



The
Economist

EDUCATIONAL
FOUNDATION

NO JUSTICE NO
PEACE

RACISM

PART 2: BLACK LIVES MATTER

Child-led learning resource

TO P
LICE
ITALITY

BLACK
LIVES
MATTER

INTRODUCTION

In response to the protests for racial equality that are happening all over the world, we are publishing two educational resources for 9-year-olds and upwards. They are suitable for parents to use at home with their children or teachers to use with their students. We recommend that adults work with pupils on these activities, so that they can manage sensitive conversations and questions as they arise.

To accompany these resources, we invited Liberty Martin, a Columbia University class-of-2021 undergraduate student and writer, to write an opinion piece. She has written articles for the *Financial Times*, the *Columbia Daily Spectator* and local newspapers from her home in London. She also enjoys writing fiction and poetry in her free time and is increasingly interested in work in archives, museums and the wider cultural sector. Her piece is intended for older students, parents and teachers, and she has included some questions that students aged 14 and upwards might want to work through.

It was very important to us to give space to a young Black voice on this issue, particularly because, while lots of the young people that we work with have lived experience of racism, we on the Foundation team do not. Liberty also advised us on the educational resources.

In her piece, Liberty encourages people to educate themselves about racial equality. We are particularly passionate about the importance of supporting young people to learn about this. Our mission is to give young people the skills to think and speak for themselves about current affairs. It's vital for them to be able to engage with the issues affecting their lives, however complex or sensitive they might be. We hope that our resources support young people in their efforts to understand racism and how it can be tackled.



Read Liberty's piece in the appendix of this resource
PAGE 20

SENSITIVE-ISSUE GUIDANCE

Part 2 of 2. This bulletin comes in response to the protests for racial equality that are happening all over the world, specifically under the “Black Lives Matter” movement.

It provides opportunities for discussing racism and racial discrimination by exploring questions like:

- Is racism always obvious?
- Is treating people equally always fair?
- Is racism getting worse?

This is an important topic to cover because it affects the lives of young people and is increasingly visible in the media.

We’ve put together the following recommendations to support the teaching of this topic:

- Ensure you look through all content before the session. The content is age-appropriate, but we recognise that some young people may have personal experience of the issues covered.
- Give students the option to opt out of certain activities or discussions. Students might not feel comfortable sharing experiences and this is fine.
- It is OK to feel uncomfortable when talking to young people about complex or sensitive issues. Reassure students that feeling uncomfortable when talking about racism does not mean they should avoid talking about it.

For further advice, please see our *Tips for Managing Sensitive Conversations* bit.ly/sensitive-convo

WARM UP

What does **FAIRNESS** mean?

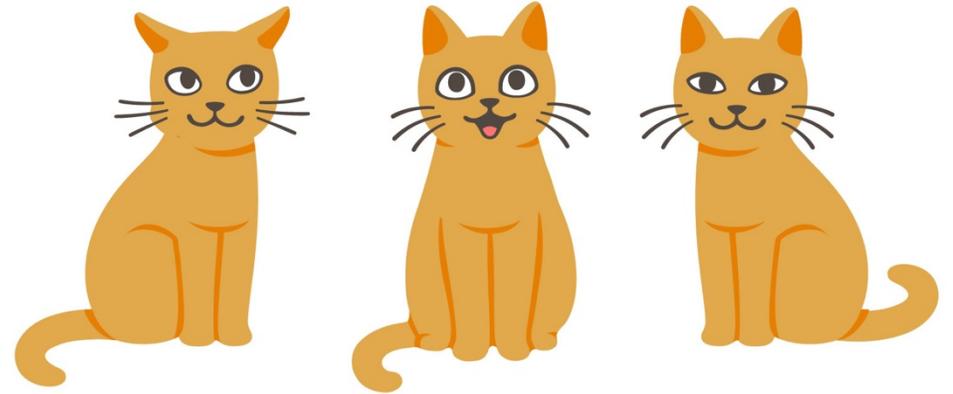
What examples can you think of?

What does **EQUALITY** mean?

What examples can you think of?

FAIRNESS =
when people are treated without
favouritism or discrimination.

EQUALITY =
when people have the
same treatment and
opportunities as others.



Look at these cats.

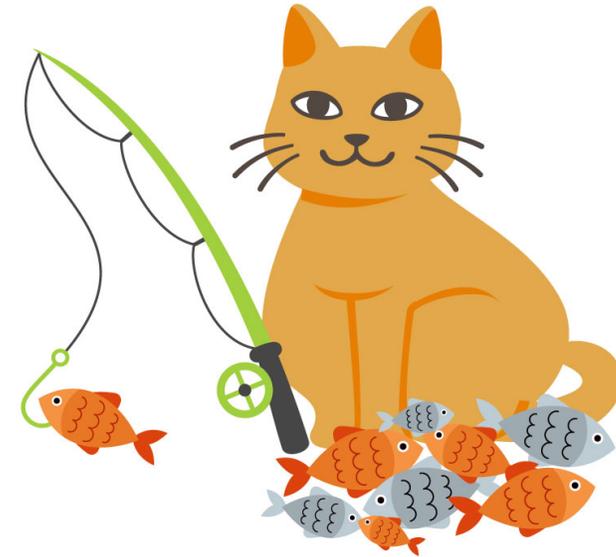
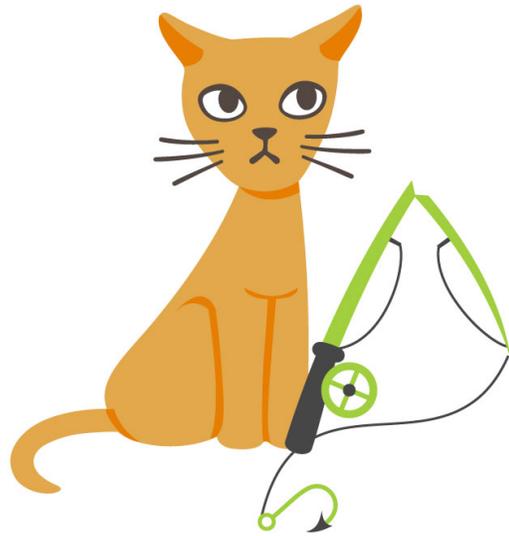
If you had three fish, how would you share them between the cats so that it was fair?

Is sharing them like this equal?

WARM UP

Now look at these cats.

If you had three fish, how would you share them between the cats so that it was fair?



Did you share the fish **equally**?

Does treating someone fairly always mean they have to be treated equally?



WHAT MAKES SOMETHING FAIR?

Just because something is equal it doesn't always mean it's fair.

EQUITY can involve treating someone differently to make a situation fair. This is usually when there is one person, or a group of people, who are at a disadvantage.

For example, you may have chosen to give the hungry cat more fish than the others because it was disadvantaged. Equity helps to make things fair by adapting to the situation that people are in.

- Are fairness and equality the same?
- How has your thinking changed about these words?

When have you seen examples of equity?

For example, when someone has been treated differently to make the situation more fair.

HISTORICAL CONTEXT

This timeline shows how Black people have been treated in America.

Black people were enslaved and sold as property. They were treated like objects without basic human rights.

1619

1650

Triangular Trade

A three-part journey beginning with European slavers exchanging goods in Africa for enslaved Black people. Then they were transported to the Caribbean and the Americas and exchanged for goods such as sugar, which were taken back to Europe.

It was recorded that 4 million Black people were enslaved in America.

1850

1860

1865

Segregation

Black people were discriminated against, especially in the south. For example, they could not drink from the same water fountains, eat in the same restaurants or go to the same schools.

Slavery abolished after a civil war. Yet black and white people still did not have equal rights.

The Supreme Court ruled segregation in public schools was unconstitutional.

1954

1964

Civil Rights Act

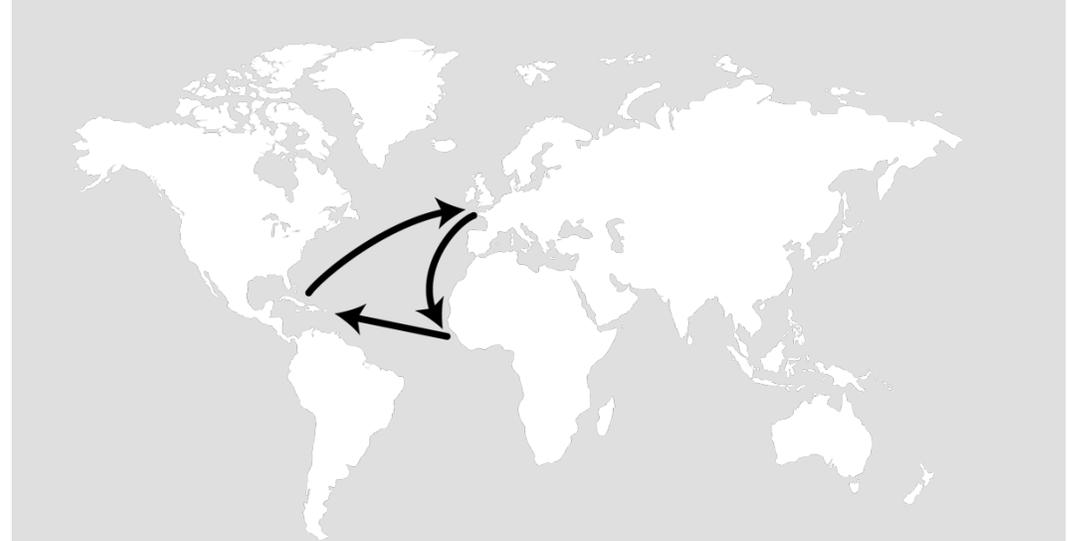
This law made it illegal to discriminate against someone because of their skin colour.

HISTORICAL CONTEXT

Look at the timeline on the previous page.

- How do these events show racism?
- Do these events surprise you?
- Do the dates surprise you?

How could this history affect how Black people are treated today?



CHALLENGE:

The UK too has a history of unfair treatment of Black people. With an adult, research this further.

Look here to learn more about the Triangular Trade.

[bbc.co.uk/bitesize/guides/zy7fr82/revision/1](https://www.bbc.co.uk/bitesize/guides/zy7fr82/revision/1)

WHITE PRIVILEGE

The term “white privilege” has been used to describe how white people are treated better than Black people. **It does not mean that all white people have easy lives - it means that their lives have not been made harder by the colour of their skin. Having “white privilege” does not mean that someone is racist.**

Look at these examples of how Black and white people are treated differently in the UK:

- Black people are more likely to be unemployed than any other ethnic group.
- Black people are more than **eight times** as likely to be stopped and searched by police, even if they have not committed a crime.
- The police are more than **five times** as likely to use force against Black people than white people.

How do these statistics make you feel?

Who is responsible for making sure that everyone has equal opportunities?

Whose responsibility is it to tackle racism? Individuals, institutions or both?

CHALLENGE: how is racism shown within institutions or organisations?

With an adult, research this further.

BLACK LIVES MATTER

On May 25th 2020, a Black man called George Floyd was killed by police in America after they had arrested him on suspicion of a minor crime.

His death followed the killings of many others at the hands of the police, including Breonna Taylor and Tony McDade. In response to these deaths, people took to the streets to speak up against police brutality and racism in society.

People also protested against police brutality in the UK, where Black people are more than twice as likely than white people to die in police custody.





BLACK LIVES MATTER

Protesters around the world are using the phrase “Black Lives Matter” to expose and challenge the unfair treatment of Black people.

- How do these events make you feel?
- What have you seen on the news about Black Lives Matter?
- Why might some people think that this is a problem only in America?

Where would George Floyd’s death go on the timeline in the “historical context” activity?



POLICE BRUTALITY



3x

How much more likely Black people are to be killed than white people by police in America



99%

The percentage of all cases where the police are not charged for killing someone



1

The number of police officers in the UK since 1969 who have been convicted over the death of someone in custody

- Why do you think the police are not being held to account?
- What do you think the consequences for police brutality should be?

EQUALITY OR EQUITY?

Some people believe that it is wrong to say “Black Lives Matter” and that we should say “All Lives Matter” instead. They say it is unfair to support one race more than another.

Think back to the activity with the cats and the fish.



Was there one cat that you thought deserved more fish? Why?



- When might it be fair to support one group of people more than another?
- Does supporting one group of people mean you do not like another?

EQUALITY OR EQUITY?

“I want to help the hungry cat with the broken fishing rod because it is in a worse situation than the others and therefore needs more fish.”

“I want to share my fish equally because we should be treating all cats the same way because all cats matter.”

Which one do you agree with?

How do the “Black Lives Matter” protests show **equity**?

Some people say that the “All Lives Matter” slogan is distracting. Why?

REFLECTION

Read this quote from Fred Hampton, a member of the Black Panthers organisation, which fought for Black people's rights and against police brutality in the 1960s.



"We say, you don't fight racism with racism. We're gonna fight racism with solidarity."

1960

Do you agree or disagree with this statement? Try to give reasons for your answer.

Now read this quote from Will Smith, who was talking about racism in 2016.

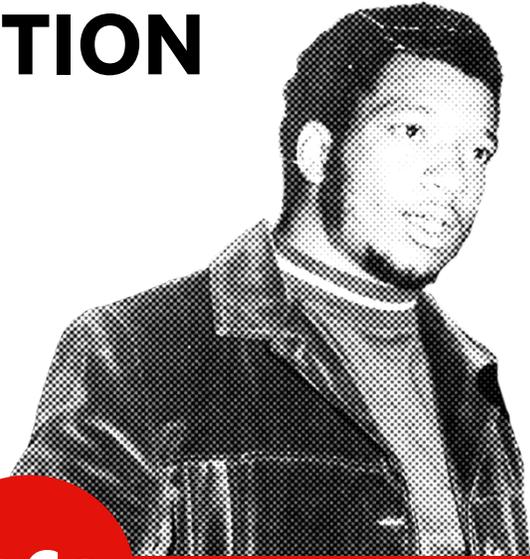


"Racism is not getting worse, it's getting filmed."

2016

Do you agree or disagree with this statement? Try to give reasons for your answer.

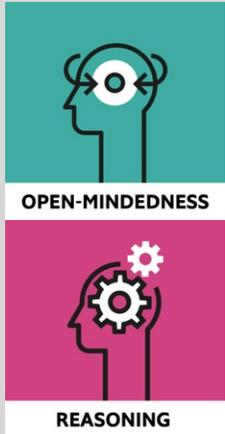
REFLECTION



1960



2016



- Do you think it is a good thing or a bad thing to show racism on the news? Why?
- How might showing racism on the news make people feel?
- If you were a different race, how would this affect your answers?

***What do you notice about the dates that these quotes were from?
What does this tell you about the issue of racism?***



SUPER-REFLECTION



REASONING

What impact can protests have on racism?



SPEAKING UP

How else could someone speak up about racism?



SCEPTICISM

Which news sources might be less trustworthy when learning about racism? Why?



NOW...



Have a discussion

Talk to someone else about the issues covered in these activities



Become the teacher!

See if you can go through these activities again, as the teacher, with somebody else in your household

- For more information, watch 14-year-old Ellis Fearon talking about Black Lives Matter:
[youtube.com/watch?v=A7EZWBIPUUQ](https://www.youtube.com/watch?v=A7EZWBIPUUQ)
- Research about Black heritage and history in Britain:
artsandculture.google.com/partner/black-cultural-archives
- Read 5 anti-racism speeches in response to George Floyd's death: [bbc.co.uk/newsround/52917648](https://www.bbc.co.uk/newsround/52917648)
- Or find out about the Black Lives Matter protests in the US and the UK:
teachingkidsnews.com/2020/06/09/black-lives-matter

APPENDIX

– THE BLACK LIVES MATTER PROTESTS FEEL DIFFERENT THIS TIME - HERE'S WHY

A piece by Liberty Martin

– ANTI-RACISM RESOURCES



The Black Lives Matter protests feel different this time - here's why



By Liberty Martin

We were all itching to go back outside, but nothing could have prepared us for the onslaught of Black lives lost to racial violence when the US lifted some of its COVID-19 lockdown measures. The murders of Breonna Taylor, Ahmaud Arbery and Tony McDade reverberated across social media until the death of George Floyd became the straw that broke the camel's back. Protests and riots erupted in Floyd's home of Minneapolis, spread across the United States and then the world. We've seen these events before, both here and abroad, proceed like clockwork: the murder of a Black civilian by the police, the video of this Black person's final moments circulated across social media and then civil unrest.

But we have reached a turning point. In a recent interview with Channel 4, activist Angela Davis said, "This is a very exciting moment. I don't know if we have ever experienced this kind of global challenge to racism and to the consequences of slavery and colonialism." Imagine, a former member of the Black Panthers, a vocal activist in the US Civil Rights Movement, has said that she has never seen protests like this before. And she's excited. The mass uproar that we are witnessing now is not another tragic repetition of events passed, but rather the next development in a long struggle against anti-Black racism.

The rise of social media marked a new era in the fight for social justice that has been both invigorating and traumatising. The internet has spread information and language such as "white privilege" and "intersectionality" to help us navigate conversations about race, and has also broadcast racial injustice in an unprecedented manner. Today's protests are the outcry of a generation who have watched Black people die, on their laptops and mobile phone apps for years. Black Lives Matter, the hashtag born from these tragedies, is now a movement that pervades all facets of life, not just police brutality. The discrimination that Black people face in education, academia, health care, the media and workplaces belies the institutional racism at the very fabric of our society. Yes, our society. We cannot ignore the deep-rooted racism in the UK any longer.

Far too often Britain uses the US to distance itself from racism, as if racism is a uniquely American phenomenon. Where do you think the US got it from? The horrific racism of North American history is simply the legacy and evolution of British colonialism. We see this legacy thrive blatantly on British shores with the Windrush crisis, Grenfell, the disproportionate COVID-19 fatality rate in the Black community, police profiling and brutality and the deaths

of Belly Mujinga, Mark Duggan, Stephen Lawrence and Cherry Groce (whose fatal shooting by the police launched the 1981 Brixton uprising). Britain is going to have to reckon with its violent history of the Empire, especially because the descendants of colonised British subjects are now integrated into British society. This is why we are going to see more and more demands to take down the statues of figures who played an active role in slavery and imperialism, including British “heroes” such as Winston Churchill. Brits must confront why some of their national heroes are also responsible for genocide, violent exploitation and/or oppression, because it’s not a coincidence.

So what do we do next? As you will see in the two-part bulletins for your pupils, being non-racist is not enough. We must be anti-racist in order to make a change. Educate yourself about race, institutional racism and the unsung history of colonised peoples such as the African diaspora. Educate yourself about Britain’s investment and transformation through the various crimes of the Empire, like the extremely lucrative transatlantic slave trade. Use this knowledge to engage in those difficult conversations about race with your friends, families and children. Call out racism in your everyday life and support activists who fight for change through donations and standing up to naysayers. And when you do so, remember that anti-racism is not an act of good-will or charity. It is a complete reassessment and overhaul of our self-perception as individuals and, more importantly, as a society. It is, and will be, an uncomfortable, difficult and lengthy process. It is active and necessary work. And it is literally a matter of life and death for Black people across the globe.

We are living in a moment of history. The protests will inevitably peter out, but racism and the struggle against it will continue in classrooms, workplaces and the streets. Have you ever wondered what role you would have played as a normal person in the abolition of slavery, in Nazi Germany or South African apartheid? What side of history would you have been on? Well, it’s your time to find out.

Follow Liberty on Twitter [@libertyamartin](https://twitter.com/libertyamartin)
View Liberty's portfolio clippings.me/users/libertymartin

THINKING QUESTIONS:

- Did any parts of this article surprise or challenge you? Why?
- Are there any parts of the article that you agree and/or disagree with? Why do you think the author wrote these parts?
- What steps do you think you can take to be anti-racist?
- How do you think anti-racism will affect British culture?
- How much do you know about Black British history? What could you do to learn more?
- Do you think we should change how we teach history? Why / why not? If you think it should be changed, how would you like to change it?

ANTI-RACISM RESOURCES

RESOURCES FOR PUPILS:

These resources will help to provide pupils with a deeper understanding of racism and Black Lives Matter. We recommend that children visit the following websites with an adult who can manage the sensitive conversations.

News articles written for children about the Black Lives Matter protests in America.

teachingkidsnews.com/2020/06/09/black-lives-matter

CNN pairs with Sesame Street to explain what racism is.

edition.cnn.com/2020/06/06/us/cnn-sesame-street-town-hall-racism-trnd

A comic strip by Elise Gravel explaining what racism is.

elisegravel.com/en/blog/racism

A BBC article on George Floyd protests, including information on some key vocabulary.

bbc.co.uk/news/newsbeat-52892949

A Newsround special episode based around the anti-racism protests.

bbc.co.uk/newsround/52978346

An activity called "Mark's Dilemma" aimed at making children think about how people from ethnic minorities are underrepresented in children's books.

thephilosophyman.com/wp-content/uploads/2020/06/Marks-dilemma.pdf

A TED Talk by 14-year-old Ellis Fearon about Black Lives Matter and why it is relevant in the UK.

youtube.com/watch?v=A7EZWBIPUUQ

RESOURCES FOR ADULTS:

These resources provide information about how to facilitate conversations about racism and take steps towards equality. They include ideas of books and activities that can be used to take discussions with pupils further.

An article about how to teach tolerance and have conversations about discrimination and prejudice.

tolerance.org/sites/default/files/general/beyond_golden_rule.pdf

An explanation of what white privilege means in the UK.

refinery29.com/en-gb/2020/05/9830372/white-privilege-definition

The Black Curriculum is a social enterprise which want to reform the curriculum to include a fairer representation of Black history and to give every child a sense of belonging.

theblackcurriculum.com

The Conscious Kid is an education, research and policy organisation dedicated to reducing bias and promoting positive identity development in youth.

theconsciouskid.org

Show Racism The Red Card is an anti-racism educational charity. They aim to combat racism through enabling role models and provide lots of anti-discrimination work packs.

theredcard.org/resources-and-activities

“Talking about Race” Web Portal by the National Museum of African American History and Culture. The portal is intended to help explore issues of race, racism and racial identity, featuring eight foundational subjects. The subjects have specific content for educators.

nmaahc.si.edu/learn/talking-about-race

EmbraceRace was founded in early 2016 by two parents who set out to create resources to meet the challenges they face raising children in a world where race matters.

embracerace.org

A TED Talk about the dangers of creating misinformation by only sharing a “single story”.

ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story

A TED Talk by Nova Reid about microaggressions and how to make a change.

youtube.com/watch?v=G8iNGeVyyUs

White Privilege explained in a variety of ways.

distractify.com/p/white-privilege-explained-instagram