**Examples of implementing the Antiracist Critical Thinking Model**

***Stage: Early – All about me/My family***

Step 1: Why have you chosen this resource/example?

* Helps in getting to know each other
* Children enjoying speaking about themselves and sharing this with friends.

Step 2: Whose perspective is it from?

* Resources and examples promoted are usually from a Scottish/British cultural perspective eg. Hobbies, food, clothing, celebrations

Step 3: Whose perspective is missing?

* Lack of diverse examples that pupils can see themselves represented in
* Individual backgrounds and heritage not focused on enough
* Do not provide multicultural clothing (dress up)or examples of world foods when looking at favourite things to eat for example.

Step 4: Why is it missing?

* Traditional approaches promote majority preferences
* Minority views in terms of background have not been valued enough
* Western/Eurocentric view

Step 5: Who does this impact on?

* All learners who are missing out on deepening knowledge of how all people live
* Not enough opportunity for personalisation for learners from all backgrounds

Step 6: How does it link with modern Scotland?

* Not enough relevance to multicultural life in Scotland
* Pupils from different backgrounds don’t see their culture being valued which can undermine their personal sense of identity.

Resources required for this in particular identified as:

* Dolls of different ethnicities
* Multicultural dress up box
* A variety of books and images of global faces and voices
* resources being sent home should reflect representation
* crayons and paints of natural skin colours
* religious input should not be tokenistic and have resources from different groups

***Stage: First - Scottish Culture: Songs and Rhymes***

1. Why have you chosen this resource/example?

1. Aims to tap into themes of Scotland, Scottish culture, storytelling, imagery, folklore, iconic/ important Scottish people such Robert Burns.
2. A traditional topic linked to Scottish Culture.

2. Whose perspective is it from?

A white Scottish perspective.

Usually looking at songs from the past rather than present.

3. Whose perspective is missing?

Various immigrant cultures, particularly those from post war Scotland and typical and relevant to Glasgow such as India, Pakistan and Eastern Europe.

4. Why is it missing?

Songs and rhymes are often old and have been passed down over generations and were embedded in the culture predating more recent immigration patterns. Not necessarily outdated just reflective of past times rather than present and future.

5. Who does it impact on?

Many pupils in the school are from first generation immigrant families. The traditional Scottish songs and rhymes are likely not something they are familiar with. That in itself is not wholly negative as it means pupils are being exposed to new learning but there is likely more modern material/resources now available taking into account or coming from a more diverse perspective.

6. How does it link with modern Scotland today?

Not enough relevance to multicultural life in Scotland.

***Stage: First/Second: Ancient Egyptians***

* Why have you chosen that resource/example?
	+ Children’s voice
	+ Importance of contribution of ancient Egyptians to modern society
	+ Interesting contexts to experience STEM opportunities
* Whose perspective is it from?
	+ Lessons provided will be child friendly with images that show modern Egypt as well as illustrations from the past
	+ Traditional perspective is from our view as a rich country in the Global North
	+ Important to include that Egypt is a major country in Africa and not to stereotype all Africans into one homogonous group.
	+ Traditional resources lack modern pictures and stories from Egyptians themselves.
* Whose perspective is missing?
	+ Would be useful to make contact with schools or historians native to Egypt for meaningful perspectives.
* Why is it missing?
	+ Difficulty in accessing native contacts
	+ Too many resources already available in schools but are old and dated.
	+ Global Northern countries do not traditionally highlight the colonisation and impact that has left
* Who does it impact on?
	+ It ensures that children receive a global perspective of the importance of ancient Egyptians and their legacy.
	+ Encourages global citizenship, breaking down barriers
	+ Doesn’t go far enough in deepening learner knowledge and break down any stereotypes
* Can I identify how my resource/example links with modern society in Scotland?
	+ Highlight Britain’s role as a coloniser in Egypt
	+ Importance of inventions on modern society
	+ Exploring the value of the Nile compared to other major rivers around the world.
	+ Link with SDGs 14 and 11

***Stage: Second – The Rainforest***

1.Why have you chosen this resource/example?

Amazon Rainforest/Environment, climate change.

2.Whose perspective is it from?

White male perspective.

3.Whose perspective is missing?

The Indigenous population of the amazon rainforest. The views of people from South American countries who live in areas around the rainforest.

4.Why is it missing?

The amazon rainforest is often looked upon as something that was discovered and to be researched not as a place that real people are from and live. This removes a contextual understanding.

5.Who does it impact on?

The learner by giving a biased viewpoint without appropriate contextualised information. People who are from countries spanned by the rainforest.

6.How does it link with modern Scotland today?

Deforestation is a key aspect of the topic of the rainforest and it is important to hear peoples viewpoints as it helps broaden our own understanding of climate change. Climate change will have a major affect on the lives of young people today.

***Stage: Second – World War II***

Step 1: Why have you chosen this resource/example?

* A traditional topic taught at this stage in Primary
* Aims to recognise the efforts of our nation and citizens in the war effort
* Aims to encourage an understanding of the Holocaust and the British contribution to the end of the war and fight against fascism.

Step 2: Whose perspective is it from?

* Always from a British and European lens, with images and stories of sacrifice from these areas.
* Only leaders from western European nations are focused on.

Step 3: Whose perspective is missing?

* We normally do not include the contributions and stories of success and sacrifice from other parts of the world who fought on behalf of the British.
* We do not normally include teaching around the British Empire and it’s role around the world at the time which resulted in the gathering of so many soldiers fighting on behalf of the British.
* We therefore don’t include such communities in remembrance events either.

Step 4: Why is it missing?

* There has been an emphasis on only focusing on contributions of western Europeans as our curriculum has regularly missed out contributions from around the world.
* Our traditional approaches fail to recognise the background and history of learners in our society who may also have links to the war and are not represented.

Step 5: Who does this impact on?

* On all pupils, as we deny them deeper knowledge and understanding of the topic
* On those learners, who do not see the represention of their family backgrounds or ancestors
* Results in under-valuing the contribution of millions of people around the world

Step 6: How does it link with modern Scotland?

* In a multicultural Scotland it is important to link our histories together and value the contribution of all groups to the war effort.