



Good To Be Me

YEAR 3

Racial Literacy Curriculum Framework

Objectives – Session 1

- 2.12 Explore what is meant by culture (music, food, family structures, religion, worldviews)
- 2.13 Explore what living in a community means and different groups that make up their community (**PSHE L6**)
- 2.14 Be aware of the diversity *within* nations, cultures, communities and religions
- (**PSHE L8**)3.8 Recognise the diversity of Britishness and be able to challenge narrow stereotypes of Britishness (**PSHE L8**)
- 3.9 Recognise diversity within countries and cultures and be able to challenge narrow stereotypes of countries and cultures (**NC Geog**)

Racial Literacy Curriculum Framework

Objectives – Session 2

- 1.7 Understand human origins and species homogeneity (99% DNA shared/unique) (**NC Geog / NC Science**)
- 1.8 Explore the global skin colour map and relationship with indigenous ancestors (**NC Geog / NC History**)
- 5.7 Understand human origins / early migration story
- 5.8 Know how skin colours evolved (skin colour map / skin science, melanin) related to geographic location (**NC Geog**)

IMPORTANT – TEACHER NOTE

We are conscious that all of us of all ethnic backgrounds have grown up with misinformation about issues surrounding race and the ethnic diversity of our species – the same way as has happened with misinformation about gender and sexuality.

Until we unlearn this misinformation, we are at risk of repeating it and causing harm to all our students. As a response to this, brief teacher notes have been written in the Notes section beneath each slide in order to support you in teaching these lessons safely and effectively. These notes form **essential CPD** to ensure you are able to grow your understanding and teach your class safely and respectfully of all their ethnic heritages.

Non-exhaustive list of suggested descriptive words for skin tones/ shades* (see notes section below)

Due to experiences of discomfort when discussing issues of race, it can be challenging for adults to find words that they feel are safe words to describe skin tones/ shades. Here is a non-exhaustive list of words you might wish to choose from while teaching. These words are used in various GTBM lessons across EYFS and KS1-2, and hopefully they will be helpful if you feel uncomfortable about what language you might use.

Be aware that sometimes the skin of people of colour has been described with food words in ways that sound offensive. As a consequence, some people of colour may find it offensive to use food words to describe their skin colour, and some may not. The important issue here is the problem of people of colour having their physical appearance treated disrespectfully; and one solution is to emphasise that whatever words people use, they should always treat people with dignity and respect.

blue-black

brown

caramel

dark/ deep brown

earthy

ecru/ beige

golden

ivory

light brown

pale pink

peachy-brown

peachy-white

pink

pinky brown

pinky white

reddish brown

rosy

sandy

yellowy – brown

yellowy – white

Teacher Information

Assessment opportunities:

Record/or display in PSHE Think books

Lesson 1: Can the children make a speech bubble that describes what makes them unique?

Lesson 2: Can the children explain why people have different skin tones?

Lesson 3: Can children describe their own skin tone choosing their own preferred words?



Lesson 1

Thinking Questions:

- What makes you, you?
- What is good about being me?

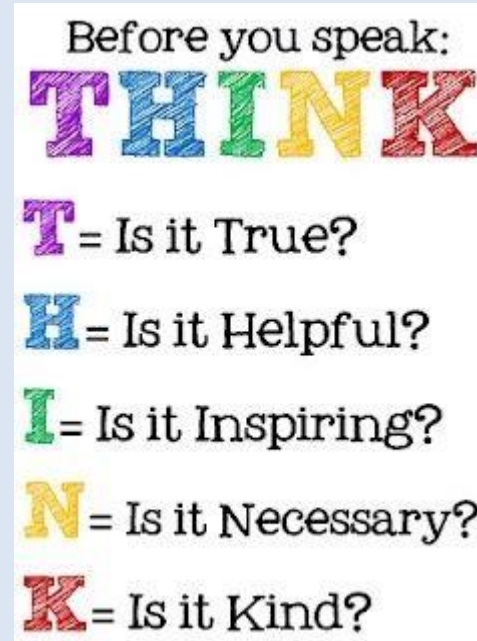


How can we make
sure that everybody
feels safe and
included in this
lesson?



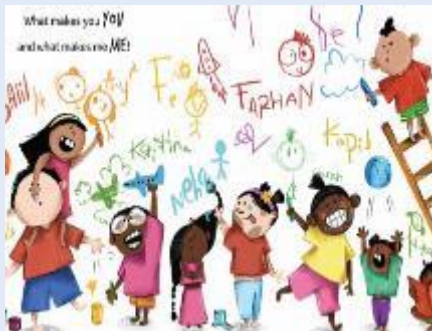
Feeling safe and included

- **Think about what you share**
- **Respectful comments**
- **Listen carefully**
- **We don't laugh at each other but sometimes we laugh with each other.**
- **Other ideas?**



Our learning journey

**What makes me,
me and you, you?
How are we unique?
How are we
the same?
What makes you feel
good to be you?**



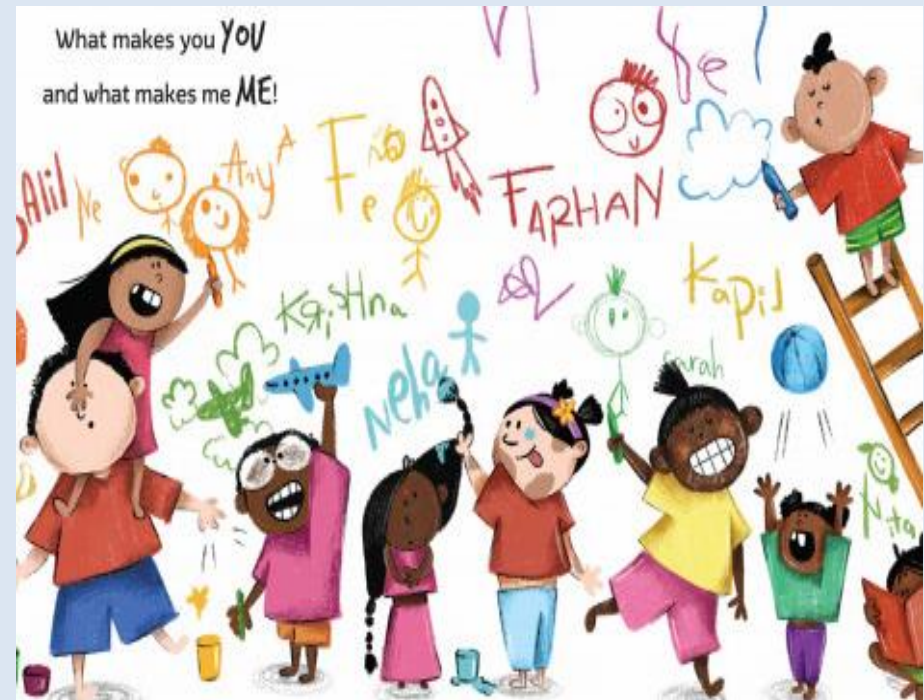
**Why do we look
the way we do?**

**Why do we
all have different
skin tones?**



Today we are going to think about us.

- What makes me, me and you, you?
- How are we unique?
- How are we the same?
- What makes you feel good to be you?



What do you know already?

Have you heard of the phrase – 'what makes you, you', what makes me, me ?

Show me on your hands how confident you feel to explain what 'unique' means?



On a scale of 1-10, show me!



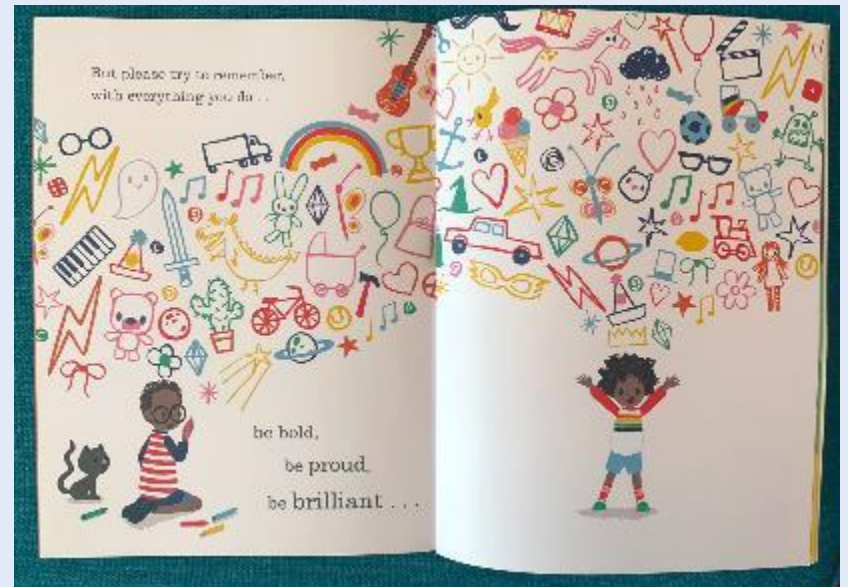


Watch this film clip

- Afterwards, close your eyes and breath in and out (slowly) three times thinking about what makes you...super-duper?

Proud

-



Let's warm up our thinking!

- Can you explain what unique means?
- What does unique look like?
- Can you give an example about what is unique about you ?

Unique



Let's listen to
some children
talking about who
they are and what
makes them feel
good about
themselves





**Let's talk
together**

**How do you
think these
children feel
about
themselves?
Can you give a
reason?**





What makes you, you?

**Remember to make sure
you're comfortable about what
you're sharing!**

Hopes

**Your
character and
personality**

Dreams

Aspirations

**What you like
doing?**

**Favourite music,
film, books?**



What makes you, you?

Remember to make sure you're comfortable about what you're sharing!

Where you live

Who you live with

**Languages you speak or understand
Or are spoken by people in your family**

Your family, heritage and culture

Faith or Religion

Where your parents or grandparents grew up

Special things you do at home

What makes you, you?



Remember to make sure
you're comfortable about what
you're sharing!

Where you live

Who you live
with

Languages you speak or
understand
Or are spoken by people in
your family

body

skin

gender

Appearance –
What you look like on
the outside

disabilities

eyes

hair

Faith or
Religion

Where your
parents or
grandparents
grew up

Special things you
do at home

Hopes

What you like
doing?

Your
character
and
personality

Dreams

Aspirations

Favourite music,
film, books?

What are all the things that make you super-duper?

TASK

Record on a speech bubble about what makes you, you.

I am unique
because...

I want
to be...

I am...
I'm good at...



I have...

I speak...
My family is...

I like...
I can...

Volunteers share in a circle

What are all the things that make you super-duper?

What makes me, ME?



- What differences and similarities have we found about ourselves and our friends?
- What are positives about being us all being unique?
- What are the challenges about us all being unique?
- What are the wonderful things about you that you share with your friends?

Have we answered our thinking questions?

Show me on your hands how confident you feel now to answer these questions.

On a scale of 1-10, show me!



- What makes me, me and you, you?
- How are we unique?
- How are we the same?
- What makes you feel good to be you?

Have we answered our thinking questions?

Show me on your hands how confident you feel now to answer these questions.

On a scale of 1-10, show me!



- What makes me, me and you, you?
- How are we unique?
- How are we the same?
- What makes you feel good to be you?

Getting help



**It is ok
to ask
for help**

**If this lesson
has made you
feel worried or
you have a
question,
remember it is
ok to ask for
help.**



**"We can talk with
someone about
anything, even if it
feels awful or small"**



Lesson 2 – part 1

Thinking questions:
Why do we look the way we do?
Why do we all have different skin tones?





How can we
make sure
that
everybody
feels safe
and included
in this
lesson?



Feeling safe and included

- Think about what you share
- Respectful comments
- Listen carefully
- We don't laugh at each other but sometimes we laugh with each other
- Other ideas?



Before you speak:

THINK

T = Is it True?

H = Is it Helpful?

I = Is it Inspiring?

N = Is it Necessary?

K = Is it Kind?

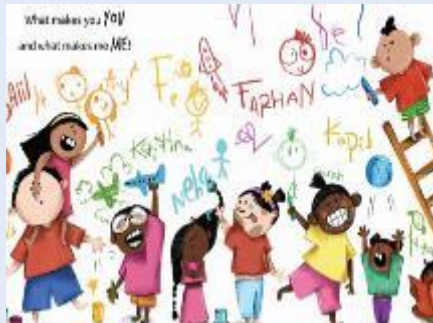
Our learning journey

**What makes me,
me and you, you?**

**How are we
unique?**

**How are we
the same?**

**What makes
you feel good to be
you?**



**Why do we look
the way we do?**

**Why do we
all have different
skin tones?**



Let's recap our learning!

I am unique
because...

I have...

I want
to be...



I speak...
My family
is...

I am...
I'm good at...

I like...

I can...

What makes you,
you ?

Would anyone like
to finish the
sentence...

I am super- duper
because ...



What do you know already?

Show me on your hands how confident you feel to explain why we have different skin tones?



On a scale of 1-10, show me!



As we have seen, there are many aspects to what makes us who we are.

Things on the inside and things on the outside. Appearance and character

What we look like is part of who we are and there is so much variety.

Let's just take our skin which covers our whole bodies. There are so many different shades of skin.

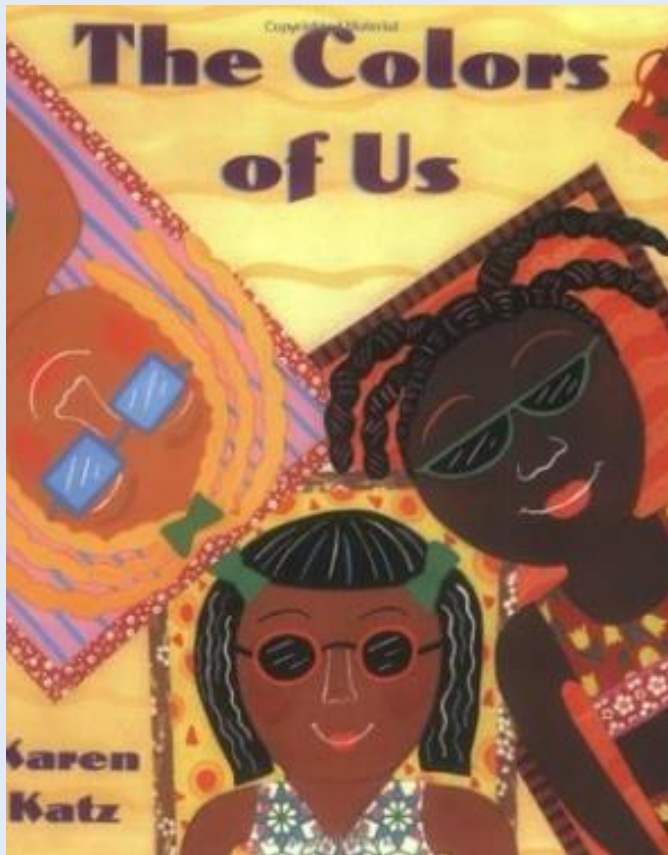


**Watch and listen
to this film
carefully.**

**Let's listen
to how one
person describes
all the
different shades
of skin we are in!**

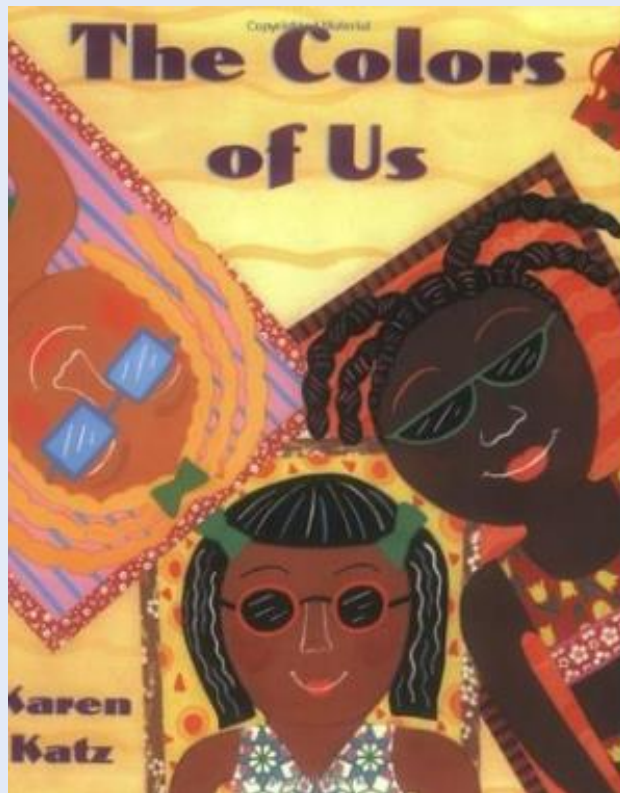


First thoughts?



- **What did you feel?**
- **Do you agree with the words she used to describe all the different skin tones?**
- **Any questions or things you weren't sure about?**

Why do you think we all have different skin tones?



PANTONE 78-7 C



PANTONE 71-7 C



PANTONE 59-5 C



PANTONE 64-5 C



PANTONE 57-7 C



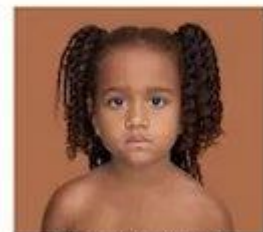
PANTONE 62-8 C



PANTONE 38-11 C



PANTONE 59-8 C



PANTONE 65-5 C

Why do we have different coloured skin?

Everything in the world has a colour.

Colour is created by pigment.



The pigment that gives humans their skin tone is called **melanin**. It is very important because it helps our skin to protect us in the sun.

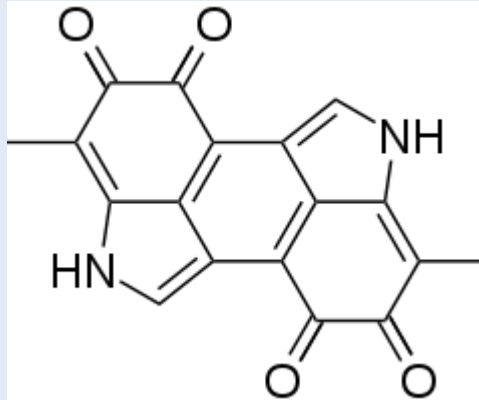
Melanin is the pigment that gives us all our skin tone.



We all have different skin tones because we have different amounts of melanin in our skin



**Lots of
melanin
darker shade
skin**



**Less
melanin
lighter
shade skin**

Lots of brown melanin will make us darker brown and not so much will make us lighter

But we don't get to decide!

Who gets to decide?

No one chooses their skin colour.

We inherit our skin tone from our ancestors (the people in our family who lived before us).



Why does skin come in different shades?

Skin comes in different shades of brown because of where the first humans lived long, long ago.

The first human beings started out in hot parts of the world where there was a lot of sunshine all the time.

Lots of melanin gave them darker skin to protect them from so much sunshine.



One World! One Family!



Scientists agree that the most probable story is that our species, Humans or Sapiens, started in Africa.

One World! One Family!

Human ancestors had very dark brown skin because there was so much strong sunshine. So they developed lots of melanin as a natural sunscreen!

Almost all modern humans share an ancestor who walked out of East Africa about 200,000 years ago with her tribe.



This tribe of first homo sapiens began a journey – a migration – that over the centuries spanned the globe.

This is a skin tone map



As humans spread across planet earth the ones who stayed in the hotter parts of the world kept their melanin to protect them from the harmful rays of the sun.

The ones who moved to colder parts of the world needed less melanin so that their skin could absorb as much vitamin D as possible so that they could stay healthy – their skin got paler. This process happened thousands and thousands of years ago!



So eventually, there were humans all over the planet and they had all kinds of different skin tones largely depending on where their ancestors had settled. Look at the line of children in the photo, where their skin colour gradually changes as you move along the line. We call this a spectrum or a continuum.



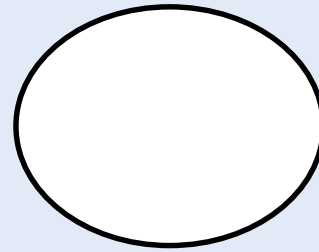
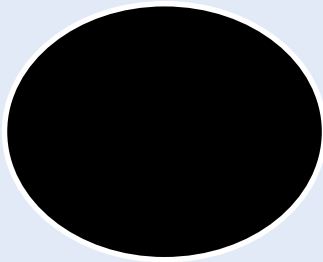
How much melanin we have comes from our ancestors, our great, great, great, great grandparents!

Our skin colour comes from our ancestors.

Remember, how much melanin you have doesn't say where YOU are from. It says something about where your ancestors lived long ago.



**Remember no one
is actually black or white.**



**We are all shades of
brown.**



**From very dark brown to very
light brown.**

**In some countries most of
the people have darker
shades of skin**



Bangladesh



Uganda

In some countries most of the people have lighter shades of skin

China



Romania

In most countries there is a huge mix of shades of skin!



Yemen



**Simon Marks
Jewish Primary
School, London,
UK**



Brazil

Brighton Children's parade



What's it like in Brighton?

Do we have a mix of skin tones in our city?

In our school?

In our class?

Have we answered our thinking questions?

**Show me on
your hands
how confident
you feel now**

On a scale of 1-10, show me!



- **Why do we look the way we do?**
- **Why do we all have different skin tones?**





Lesson 2 – part 2

Thinking questions:
Why do we look the way we do?
Why do we all have different skin tones?



What do you know already?

Show me on your hands how confident you feel to describe your own skin tone?



On a scale of 1-10, show me!



Describing ourselves with joy and confidence

- We are going to choose which words we would like to use to describe our own skin tone.
- Remember to choose words to describe **your own** skin tone, not someone else's.



**Let's watch and
listen to this
book again.**

**Listen carefully
to how one person
describes all the
different shades
of skin we are in!**



Growing our language to describe the colours of us

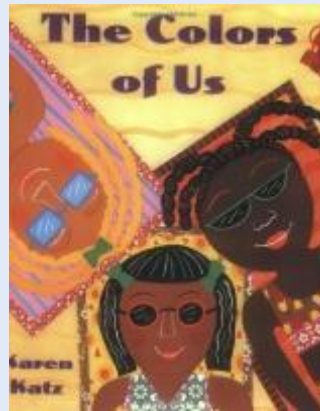
As we saw in the video human skin tone is on a continuum – this means that all our colours get darker and lighter along a seamless line. There is not one group here and one group over there.



Growing our language to describe the colours of us

From the story:

- Cinnamon
- Caramel
- Honey
- Peachy
- Tan
- Amber



Which words
would you choose
to describe your
skin tone?

Light brown
Redish brown
Deep, rich brown
Pale pink
Walnut brown
Chestnut
Warm beige

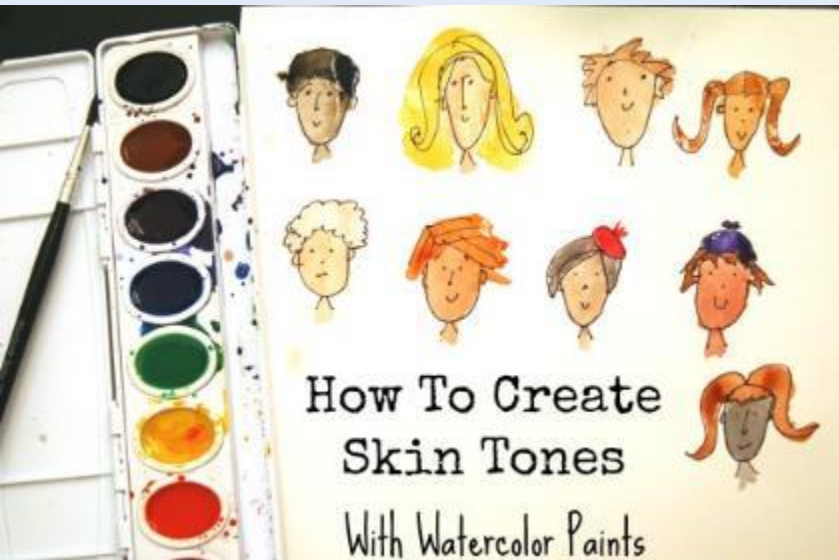


- Autumn leaves
- Moonlight
- Sunbeams
- Rose
- Pearl
- Silvery

- Yellowy-brown
- yellowy -orange
- Golden
- Straw
- Hay
- Sandy
- Earth



Growing our painting skills to describe the colours of us



Let's watch this short film to help us paint our skin tones.
Start at 1min 30.

What is surprising or interesting about how to paint real skin tones?

Explore your paint and find your skin tone formula!



Just because someone has a particular skin tone doesn't mean that they are going to look or act in a particular way.



Remember: You can't tell what someone is like on the inside: their character, hopes, dreams, beliefs, likes and dislikes, from the way they look on the outside!

All of us unique - all of us equal

There is a beauty in every different skin colour and at our school we want everyone to feel happy and safe in the skin they are in.



Wherever we go we want to treat everyone with respect and kindness

We want to hear everyone's story and learn about what life is like inside different skins.



Have we answered our thinking questions?

**Show me on
your hands
how confident
you feel now**

On a scale of 1-10, show me!



**Why do we
look the way
we do?**

**Why do
we all have
different
skin tones?**

Getting help



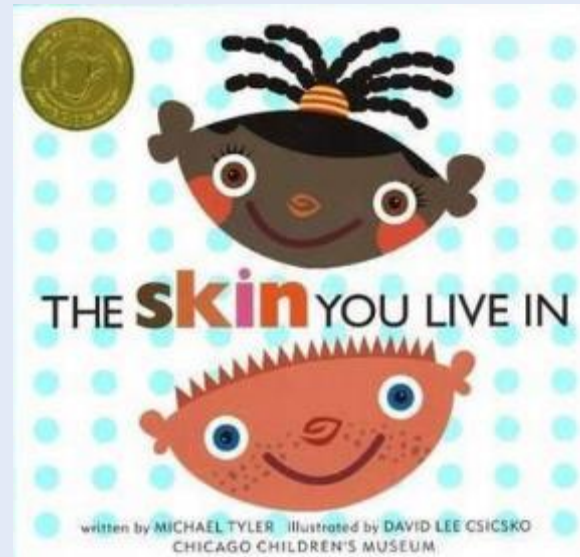
**It is ok
to ask
for help**

If this lesson has made you feel worried or you have a question, remember it is ok to ask for help.



**"We can talk with
someone about
anything, even if it
feels awful or small"**

Listen to one of these two stories



Afterwards, close your eyes and breath in and out (slowly) three times thinking about the skin you live in that beautifully holds the 'you' that is within!

