characters, Black history and address racism.</li> <li>Interrupt, question and educate children about any name-calling and stereotypes in a positive and constructive manner.</li> <li>Teach children how to be an upstander by calling out racism when they witness it.</li> </ul>	<ul style="list-style-type: none"> <li>Normalise conversations about protected characteristics by having them openly and often – interrupt, question and educate to build a culture of calling out and calling in.</li> <li>Use role play and metaphors related to fairness that children will understand to explain structural racism (e.g. Monopoly with adapted rules which allow white players to start with more money, avoid going to jail and get a head start on buying property) and begin to encourage children to problem pose (identify the problem) and solve (offer solutions). This can empower them to make change.</li> <li>Expose children to positive young Black role models via Ted Talks, YouTube and other media.</li> <li>Teach children that things do not have to be how they are; unfair conditions can be changed, and students can contribute to that change by getting involved in activism.</li> <li>Expose children to resources which explores historical and current narratives around social injustice and develop their empathy</li> </ul>
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