

## Talking with young people about race and racism

This resource aims to support adults such as educators and parents to talk to children about racism. The British Red Cross stands for humanity. We reject racism and support communities to become more empathetic and resilient through kindness and mutual respect. As an organisation and a society, we are looking at ways that we can contribute to building an anti-racist community.

This document includes some introductory guidance on how to talk about racism with young people and presents some activity ideas to support discussions. It is everyone's responsibility to have these conversations and to learn about these issues.

It will focus on developing confidence to address challenging subjects, how to create a diverse and anti-racist environment, how to respond to comments and questions and how to discuss the topic with young people.

### How to prepare yourself

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If you have never experienced talking about racism or have not experienced racism yourself, you may be uncertain about how to talk about it. In order to give yourself confidence to talk about this topic with young people, we would recommend exploring the issue yourself first.

The [National Museum of African American History and Culture](#) recommends adults start by reflecting on our own experiences when we were a child. You could put yourself in the shoes of a child by thinking about these questions:

- > When did you first notice race as a child?
- > How did you make sense of differences between people? What confused you?
- > What childhood experiences did you have with people who were different from you in some way?
- > How, if ever, did an adult support you in thinking about racial differences?

Understanding racism is a learning journey for adults and young people alike. You are not expected to know all the answers. Reflection and eagerness to learn are key to examining preconceptions. It is important to speak openly and positively about race, have regular discussions about racism and to acknowledge how race and racism impact different people's experiences of life.

It is important to recognise that systemic racism exists. Racism is more than name calling. It can be seen all around us, from beauty standards to the visibility and depiction of people in everyday society. It also affects the way people live, from the jobs they can get to their personal wellbeing and sense of safety. If you wish to learn more about racism and how it affects people in British society look at the [Runnymede Trust online research](#).

You can also understand more about racism by listening to stories of lived experiences. However, it is important to remember that these experiences are distressing. Be mindful and empathetic of the mental and emotional impact of these issues on those who experience it.

### Creating a diverse and anti-racist environment

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Ideas about race and identity are reinforced by our surroundings and influenced by what we see and hear every day. Being mindful of the amount of diversity and positive messages

young people are being surrounded by can help them develop healthy positive attitudes to differences between people.

It is important to add diverse voices and influences in all areas of people's lives in order to reflect the contributions diverse communities make to society. You can diversify your book and film collection to introduce different voices. Remember that you should add diverse voices, films and books to your collection when they are not talking specifically about race too.

Some books for young people that talk specifically about race and prejudice are:

- > Noughts and Crosses by Malorie Blackman (also a BBC series)
- > The Hate U Give by Angie Thomas (also a film)
- > All American Boys by Jason Reynolds and Brendan Kiely
- > Chinglish by Sue Cheung
- > The Boy in Stripped Pyjamas by John Boyne

Being anti-racist is about being active in challenging racism within all areas of society. There are many things adults can do to create an anti-racist environment for young people. You can present positive role models from diverse backgrounds in all areas of your life. You can champion a more diverse curriculum for your children and students by emailing curriculum setters. You can support friends, family and colleagues through their experiences of racism and amplify diverse voices.

Think about your long-term plan of action. What can you do to create an anti-racist environment over the next year? You can make this plan of action with young people and work on it together.

You can also empower young people to take simple actions in their everyday life to be anti-racist.

Young people can practice anti-racism by:

- > Supporting their friends who say they have experienced racism or bullying
- > Actively listening to their experiences
- > Telling a teacher or adult when they witness or experience racism
- > Accepting that they might not understand what it feels like, but trying to imagine and build empathy
- > Using their own voice to make other people listen to their friend
- > Not speaking for them or making the situation about themselves
- > Think about how their friend might feel and supporting their wellbeing

Turn this into a discussion by asking young people to answer the question: How would I like other people to support me if I was being treated unfairly?

## **How to respond to questions and comments from children and young people**

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Young people may be aware of race and racism but will still have questions or views. Racism may be something they have personally experienced and might be a difficult subject to talk about. For guidance on creating a safe space for discussion [look at this guidance on creating a safe, inclusive and supportive learning environment](#). Some tips on how to respond to questions and comments about race and racism are:

- > Positively acknowledge questions about race and racism. Even if the question is a difficult one to address, encouraging them to be confident enough to ask questions is important.
- > If the comment is negative, it is important to investigate it. Ask them why they think this. Encourage them to think about how they might feel if someone said this about them.
- > It's okay not to know the answer. Be honest about your own knowledge and understanding. If the question requires a definitive answer, you can use trusted sources on the internet to research the answer to the question together or you can offer to come back to it after you have researched further. Keep a note of the question. You could start an anonymous question box and set time aside to review and answer them.
- > Open up the question to discuss together if they are comfortable to do so. Ask why they asked the question or what they or others in that space think about the topic – encourage them to unpack their own ideas and thoughts.
- > Be willing to listen and encourage an environment of active listening where people can share safely, and others listen and reflect on what others say.

## How to bring up the topic with young people

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You can incorporate the topic of race and racism into different situations but don't be afraid to talk about the topic of race and racism directly. It is important to create safe spaces for young people to discuss questions and assumptions they have about race. Talking about racism regularly is the first step towards making a positive social change.

Below you will find a selection of activity ideas for bringing up this topic with young people. These activities can be adapted to suit the abilities and situations of the young people. Ideally take a minimum of 20 minutes on each activity. For more activities to encourage critical thinking and empathy building you can [explore our kindness resources](#).

Before starting a discussion, you can create an agreement to establish ground rules for mutual respect and safety. Allow the young people to collectively create these rules. You can start by asking them "how do you want to be treated by others?". For more guidance around class agreements, you can look at the guidance on creating a safe, inclusive and supportive learning environment.

## Activities

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### Active listening activity

Learners will:

- reflect on the importance of actively listening to people in order to better understand them and show kindness.

Put the young people into small groups. If possible, have the participants looking at each other so they can see their eyes and body language. Give each person 2-5 minutes to speak. This can be about a specific topic you want to explore or anything the person wants to talk about it. The other people must listen to them talk.

Whilst they are listening, tell them to remember or write down the following:

- > What is the other person talking about?
- > What are the main points of the story – what do they emphasise?
- > What do they want you to hear – why might they be telling you this? How might they feel?

After that person has finished speaking, share the answers to these questions back to the person. Switch around so everyone has their time to share and listen. At the end give them space to ask any further questions they have or responses they wish to share.

Come together as a group and think about how listening helped them to understand the feelings, experiences and opinions of others better. For further resources about active listening [look at the living together with kindness resource](#).

Post activity reflection:

You can ask older children to write about this experience to consolidate learning. For example, you can create a mural of an ear on a wall or free space and have learners write or stick notes on it explaining why active listening is important to them.

### **Challenging stereotypes activity**

Learners will:

- Discuss and reflect on stereotypes, how they are formed and how they might affect people.

First ask what is a stereotype? Ask everyone to write down their idea on a whiteboard or a bit of paper and then read them out. The dictionary definition of a stereotype is: “a widely held but fixed and oversimplified image or idea of a particular type of person or thing.” Does everyone agree with this definition? Is there anything they would add?

Present them with an example of a something that has negative stereotypes, like a hyena or a wolf.

- > What stereotypes have they heard about hyenas?
- > Did you know that hyena scientists say that many of these stereotypes aren't true and they are smart and successful animals?

[Look at this article in National Geographic](#) for the truth about hyenas. If they wish to discuss stereotypes relevant to them, they can, but presenting something neutral can create a safe distance between them personally and the discussion.

Now encourage them to reflect on where stereotypes come from. They may say things such as the media, films, friends and family, everyday phrases and language, etc.

Finish by asking how they feel about stereotypes and stereotyping. How do they make people feel and affect their lives?

Post activity reflection:

You could ask young people to create something to remember what they have learned, such as an alternative news article challenging a common stereotype about hyenas, or something more personal or currently in the media if they want to do so. Ask young people to think about how they can actively help challenge stereotypes in everyday life, from changing their own language to challenging others who use stereotypes.

### **In my community activity (young people 9-18)**

Learners will:

- Reflect on and understand racism in their communities.

Every community is different and is made up of different people. It is important to acknowledge that discrimination and racism might exist in each community. Have a discussion about racism in your local community.

You can hold this walking debate to help explore the topic. Read out the statements below and ask people to walk to one side of the room for agree and another for disagree. Alternatively, you can ask learners to number how far they agree or disagree (1 being don't agree at all and 10 for really agree). Ask them to think about their local community or environment specifically. This could be the town, school, youth club or household they are in.

- > We treat everyone equally
- > We don't value different colours or shades of skin differently\*
- > We use different words to describe different kinds of people
- > Those words might be hurtful to those we are describing
- > We experience lots of different cultures regularly
- > Most people here think different cultures are a good thing

Discuss people's answers as a group. If they answer differently about the same community ask them to share their different perspectives. Remind them to practice active listening when they share.

\*This may spark a conversation around 'Colourism' and 'Anti-Blackness'. These are types of discrimination which may exist across communities. Colourism is where people favour paler skin tones and discriminate against or under-represent darker ones. Anti-Blackness is discrimination against Black people specifically.

Post activity reflection:

Challenge the young people to think about how inclusive and diverse their communities are. Ask them if there is anything they would like to change to make it more inclusive and a happier place to live for everyone. If they have identified something, ask them what they can do to help change it. For example, maybe it is changing the way they describe people.

### **Celebrating similarities and differences activity**

Learners will:

- Think positively about similarities and differences between people.

One way to address race and identity more generally is to celebrate our similarities and differences. Ask everyone to get into small groups and discuss the answers to the following questions:

- > What month is your birthday?

- > Do you like having friends?
- > What is your favourite food?
- > Are you part of a family?
- > What colour is your hair?
- > Do you have a favourite singer or song?
- > What languages do you speak?

You can ask pairs of young people to draw two circles which overlap in the middle with titles “Me” and “You” and “Us” to show the similarities and differences they have. If young people wish to add more similarities or differences that they think are important, encourage them to do so.

Compare all the answers and discuss the following questions with the young people:

- > How many similarities and differences do you have?
- > Is there a ‘right’ or ‘wrong’ answer to these questions?
- > Does it matter if people have the same or different answers? Why?

Post activity reflection:

Ask learners to create a mural about similarities and differences. They could create a rainbow containing all the answers to the above questions, to build a rainbow of diversity or they could create short video clips to make a group video showcasing their differences and similarities.