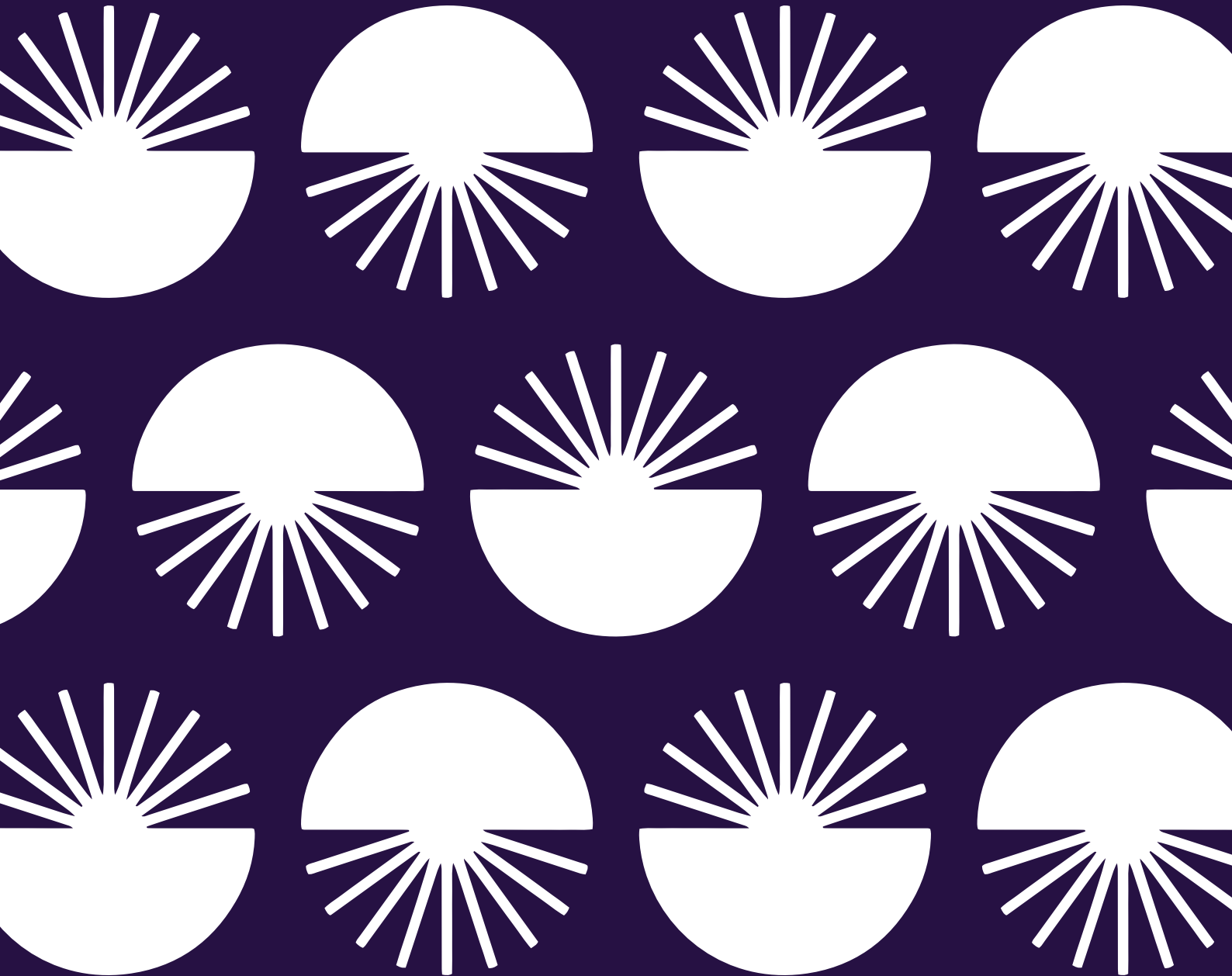




The
**World
Reimagined**



The World Reimagined Learning Programme

Teaching Racial Justice



LOOKING AFTER THE WELL-BEING OF YOUR STUDENTS AND YOU

Hello!

Wherever you are on your journey with teaching **racial justice**, it is important to acknowledge how the topic can have an **impact** on you and your **students**. This document will serve to support you with **strategies** and **resources** that will make the process safer and easier.

The colonial history in the UK is a **shared history** that can be seen at a structural level. However, there are many personal ways that the topic of racial justice will connect with us **culturally, mentally and emotionally**. We have created this document to help you to think about how you can create a safe space for all involved as you go on the **Journey of Discovery** with our **Learning Programme resources**.

Keisha Thompson
Senior Learning Programme Manager



HEALTH AND WELL-BEING AMONGST EDUCATORS

In 2019, OFSTED released a report with a specific focus on the health and well-being of teachers¹. It was found that many educators were feeling overworked and under-resourced. Furthermore, an NASUWT survey found that during COVID 8 in 10 teachers reported having adverse mental health responses with 23% using medication and 12% seeking counselling to deal with the stresses of the job².

It's really important that you find this work meaningful, manageable and enjoyable and so - alongside the Classroom Resources - we want to support you with some strategies and resource recommendations that help you manage the impact this work can have on you and your students.

WE NEED TO ADDRESS RACIAL JUSTICE NOW

With the recent events around racial justice including the BLM protests in 2020, we know that many educators are having conversations that they may not feel equipped to deal with. A National Youth Trends Report found that 40.1% of 16-25 year olds felt that racism and BLM was the most pressing topic to discuss in 2020 whilst 39% identified COVID³. Thus the topic is relatively unavoidable for any one engaging with the younger generation. But that is not the only reason why we believe educators should do this work.

Educators and schools are well-placed to feed into the **moral, spiritual, cultural and spiritual** development of young people. For decades various papers and reports have called for a revision of national curriculum to move away from a colour-blind approach and a need for teachers to be **more versed in racial literacy**⁴. A recent UNESCO report celebrated schools for their unique ability to provide a space for

vital human exchanges and protection for the most vulnerable. The closure of many of these schools across the world in response to COVID has shown to have negative health implications for teachers and young people alike⁵.

Various studies show that there are identifiable and measurable **health implications** for those who are **experiencing racism**⁶. Therefore, in our work as educators of racial justice, we must be aware that it impacts members of society on psychological and physiological levels as much as it does morally, economically and politically. At the heart of our Learning Programme resources is an arts-based approach to learning. We know that the arts has the power to support us all with our health and well-being⁷. We hope these strategies will not only be valuable in teaching for racial justice but feed into how we treat those in our **learning spaces as whole people**.

1. <https://www.gov.uk/government/publications/teacher-well-being-at-work-in-schools-and-further-education-providers/summary-and-recommendations-teacher-well-being-research-report#executive-summary>
2. <https://www.tes.com/magazine/archived/one-50-teachers-has-self-harmed-amid-covid-stress>

3. <https://beatfreksyouthtrends.com/wp-content/uploads/2021/01/TimeAndTimeAgain.pdf>
4. <https://www.runnymedetrust.org/uploads/publications/pdfs/curriculum2000.pdf>
5. https://unesdoc.unesco.org/in/documentViewer.xhtml?v=2.1.196&id=p::usmarcdef_0000379707&file=/in/rest/annotationSVC/DownloadWatermarkedAttachment/attach_import_f004f9ac-c46b-45b7-a076-0580e0b94745%3F_%3D379707eng.pdf&locale=en&multi=true&ark=/ark:/48223/pf0000379707/PDF/379707eng.pdf#925_21_ED_EN_Int.indd%3A.66393%3A461
6. https://www.ted.com/talks/david_r_williams_how_racism_makes_us_sick#t-8894
7. <https://culturalllearningalliance.org.uk/wp-content/uploads/2018/04/Arts-Health-and-Wellbeing-Briefing.pdf>



EMBRACING THE CONTEXT

The 2011 Census showed that 14% of the population belonged to a Black, Asian or Minority Ethnic group⁸. Despite many efforts and initiatives towards creating change, the teaching profession across the UK is woefully unrepresentative in terms of ethnic diversity. According to a DfE report in 2018, 92% of state-funded school teachers were white⁹. Educators from Black, Asian and Ethnic Minorities are suffering various forms

of disadvantage¹⁰. There are a large range of dynamics and contexts that educators will be in as they approach the topic of racial justice. As such it is **vital to acknowledge our ethnicities and heritages** and how they interact with those of our participants, colleagues and wider communities.

STRATEGIES

Our strategies and resources have been categorised to offer support for the following demographics and environments:

- Educators from White Ethnic groups
- Educators from Black, Asian and Minority Ethnic groups
- Educators in all or majority white schools and settings
- Educators in multicultural schools and settings

8. <https://www.ethnicity-facts-figures.service.gov.uk/uk-population-by-ethnicity/national-and-regional-populations/population-of-england-and-wales/latest#by-ethnicity>

9. <https://www.runnymedetrust.org/uploads/publications/pdfs/Runnymede%20Secondary%20Schools%20report%20FINAL.pdf>

10. <https://www.runnymedetrust.org/uploads/Runnymede%20ReportNEW.pdf>



STRATEGIES FOR ALL EDUCATORS

- Establish **safe words or signals** that allow you and your participants to express when you need a break or want to ask a question
- Provide **break out safe spaces** (please see Safe Space resource below)
- Make sure you have a colleague to support you ideally as you deliver the work
- Encourage questions with **compassion**
- Turn **judgement** statements into curious statements
- Admit when you do not have the answers
- Reflect on what might be **trigger points** or topics for you and how you want to manage yourself and others if these come up
- Establish a **personal outlet or debriefing process** for each session
- Consider using **music, images and outdoor activities** to change the environment or provide sensory stimulation to **relieve stress**
- Be prepared for a variety of **emotional responses** from yourself and participants: anger, sadness, confusion, defensiveness, inappropriate joking, resistant silence and make sure you have **clear and non-punitive responses** for these instances
- Be prepared to make **mistakes** and for others in the room to make mistakes - turn to these moments into opportunities for **questioning, reflection and learning**
- Ensure there is a **reporting procedure** in place for you as a staff member and your participants
- Allow time for **breathing, reflection and meditation** for you and your participants
- Get familiar with resources in this document so you can use them or signpost to others

We recommend these external, third party resources as ones that have proven useful to us and/or been recommended by teachers and educators. We have and claim no copyright nor ownership of these resources - we just like to share really meaningful work!"

Podcasts with practical tools for supporting students' well-being in the classroom	https://www.thriveapproach.com/news-views/podcasts/
Article on well-being in classrooms with an international context	https://www.tes.com/magazine/leadership/staff-management/wellbeing-around-world-focusing-what-matters
Videos and resources on how to create a safe space for discussions on race	https://www.raceequalitymatters.com/safe-space/
Free online course on Emotional Intelligence in the Workplace	https://www.futurelearn.com/courses/emotional-intelligence-at-work?utm_campaign=fl_bau&utm_medium=email&utm_source=marketing&utm_term=210218_TAR_HP__&utm_content=course05_title
Article on the need for safe spaces in schools	https://www.mind.org.uk/information-support/your-stories/why-we-need-safe-spaces-in-schools/



STRATEGIES FOR BLACK, ASIAN AND ETHNIC MINORITY EDUCATORS

STRATEGIES FOR WHITE EDUCATORS

- Be **honest** about your **place** in society
- Be honest about what you **know** and what do **not** know
- Be honest about your **comfort levels**
- Get familiar with the concept of "white privilege" and "unconscious bias"

Range of pragmatic resources on white privilege, white guilt, etc for colleagues, parents and teachers	https://www.robindiangelo.com/resources/
Article on common mistakes made in the classroom about race (American-focused but relevant)	https://everydayfeminism.com/2015/08/10-ways-well-meaning-white-teachers-bring-racism-into-our-schools/
Network and resources set up by white people for white people	https://whitenonsenseroundup.com/
Podcast on going on a journey of understanding about race (American-focused but relevant)	https://www.theguardian.com/news/audio/2021/dec/15/from-the-archive-unlearning-the-myth-of-american-innocence-podcast

- Be honest about your **comfort levels**
- Be honest about what you **know** and what do **not** know
- Make it clear that there is **power** in your **lived experience**
- Make it clear that you are an **individual** and do not represent your ethnic population
- Ensure you have another person from an ethnic minority or with understanding of your cultural context who you can check-in with
- Document any **microaggressions** or **incidents** you experience

NASUWT four page summary on Black and Minority Ethnic Teachers Conference (2020)	https://www.nasuwt.org.uk/static/uploaded/cf0990b8-17ba-430c-91b9caaa064d1bbf.pdf
Blogs from Black Minds Matter UK	https://www.blackmindsmatteruk.com/blog
The Black, African and Asian Therapy Network	https://www.baatn.org.uk/
Guide on how to navigate racial diversity actions in the workplace	https://heystack.org/doc/337/this-work-isnt-for-us--by-jemma-desai
Article on the role of empathy when doing work on race	https://medium.com/@sonya.childress/beyond-empathy-9de95bc56f93
Anti-Racism Toolkit	https://www.incartsunlock.co.uk/slrh
Article on facing racial trauma	https://www.vogue.co.uk/beauty/article/racial-trauma



CONSIDERATIONS FOR ALL OR PREDOMINANTLY WHITE ENVIRONMENTS

- For any participants who are in a minority ethnic group, make sure they have the **opportunity to express their comfort levels** and what **measures** can be put in place to provide **extra support** such as a mentor, post-session outlet, separate break out space, process for documenting any microaggressions, triggers or questions they may not have felt comfortable to ask in the session
- Do not put someone from a minority ethnic group in a position where they are answering questions on behalf of a whole ethnic group
- If there is no one from an ethnic minority in the space acknowledge that you will have **limited understanding** and perspective
- Be hyper-aware of the **stereotypes, biases and assumptions**. This can be counteracted with research or inviting guests into your school but you must be very clear about the **expectations** and creating a **welcoming environment** for that person
- Be aware of how participants may respond to information differently based on their ethnicity and give it the validity, context and space it deserves

Resource on identifying common behaviours of white privilege	https://robindiangelo.com/wp-content/uploads/2020/06/Common-Patterns-of-Whites.pdf
Article on the intersectionality of race and disadvantage with white privilege	https://www.skeptic.org.uk/2021/09/we-can-understand-the-effect-of-privilege-better-when-we-consider-it-in-terms-of-moral-luck/
Report on race interventions in predominantly white schools	https://www.runnymedetrust.org/uploads/publications/pdfs/ThemAndUs-2009.pdf
Resources for young people to manage their mental health when thinking about race	https://www.youngminds.org.uk/young-person/coping-with-life/racism-and-mental-health/
A practical guide for addressing race in predominantly white spaces	http://www.cwsworkshop.org/PARC_site_B/dr-culture.html

An article on how to discuss race with white children (American-focused by relevant)	https://www.nais.org/magazine/independent-school/summer-2014/what-white-children-need-to-know-about-race/
Article on common mistakes made by white teachers with black children	https://educationpost.org/27-mistakes-white-teachers-of-black-students-make-and-how-to-fix-them/
Report on teaching white working class children about race	https://www.runnymedetrust.org/uploads/publications/pdfs/WhoCaresAboutTheWhiteWorkingClass-2009.pdf

CONSIDERATIONS FOR MULTICULTURAL ENVIRONMENTS

- Allow space for conversations that acknowledge differences and conflicts between Black, Asian and Ethnic minority groups as well those found in response to the white dominant group
- Consider how to address the complex experience of any white minority groups who may not feel privileged within that specific context

Article on the intersectionality of race and disadvantage with white privilege	https://www.skeptic.org.uk/2021/09/we-can-understand-the-effect-of-privilege-better-when-we-consider-it-in-terms-of-moral-luck/
Documentary on a British school address race	https://www.channel4.com/programmes/the-school-that-tried-to-end-racism
Supporting white students in multi-racial spaces	https://robindiangelo.com/wp-content/uploads/2016/06/Silence-Breakers-for-Whites.pdf
White is My Curriculum White video from university students	https://www.youtube.com/watch?v=Dscx4h2l-Pk
Podcast on religious discrimination and racism	https://podcasts.apple.com/gb/podcast/is-islamophobia-racism-an-interview-with-s-sayyid/id1458817693?i=1000441490657





KEY WORDS

Please note these words are **specific to well-being whilst exploring racial diversity and inequality**. The links below provide more expansive lists for key words linked to racial justice.

Racial Trauma - the effects that encountering racism can have on how we think, feel and behave

Trigger - any word, person, event, or experience that touches off an immediate emotional reaction

Gaslighting - the way that some people or organisations deny or downplay the existence of racism. This discounts and undermines the reality of people's lived experiences of racism

Microaggressions - are the most common form of covert, interpersonal racism. They can be very subtle. Often they aren't intended to cause harm or offence. But that doesn't make this kind of racism any less painful to experience. The term 'micro' doesn't mean the impact is small.

Safe space - a place where individuals of an oppressed group can go for an emotional break or to find community with other individuals of the same group without feeling the threat of harassment.

<https://www.brap.org.uk/post/race-fluency>

<https://www.diverseeducators.co.uk/our-dei-glossary/>

<https://www.farrer.co.uk/news-and-insights/blogs/race-equality-key-terminology/>



NOTES (We invite you to use this space to write your key questions, thoughts, triggers, etc.)

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Empty rectangular box for notes.



FULL RESOURCES LIST

- <https://www.mind.org.uk/information-support/tips-for-everyday-living/racism-and-mental-health/>
- <https://www.mind.org.uk/get-involved/volunteering-participating/youth-voice-network/faqs-for-young-people/>
- <https://www.youngminds.org.uk/young-person/coping-with-life/racism-and-mental-health/>
- <https://www.baatn.org.uk/>
- <https://www.bbc.com/future/article/20200804-black-lives-matter-protests-race-mental-health-therapy>
- <https://www.uel.ac.uk/sites/default/files/10028.pdf>
- <https://www.channel4.com/programmes/the-school-that-tried-to-end-racism>
- <https://www.incartsunlock.co.uk/>
- <https://www.raceequalitymatters.com/safe-space/>
- <https://beatfreekyouthtrends.com/reads/time-and-time-again/>
- <https://culturallearningalliance.org.uk/wp-content/uploads/2018/04/Arts-Health-and-Wellbeing-Briefing.pdf>
- <https://kidsofcolour.com/>
- <https://www.runnymedetrust.org/uploads/publications/pdfs/curriculum2000.pdf>
- <https://www.runnymedetrust.org/uploads/publications/pdfs/WhoCaresAboutTheWhiteWorkingClass-2009.pdf>
- <https://www.brap.org.uk/misunderstandings>
- <https://www.theguardian.com/news/audio/2021/dec/15/from-the-archive-unlearning-the-myth-of-american-innocence-podcast>
- <https://www.blackmindsmatteruk.com/blog>
- <https://www.tes.com/magazine/leadership/staff-management/wellbeing-around-world-focusing-what-matters>
- <https://www.tes.com/magazine/video-podcasts/pastoral/how-mental-health-training-can-close-disadvantage-gap>
- <https://www.thriveapproach.com/news-views/podcasts/>
- <https://www.naswt.org.uk/advice/equalities/under-represented-groups/black-teachers/big-conversation-on-racial-justice.html>
- <https://www.brap.org.uk/post/race-fluency>
- https://www.ted.com/talks/david_r_williams_how_racism_makes_us_sick#t-8894
- <https://www.runnymedetrust.org/uploads/Runnymede%20ReportNEW.pdf>
- <https://www.vogue.co.uk/beauty/article/racial-trauma>
- <https://experiencelife.lifetime.life/article/13-strategies-to-deal-with-your-emotional-triggers/#what>

In addition to this supporting document, The World Reimagined will also issue the following as a part of the Learning Programme: Teaching Racial Justice in Alternative Settings and FAQs & Common Misconceptions.

For more information about The World Reimagined and to access our Learning Programme resources, please visit www.theworldreimagined.org



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