



# Anti-Racist Education

*This resource has been created based on the Anti-Racist Education (ARE) residency in Dundee in November 2024, in partnership with Intercultural Youth Scotland and Dens Road Primary School.*





## ANTI-RACIST EDUCATION

### Breaking the Mould Principles - Adapted for Primary Setting

Through the consultation and research period, children adapted the Scottish Government's "Breaking The Mould" principles for practical application within primary school settings. These principles outline what learning settings need to think about when **co-designing learning around anti-racism** for children and adults. These **are not stand-alone topics** or in any particular order; they are instead **part of a wider school focus on rights**.

#### CHILDREN LEADING THEIR LEARNING IN SAFE SPACES

- Children having the knowledge to be able to **co-design** an engaging curriculum
- Allowing children to understand their **rights to have a say and partake in designing their learning**

#### GLOBAL CITIZEN-FIGHTING RACISM, DEFENDING RIGHTS

- Understanding the **UNCRC**
- Understanding racism and **how to fight it**
- Understanding **allyship** and standing up for people's rights
- Developing **critical thinking** skills in the curriculum

#### THE HISTORY OF SCOTLAND AND ITS CONNECTION TO RACISM

- Understanding the **international impact** of Scotland on the racism we see in the world today
- Connecting the **impact of colonialism** to the cities and villages we live in today
- Learning about **Transatlantic Slave Trade** and Scotland's role within it

#### WHAT RACISM IS, UNDERSTANDING POWER AND PRIVILEGE

- Learning about what **direct and indirect racism** is and how it might affect people
- Understanding **stereotyping** and how that leads to **discrimination and prejudice**
- Gaining an understanding of **power and privilege**
- Learning that everyone has a **different perspective** from their different experiences

#### REPRESENTATIVE CURRICULUM, WITH DIVERSE VOICES

- Learning about history of their **community's cultural identities** – past and present
- Learning more about **different languages**
- Providing texts that reflect the **diverse communities** of Scotland
- **Amplifying voices** of stories that are overlooked





# Anti-Racist Education

## SESSION PLAN 1 – DIRECT AND INDIRECT RACISM

This resource has been created based on the Anti-Racist Education (ARE) residency in Dundee, in partnership with Intercultural Youth Scotland.

### Aims and Outcomes

This resource introduces children to themes connected to Principle 2 of Breaking The Mould (BTM) "Learning about what **direct and indirect racism** is and how it might affect people".

*"Sometimes we can see racism happening but there's other times it's hidden or not that obvious. It's important to know if it's happening." - MCP, Dundee*

*"So many people have faced racism in this school, so it was useful for us to know very clearly what it is." - MCP, Dundee*

### CfE Connections

Listening and Talking:  
(LIT 2-09a)

Health and Wellbeing:  
(HWB 2-04a) (HWB 2-05a) (HWB 2-03a)

Religious and Moral Education: Development of Beliefs and Values:  
(RME 1-07a) (RME 1-09a)



# Anti-Racist Education

## Session 1 : Direct and Indirect Racism

### Session Requirements:

**Length:** 20 minutes

**Location:** Indoor/outdoor space

**Materials:** Sweets, chocolates or other desirable items (enough for one each for the class), list of easy to answer questions, printed illustrations x6, table of example situations

For the in-class presentation format - [click here](#)

### Session Plan:

Follow these steps!

1

The aim of this session is to introduce children to the concept of **direct and indirect forms of racism in a safe and accessible way**. The following experiential activities can be utilised and adapted to your setting. It's important to explain that while the activities they are invited to participate in may feel challenging and difficult at times, they are free to stop at any point if they wish.

#### Part 1: Indirect racism

Place children into two groups and label them **group A** and **group B**.

2

Introduce them to the pile of sweets/chocolates.

Explain to the children that the items in the pile will be shared between the groups and that **everyone** will follow the rules to help do this. One person from each group will come up to the pile at a time and answer questions in exchange for a sweet.

#### The Rules (don't divulge these to the children)

1. To get a sweet from the pile, all questions must be answered correctly
2. Group A: Have to answer 1 question correct to get a sweet
3. Group B: Have to answer 3 questions correct to get a sweet

3-4

Play a number of rounds repeating the game, until children notice what is going on and **recognise the unfairness of the situation**. Use the following reflection framework:

What happened?  
 What was the rule everyone was following?  
 Was it easier for group A or Group B?  
 Was this fair?

5



# Anti-Racist Education

## Session 1 : Direct and Indirect Racism

Explain to the children that “sometimes there are rules that we all follow which seem that they are fair at first, however these rules may make it harder for people to succeed or feel included”.

6

Reflect on what happened with Group B, pointing out that although these rules weren't mean on purpose, it made things unfair.

Ask the class the following question:

**“What if these groups represented different races?”**

7

Explain that that this can happen to people of different races and sometimes rules that are in place can make it more difficult for them to succeed or be included. This is not done on purpose, however it can still affect them in an unfair way. This is called “Indirect racism”.

8

**What could be changed about the activity that would make it fairer?**

Examples: Bring attention to the illustrations (1A and 1B) of situations where someone is experiencing forms of indirect racism.

Use the following reflection framework to support the children:

What can you see?  
What do you think is happening?  
Are there any rules that everyone has to follow here?  
Who may be facing indirect racism and why?  
What could be changed about this so it is fairer?

9-12



1A



A school has scheduled its tests at the same time as the Muslim observance of Ramadan. A boy who is Muslim and fasting as part of it is expected to do the tests alongside the other class members.

1B



A girl is asked to enter their full name on a school website that helps them choose what they would like for lunch. The website doesn't allow them to enter their name because it's too long. Other members of the class with shorter names originating in the English language can.



# Anti-Racist Education

## Session 1 : Direct and Indirect Racism

### Part 2: Direct Racism



#### “Shiny Shoes”

13

Tell children that there is a dance party taking place in the hall (or a chosen space outside of the classroom) first, however, they must create a line in the classroom.

Once the children have formed the line, go to each child and deliver a verbal invitation to all the children that are **not** wearing “shiny shoes”. You may wish to emphasise how much you’d like them to be at the party, perhaps providing a compliment. Once delivered, you can direct them to the party.

For the children wearing shiny shoes, deliver the opposite message - use your own judgment of the appropriate boundary. It’s important the space is held safely but also that children recognise those with shiny shoes are being discriminated against

Once all children in the line have been addressed, bring them back together to reflect on the exercise.

What happened?

What did it feel like? (for the children with/without shiny shoes)

Was this fair?

Are there other situations like this where people can be treated unfairly based on a quality?

What could have happened differently to make this fair?

14

Explain to children that treating people unfairly based on shiny shoes, also happens to people based on their race. When it happens on purpose, this is called Direct Racism.

15

Examples: Bring attention to the illustrations (2A and 2B) of situations where someone is experiencing forms of direct racism.

Use the following reflection framework to support the children:

What can you see?

What do you think is happening?

Who may be facing direct racism and why?

What could be changed about this so it is fairer?

16/19



2A



A child asks to join in a game, they are called a bad word and told to go away.

2B



A teacher shouts at a group of students in the corridor and tells them to stop speaking Yoruba and speak English instead.



# Anti-Racist Education

## Session 1 : Direct and Indirect Racism

### Part 3 Summary:

To recap the different forms of racism discussed, bring the children's attention to the following descriptions provided on the **slides**, discussing any questions they may have about them.

#### DIRECT RACISM

Racism that is on purpose, such as name calling, gestures and treating someone unfairly because of their race.

#### INDIRECT RACISM

When rules that everyone has to follow means that different races are treated unfairly.

20

Provide children with **printed scenario cards and illustrations of examples of direct and indirect forms of racism**. Invite them to work in groups to categorise them, working to support them to identify their reasonings for doing so. You may wish to do this in small groups or use rotation stations to break up the activity. You can refer them to the previous examples as a way to support their decision-making.

21/24

Example	Direct	Indirect
<b>Hair</b>	The teacher tells someone to get rid of their braids. The teacher says they are not acceptable at school.	School rules say when doing P.E. girls must tie their hair into a ponytail.
<b>Names</b>	People at school call someone a bad word because of their skin colour. The person doesn't like this.	When filling out a form on a website there isn't enough space for someone's full name to be added.
<b>Holidays/ Observances</b>	A child is shouted at and given detention because they are late to class because they were praying.	Everyone has to sit exams at the same time. Muslim pupils will be sitting exams during Ramadan.
<b>Languages</b>	A teacher shouts at a group of children in the corridor because they are talking in Yoruba.	Parents don't understand letters sent home because they aren't in their language.

# Anti-Racist Education

## The UNCRC and Anti-Racism

The United Nations Convention on the Rights of the Child (UNCRC) aims to promote an anti-racist approach through specific articles that ensure equal rights for all children, regardless of their race, ethnicity, or background. However, for these rights to be fully realised, the environments in which they are implemented must also be anti-racist.

Racism can create obstacles to children's education, safety, social interactions, opportunities and self-expression, often making them feel excluded or unsafe. Because racism can be ingrained in different settings and systems children are part of it's not enough to just avoid discrimination; we must actively confront unfairness to ensure equal opportunities for all children.

By adopting an anti-racist approach, we can create inclusive schools and communities where every child can learn, celebrate their culture, and have their voice heard. This protects their rights and helps ensure that each child's dignity is upheld, allowing them to live happy, healthy and safe lives.

The following are links to a range of anti-racist resources that can be linked to specific UNCRC articles. These should be seen as part of a larger anti-racist journey in your school,

### UNCRC Article 2

All children have the rights set out in the UNCRC, and children and young people shouldn't be discriminated against when these rights are realised

[Racism, Discrimination, Bullying:](#)  
[Children's Parliament](#)

[Direct and Indirect Racism:](#)  
[Children's Parliament](#)

[Race and Racism - antiracist.scot](#)

### UNCRC Article 7/8

I have a right to a name and to belong to a country/I have a right to an identity

[Exploring Article 7/8:](#)  
[UNICEF](#)

[Identity: Anti-Racist.Scot](#)

[Exploring Stereotypes and](#)  
[Anti-Racism: Choose Respect](#)

### UNCRC Article 12

I have the right to be listened to and taken seriously

[ARE education calls for action:](#)  
[Children's Parliament](#)

[Allyship: Children's Parliament](#)

[Taking Action - antiracist.scot](#)

### UNCRC Article 30

I have a right to speak my own language and to follow my family's way of life

[Language Cafe: Children's](#)  
[Parliament](#)

[Anti-racist toolkit for teachers –](#)  
[Scotdec](#)

Example	Direct	Indirect
<b>Victimisation</b>	A child tells a friend about racism they have felt. Their friend says it was all their fault in the first place.	Anyone who has had someone be racist toward them, has to tell the rest of the class what happened and how they felt.
<b>Opportunities</b>	Children in the class whose race is white are always chosen for line leader and class helper. Children who are black are never chosen.	Children can only go on a school trip if they have enough money, can speak English and can attend on Sundays.
<b>Medical/ Bias/ Stereotypes/ Generalisation</b>	A child falls over and asks for help. They are told to get over it, Black people don't feel pain.	A child falls over and cuts their knee. None of the plasters match their skin colour and now they stand out and feel embarrassed.
<b>Medical/ Lack of Representation</b>	A Black woman asks to be seen by a Black female doctor for her check-up. She is called inconsiderate and asked to leave.	A Black woman asks to be seen by a Black female doctor for her check-up. There aren't any so she is seen by a white woman instead.
<b>School</b>	A child asks to join in a game in the playground. They are called a bad word and told to go away.	A child tries to join a school nearer to where their parent works, but they aren't allowed to as it isn't close enough to where they live.



Once worked through, talk through some examples with the class:

Are there any other examples you can think of?

What is similar and different about these forms of racism?

Do you think direct and indirect racism makes someone affected by it feel the same way?





# Anti-Racist Education

## SESSION PLAN – RACISM, DISCRIMINATION, BULLYING

This resource has been created based on the Anti-Racist Education (ARE) residency in Dundee, in partnership with Intercultural Youth Scotland.

### Aims and Outcomes

The following resource aims to introduce children to themes connected to Principle 1 of Breaking The Mould (BTM).  
"Children leading their learning in safe spaces."

"We're unsure sometimes how to talk about an incident that may have happened in the playground, whether it's bullying or if it is racism, we do respond differently but it's about being confident."  
-Teacher, Dundee

"Some people get really angry when something racist happens to them, but others just get sad. I think there's no right or wrong way to respond as we're different."  
- MCP, Dundee

### CfE Connections

Listening and Talking:  
(LIT 2-09a)

Health and Wellbeing:  
(HWB 2-04a) (HWB 2-05a) (HWB 2-03a)

Religious and Moral Education: Development of Beliefs and Values:  
(RME 1-07a) (RME 1-09a)



### Session Requirements:

**Length:** 45 minutes

**Location:** Indoor space

**Materials:** Printed scenario examples, flow diagram, pens and paper

### Session Plan:

Children and adults tell us that sometimes they find it difficult to talk about whether what they see or personally experience is a form of **racism, bullying or discrimination**.

It's important to remember that whenever someone experiences any type of unfair treatment that it is **only them** that is able to put into words how that felt, what it meant to them and what form that unfair treatment towards them took. How one person experiences or sees racism, discrimination or bullying may be different to someone else's view, which means we must always be sure to listen and respect each person's perspective.

With this in mind, the following activity will help develop a shared language around different forms of unfair treatment and allow children to communicate their own perceptions on a range of scenarios they may encounter within school.

#### This is Racism

This is when someone is treated unfairly because of the colour of their skin or physical features.

#### This is Discrimination

When someone is treated unfairly because of a part of their identity

#### This is Bullying

Bullying is when someone hurts or scares another person on purpose, and they do it again and again. It's not an accident, and it can happen with words, actions, or by leaving someone out on purpose.

A child posts a picture with their family on social media, and classmates leave racist comments or memes making fun of their skin colour.

A rumour is made up and passed around the school about how a class member has cheated on their homework. There are other rumours also made up about them over a few weeks.

During a game of tag, a group of children tells another child "You can't play because you're not like us", or "You don't belong here". The excluded child is left feeling hurt and isolated while the others continue the game without them.

A girl approaches a group of boys playing with a football and asks to join. One boy responds, "Football is for boys, not girls", and the group refuses to let her participate.

A child with a physical disability who uses a walking aid tries to join a game of football. Another child says, "You'll just slow us down", or "You can't play because you're not good enough". The child is not allowed to participate and sits alone while the others play.

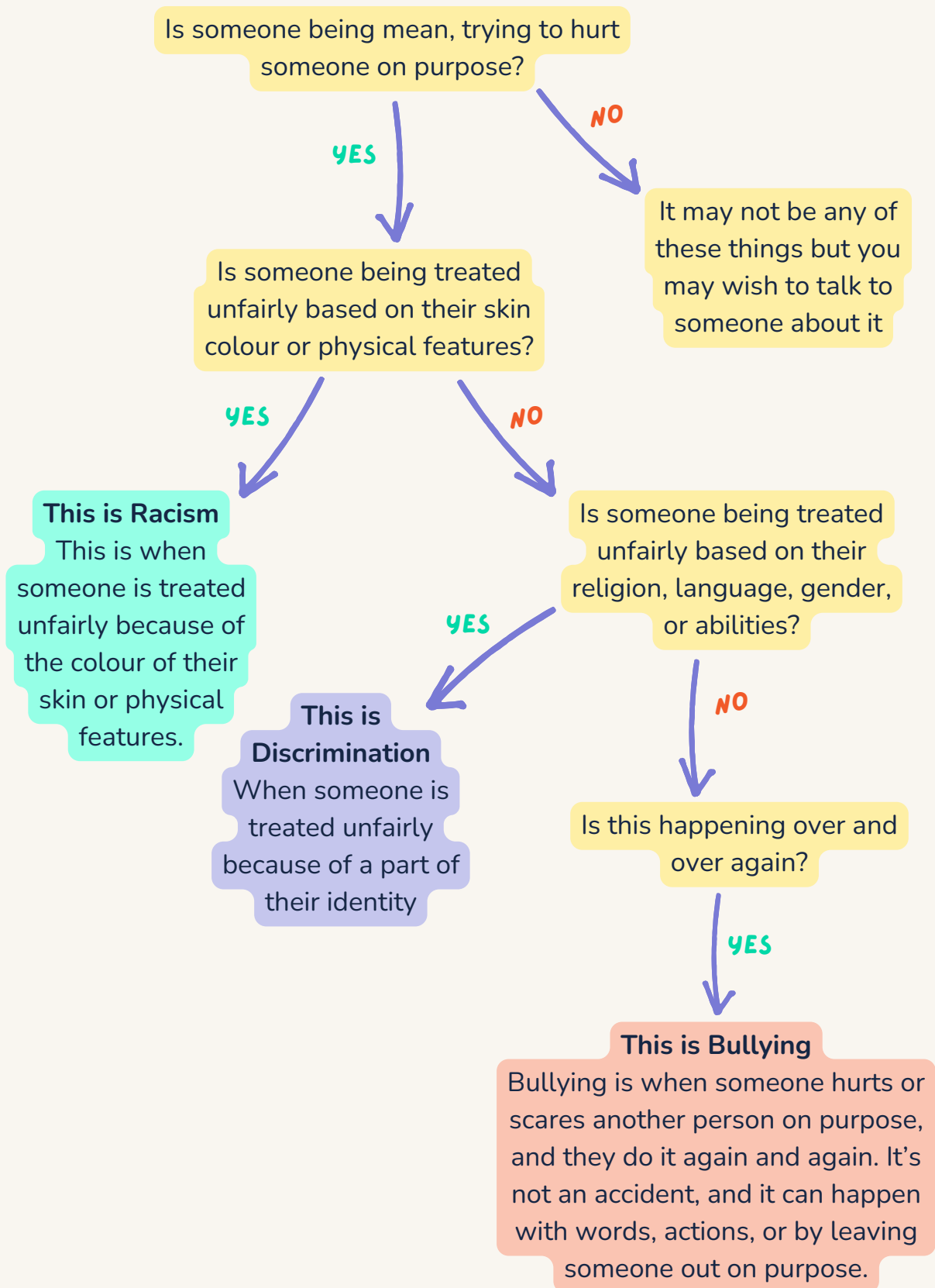
A child whose race is black is pushed over and told to "get out the way specy".

Give children written examples of school-related scenarios. In groups, have them read and discuss their thoughts and feelings.

Explain that these scenarios show unfair treatment, such as bullying, discrimination, or racism. While you can briefly define these terms, the discussion will help deepen their understanding.

Show them the flow diagram and explain how it works if needed. Let them sort the scenarios based on their views, emphasising that people may see things differently. Only the person affected can truly say how it impacted them.

Encourage children to share their reasoning. If the space feels safe and open, invite them to create their own scenarios and repeat the exercise.



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A child with a physical disability who uses a walking aid tries to join a game of football.

Another child says, "You'll just slow us down", or "You can't play because you're not good enough". The child is not allowed to participate and sits alone while the others play.

A girl approaches a group of boys playing with a football and asks to join. One boy responds, "Football is for boys, not girls", and the group refuses to let her participate.



A child posts a picture with their family on social media, and classmates leave racist comments or memes making fun of their skin colour.

During a game of tag, a group of children tells another child "You can't play because you're not like us", or "You don't belong here". The excluded child is left feeling hurt and isolated while the others continue the game without them.

A rumour is made up and passed around the school about how a class member has cheated on their homework. There are other rumours also made up about them over a few weeks.

A child whose race is black is pushed over and told to "get out the way, specy".



# Anti-Racist Education

## SESSION PLAN - ALLYSHIP

This resource has been created based on the Anti-Racist Education (ARE) residency in Dundee, in partnership with Intercultural Youth Scotland.

### Aims and Outcomes

This resource introduces children to themes connected to Principle 2 of Breaking The Mould (BTM) "Will learn that everyone has a right to be safeguarded from racism and discrimination, and will be empowered to challenge any infringement of this right".

*"Sometimes we can see racism happening but there's other times it's hidden or not that obvious. It's important to know if it's happening." - MCP, Dundee*

*"Allyship is when you have a person that stands beside you, they help." - MCP, Dundee*

### CfE Connections

Listening and Talking:  
(LIT 2-09a)

Health and Wellbeing:  
(HWB 2-04a) (HWB 2-05a) (HWB 2-03a)

Religious and Moral Education: Development of Beliefs and Values:  
(RME 1-07a) (RME 1-09a)



## ANTI-RACIST EDUCATION

# Allyship

## Introduction

Being an anti-racist is an active process - being an ally is an important area to explore to understand the different ways in which you can be an advocate for human rights and everyone's equal worth. After completing the resources investigating what racism is, this session plan can help you on your journey to being a ally and fighting racism.

“

**An ally can be anybody.**”

”

For the in-class presentation format, click [here!](#)

## Aims of the activity

This resource will creatively look how an individual can stand up for what is just and how to actively practice anti-racism. This resource aims to

- Look at different aspects of what allyship are.
- Creatively explore what anyone can do to be anti-racist in the classroom, playground or out and about.

The outcomes of this activity will produce an artwork that can be used to remind the class of what being an ally and a human rights advocate looks like.





## Allyship

### Activity Breakdown

Ideally this activity should be for an hour

- 45 Minutes – Creative activity to form and build ideas in small groups
- 15 mins – Feedback and reflection as a class (interweaving the conversation will also be helpful for unpacking the concepts)

This guide is aimed at upper primary school learners. With minor adjustments to length, questions and prompts, the session can be facilitated for any age group.

### What you need

In order to run this activity, you will need the following:

- Rolls of paper that can be rolled out to the length of child/person
- Coloured pens
- The attached Powerpoint presentation



#### Top tip

Time for discussion in this activity is vital. Giving time to the discussion will make for a better understanding of the silhouette.

Follow these steps!

1

- 2

**3 + 4**

5

6

**“ Being an ally is really good because you can protect your friends, but also everyone else by being anti-racist. ”**



### Session Requirements:

**Length:** 30 + minutes

**Location:** Indoor space

**Materials:** Printed jigsaw piece sets (definitions and terms for each group)



### Session Plan

Words are powerful! They shape how we see and understand each other. That's why the words we choose matter.

For example, the word "race" was created in the 16th century by white Europeans to separate people into groups and justify unfair treatment (you may have learnt about this when learning about the transatlantic slave trade). Today, we know that all humans are equally important, no matter their background or skin colour.

Using fair and respectful words helps everyone feel valued. This glossary will introduce you to words that promote fairness and dignity.

The glossary can be built as you go forward on your anti-racist journey or delivered as a one-off jigsaw task - where each word helps build a kinder and fairer world.



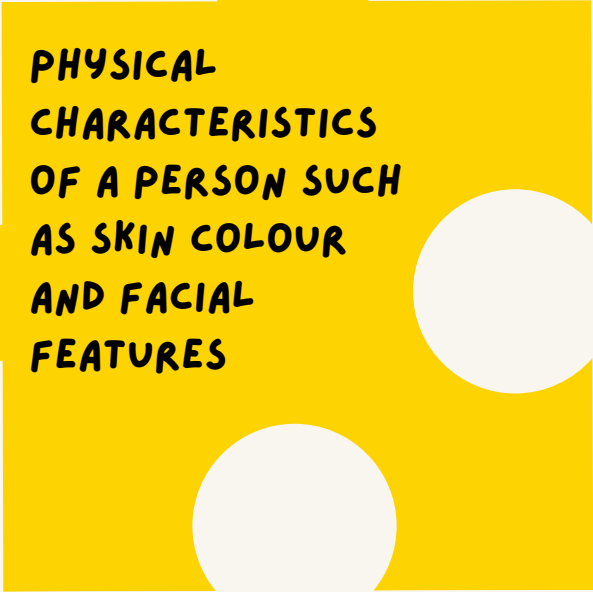


**RACE**

**IDENTITY**

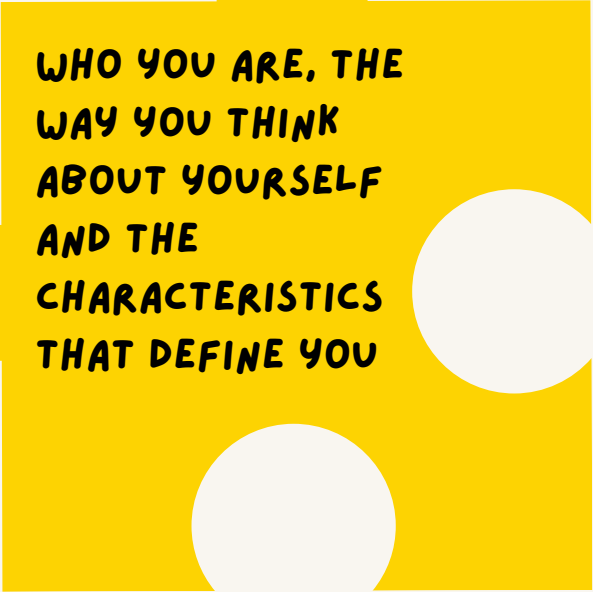
**RACISM**

**DISCRIMINATION**



**PHYSICAL  
CHARACTERISTICS  
OF A PERSON SUCH  
AS SKIN COLOUR  
AND FACIAL  
FEATURES**

**RACE**




**WHO YOU ARE, THE  
WAY YOU THINK  
ABOUT YOURSELF  
AND THE  
CHARACTERISTICS  
THAT DEFINE YOU**

**IDENTITY**



**TREATING SOMEONE  
UNFAIRLY BECAUSE  
OF THE COLOUR OF  
THEIR SKIN**

**RACISM**



**TREATING SOMEONE  
UNFAIRLY BECAUSE  
OF A PART OF  
THEIR IDENTITY**

**DISCRIMINATION**




**DIRECT  
RACISM**

**INDIRECT  
RACISM**

**PERSON  
OF COLOUR**

**ALLYSHIP**



**RACISM THAT IS ON  
PURPOSE SUCH AS  
NAME CALLING,  
GESTURES AND  
TREATING SOMEONE  
UNFAIRLY BECAUSE  
OF THEIR RACE**

**DIRECT RACISM**




**WHEN RULES THAT  
EVERYONE HAS TO  
FOLLOW MEANS  
THAT DIFFERENT  
RACES ARE  
TREATED UNFAIRLY**

**INDIRECT RACISM**



**SOMEONE WHO  
DOESN'T IDENTIFY  
AS WHITE**

**PERSON OF COLOUR**



**SPEAKING UP,  
SUPPORTING AND  
HELPING OTHERS  
WHO ARE TREATED  
UNFAIRLY**

**ALLYSHIP**





**POWER**

**WHITE  
PRIVILEGE**

**ARTICLE 2**

**ANTI-RACIST**



**BEING ABLE TO MAKE  
THINGS HAPPEN OR  
AFFECT OTHERS**

**POWER**



**WHEN THE COLOUR  
OF YOUR SKIN ISN'T  
A REASON YOU  
FACE DIFFICULTIES  
OR UNFAIR  
TREATMENT**

**WHITE PRIVILEGE**



**ALL CHILDREN HAVE  
RIGHTS NO MATTER  
WHAT THEIR  
DIFFERENCES ARE**

**ARTICLE 2**



**BEING ACTIVELY AGAINST  
RACISM**

**ANTI-RACIST**



**UNCRC**

**NATIONALITY**

**DIGNITY**

**ETHNICITY**



**UNITED NATIONS  
CONVENTION ON THE  
RIGHTS OF THE  
CHILD**

**UNCRC**

**A COUNTRY A PERSON  
IS A CITIZEN OF**

**NATIONALITY**

**WHEN YOU HAVE YOUR  
RIGHTS MET AND ARE  
HAPPY, HEALTHY AND  
SAFE**

**DIGNITY**

**ETHNICITY IS ABOUT  
THE GROUP OF PEOPLE  
YOU SHARE A  
BACKGROUND WITH.  
(CULTURE,  
LANGUAGE,  
HISTORY, TRADITIONS)**

**ETHNICITY**



## **Anti-Racist Education**

*with special thanks to children and teachers at Den's Road Primary School Dundee*