#YoungAndBlack

Creating safe spaces for young people to discuss racial equality

UK YOUTH

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UK YOUTH

INTRODUCTION

What is #YoungAndBlack?

The murder of George Floyd was a catalytic event for many, and for young people it was yet another blow following years of being ignored. Whether it's Windrush, Grenfell, The Macpherson Report, Stop and Search, the impact of COVID-19, the pain from the challenging lived experiences of ethnic minorities is exhausting. Enough is enough.

In June 2020, UK Youth, alongside My Life My Say, The Diana Awards and activist Jermain Jackman, launched **#YoungAndBlack**. A dynamic campaign which amplifies voices, illuminates experiences and creates safe spaces to connect and share personal stories of growing Black in Britain.

We looked to build a sense of community and encourage a positive shift across society on how we talk about race and embrace both our individual and collective roles to make sustained change. Collectively we called on youth organisations, schools, cross-sector partners, the media and brands to work with us to offer their platforms and create spaces to listen to young Black people as they told their stories.

These voices matter, and to truly bring about change, conversations have to happen. Now is the time to speak up and make a difference.

The aim of this resource is to aid youth workers across the UK, whatever the context they work in, to educate, discuss and act with their communities to challenge anti-Black racism.

We have co-created this using our expertise alongside working with young people and youth workers. Everything within has come from listening and learning. Thank you to our supporters Citi and Oliver Bonas.

One conversation isn't going to address all the thoughts or experiences of all young people. This conversation should be ongoing.

FOR ORGANISATIONS

At UK Youth, alongside launching the campaign, we looked internally at our own practices with regards to racial equity. Alongside other positive changes, as an organisation we began a series of sessions, led by our CEO, giving staff a space to talk about their own lived experiences, we've invested in training and continue to review how we approach recruitment.

Public statements of commitment

Organisations should pledge to embed anti-racist values through a **statement of commitment**. These should be explicit and be more visible than your equity and diversity policies. It is vital that staff, and young people alike can see this commitment and hold the organisation to account. Your statement can outline what anti-racist strategies your organisation is embracing and hopes to continue working towards breaking down the systems and structures that perpetuate racism.

Organisational audit and representation

Many organisations have taken this time to review how representative their organisations are across a whole range of diversities.

Conducting an audit of the staff, volunteers, and trustees can help reflect on who holds power and makes decisions on behalf of your whole organisation and the communities you seek to serve. You could also look at the demographics of your service users compared to the local area to identify gaps in provision.

Knee-jerk reactions to organisational audits can look like hiring a Black youth worker to reach out to Black young people. This approach risks expecting new Black staff to lead organisational change and can be tokenistic. Organisations should not be rushed when taking action. Any internal audit responses should support an ongoing whole organisation approach to opposing racism and meeting the local community's needs.

Training

Increasingly, there is a training need for youth workers to encourage self-reflection and critically think about their personal experiences and perceptions of themselves and others.

There are challenges associated with particular types of training such as Unconscious Bias training. They can be seen as prescribed and tokenistic in nature, or as the answer to racial inequality in the workplace. Activities such as Unconscious Bias training and Active Bystander training serve as a conversation starter for staff and organisations on a journey of improvement in how you understand and engage with diversity and equality issues. These should be delivered in conjunction with inclusive leadership workshops and by creating safe spaces for staff conversation.

Creating different spaces

In conversations with staff, the need for spaces to learn, share and work together on tackling racism and other types of discrimination might arise. There will be lots of different names for and variations of these but here are some different types of spaces that can be found in the workplace:

Safe spaces

This could be a closed or open space guided by the staff you are seeking to support. Safe spaces can be created in response to specific incidents to allow staff to share and support each other.

Learning spaces

A time of guided learning, discussion and reflection that is open to all. Can be used to establish a common language and understanding between staff.

Affinity groups

An affinity group is a group formed around a shared interest or common goal. In this context, a space for those who share certain characteristics or experiences.

For an ongoing formal structure that focuses on equality, diversity, and inclusion, click here to see full guidance on setting up an EDI group.

Culturally sensitive support services for staff

For staff or young people who require additional assistance, you should look to signpost them to culturally sensitivity support services. This could mean referring them to individuals who will have an appreciation of their background and have expertise in supporting people with similar experiences.

FOR YOUTH WORKERS

Introduction

Youth workers play a pivotal role when supporting young people in developing life skills and helping them understand the world around them. The National Youth Work Curriculum launched by NYA in 2020, identifies four Cornerstones of Youth work on which the curriculum is founded. One of these is Equality – "Youth work is for all young people. It respects differences and builds connections between different groups and individuals. It recognises and promotes human rights, social justice **and anti-oppressive practices, supporting and challenging young people to reflect on their understanding of themselves and their behaviour towards others."** [1]

Following the global resurgence of the Black Lives Matter (BLM) movement in summer 2020, youth workers have cited feeling unequipped as a barrier to them approaching conversations with the young people they support around the topic of racial inequality. In the 12 principles of the Youth Work code of ethics held by the Institute for Youth work, number 4 and 12 reference a Youth workers responsibility to evaluate their own principles and how they intersect with their work with young people.

"4. We work in a fair and inclusive way, promoting justice and equality of opportunity, challenging any discriminatory or oppressive behaviour or practice"
"12. We maintain consciousness of our own values, beliefs and interests, are aware when these conflict with those of others, and approach difference respectfully" [2]

To be able to facilitate conversations on racial inequality with youth groups, it's vital for youth workers to understand how the topic of racial inequality relates to them and their individual experiences.

This section provides suggestions of practices, activities and questions youth workers should ask themselves as starting points, before holding conversations with the young people they support.

It is not an exhaustive list and does not guarantee that you will not encounter challenges when approaching this subject because these are, by nature, difficult conversations.

Self-awareness and cultural awareness

To understand your position when it comes to a topic such as racial inequality, you should critically reflect on your individual experiences, background and your own identity.

This can be done through different self-awareness practices. Being more self-aware ensures you are aware of your biases and how your unique experiences impact the way you receive information. This is of most importance when dealing with difficult topics and societal issues that may not directly impact you as severely as it does others.

A degree of sensitivity is required to hold these conversations. We recommend using the following as a starting point before holding conversations around the topics of race and discrimination with young people:

Reflect on frequently used terms

Before asking young people their thoughts on terms related to this subject, first, you should critically consider and independently reflect on what these terms might mean. Having a grasp on the meaning of different terms will aid you when coming to establish common language with young people in the conversations you will facilitate. Later in the resource pack there is a glossary of terms for these sessions.

Read through the terms in the glossary at the end of this document, thinking of how they relate to you and society more widely.

Consider personal identity

Understanding different elements of your identity can inform how you have formulated assumptions or biases based on your experiences. It can also allow you to be aware of the biases you may hold towards the young people you support and the world around you.

Consider the different identity groups you belong to and reflect on how they have shaped your experiences. This includes but is not limited to:

Age, Race, Gender, Sexuality, Socioeconomic status, Religion, Ethnicity etc.

How has your relationship to the different identity groups impacted your day-to-day experiences? Use some of the questions below as prompts:

- *What did I learn about race when growing up?*
- *How does race affect those around me?*
- *Is my race part of my dominant identity group?*
- *Do I share a common privilege of other races?*
- *Do I adapt to other people's race, if so, how often?*
- *How do I approach the subject of race when speaking to others – particularly young people?*

Repeat this activity for the different identity groups you are part of.

Here you should also consider intersectionality
As mentioned above, intersectionality is how the different components of an individual's identity relate to each other. As such, people's interactions and experiences with the world can be based on more than one aspect of their identity.

For example, a 17 year old Black woman may experience racism, ageism and sexism collectively or individually at different times and in different environments.

[1-2] See back page for references

Evaluate comfort level with discussing different topics

Critically reflect on your comfort levels when holding different conversations on issues related to identity.

Ask yourself a series of the following questions:

- *What do I feel comfortable discussing? Why?*
- *What do I not feel comfortable discussing? Why?*
- *Which topics most affect me?*
- *Which topics most affect the young people I support?*
- *Which topics do I need more information on?*

Mitigating your concerns

Upon assessing how comfortable you feel tackling different conversations, you can contemplate different strategies to overcoming and mitigating these feelings.

For each concern or challenge faced, there is a course of action you can take to bring you closer to achieving your goal. There are several examples below, try using the same format for any other concerns that may arise:

I am not a person of colour; therefore, I am not an expert on the subject area

Read up more on the issues you lack confidence in. Show your vulnerability to your youth group. Create a safe space for them and allow them to lead the conversation.

I am afraid of saying the wrong thing

Identify what specifically is causing your fears. Is it lack of information, fear of embarrassment etc.? Create a plan on how to directly tackle them and think about the subject critically. Be open to being challenged by your young people, responding constructively if they do.

I do not know how to be an ally

An ally is committed to creating a more racially equal world through action. Critically reflect individually on your biases and if you partake in any anti-racist practices. Commit to furthering your understanding of allyship and allow yourself to be held accountable by those around you. Refer to the conversation starters around allyship in the next section for more tips.

I am afraid of one of the young people saying something discriminatory

Refer to the section about safe spaces. Your role is not to control what everyone says, the space is to allow young people to speak and be educated through conversation. It is vital to challenge any discriminatory language used, explaining why this can be problematic and offensive. Avoid making the young person feel defensive and instead encourage reflection on the meaning and impact of the words.

All guidance is aimed at increasing self-awareness around racial inequality through critical thinking and reflection, as well as challenging any fears or biases that may exist. Through this, you can also develop greater cultural awareness and understanding of the experiences and differences of those around you. This includes appreciating the systems that disadvantage Black people daily through institutional racism, which we will look at in the next section.

Understanding institutional racism

Some think racism is always visible and obvious, and mostly comes from individuals through physical and verbal abuse and an open contempt for those of a certain ethnic or cultural background. While this is definitely a form of racism, other elements of racism are widespread but harder to spot. In the UK, major institutions operate in ways that discriminate against people from ethnic minorities, including children and young people. This is what you might have heard of as systemic, structural or institutional racism.[3]

Examples of how structural racism can impact on young Black people

School

Compared to the proportion of Black students in schools, there is an underrepresentation of Black teachers.[4]

Black Caribbean students are 3.5 times more likely to be excluded from school compared to students from other backgrounds.[5]

School curriculums do not accurately reflect the racial diversity of modern society.

Racist incidents in schools have increased over the last 10 years.[6]

Socioeconomic conditions

4% of White people were unemployed in 2019, compared with 7% of people from all other ethnic groups combined.[8]

Black, and Bangladeshi and Pakistani people had the highest unemployment rate out of all ethnic groups (8%).[8]

46% of people in families with a Black head of household are in poverty, compared to 19% of people in a family with a White head of household.[7]

Evidence suggests that COVID-19 has had a disproportionate impact on minority ethnic groups, with death rates being higher in those groups compared to White ethnic groups.[9]

Youth justice system

Black people are 10 times more likely to be stopped and searched by police than white people.[10]

Young Black men were stopped and searched by police more than 20,000 times in London during the coronavirus lockdown – the equivalent of more than a quarter of all Black 15- to 24-year-olds in the capital.[11]

Black and minority ethnic people are far more likely to be sent to prison for drug offences than white defendants who have committed similar crimes.[12]

Further examples of structural racism extend beyond what's mentioned above, including a lack of social mobility for young Black people, racism in the workplace and injustices within the immigration policy. There are many reasons for the disparities in experiences for Black people outlined above. These examples are evidence of the deep-rooted systems of racial bias and inequality, culture of discrimination, and lack of racial literacy that exists.

It is of paramount importance to have an appreciation for how single acts of discrimination and universal systems disadvantage Black communities, before starting conversations on racism and inequality with young people. Alongside the self-awareness ideas above, take the time to reflect on on the environment that exists for young Black people today.

Stats can be found here: ethnicity-facts-figures.service.gov.uk/work-pay-and-benefits/ unemployment-and-economic-inactivity/unemployment/latest [13]

[3-13] See back page for references

Anti-racist practices

Diversity and representation in youth work are an overdue essential. Taking an anti-racist stance moves away from acts only geared towards the inclusion of Black people and focuses on developing a meaningful understanding of the socio-political context of Black people in relation to White people. Not being prejudiced is not enough; we should also actively work to dismantle systems of racism through education and action.

The journey to breaking down racist structures as a society requires a lot of work and there are numerous avenues to explore this issue through, below are a few suggestions on how to get started:

Understand that anti-Black racism is a complex dynamic that has a historical, structural, and social context. Differentiate between the different forms of racism and understand how this continues to supress Black people.

Reflect on your individual biases, both conscious and unconscious. It is important to challenge our own biases and the biases of those around us. You must understand the power you hold to reinforce racial hierarchies, even by being unaware.

Act to educate yourself, through reading and conversations. Become an ally by taking on the struggle as your own and amplifying the voices of those subject to discrimination. Recognise your privilege and use that power to further that struggle.

Before holding conversations on anti-racism with young people, we should reflect on where we stand in our journey to endorsing truly anti-racist youth work. Consider the following self-reflections:

💬❓ *What is the difference between not being racist and being anti-racist?*

💬❓ *Why is it important to be anti-racist rather than just not racist?*

💬❓ *How anti-racist is my youth work practice?*

Anti-racism does not mean we are free from errors when addressing racial inequality, but that we make a commitment to oppose racism wherever we see it. As youth workers we have a duty to the young people we serve. Youth work needs to reflect the services we provide and act as a guide for young people, so they feel empowered to combat racism not only in the future, but also in the present.

ENGAGING YOUNG PEOPLE

Introduction

Whichever young people you work with and however you work with them, one of the many roles of a youth worker is to a create a safe space for young people to learn about, understand and question the world around them.

When undertaking a commitment to youth work, you acknowledge your role in making a positive difference to the lives of young people. This is, of course, in numerous ways which are joyous and fun, but equally in ways which aren't always easy.

Some of these conversations might be challenging and uncomfortable. However, this doesn't mean they shouldn't be had. It is a chance to lead change by example, to engage and continue to do so redress the balance.

The focus of this resource is specifically on anti-Black racism but you can expand the focus of your conversations to include racism directed towards other groups and other forms of prejudice.

We understand this resource is going to be used in a variety of contexts and so these are not session plans because they can be prescriptive. Instead, this suggests what you can do before, during and after sessions to ensure they are informed, safe, and productive conversations.

This resource isn't going to make you completely confident, comfortable, and equipped to talk with young people but we hope that it can:

Remind and encourage you of the importance of talking about race and racism with young people of every race. Suggest some ways to and help you think through how you can have open, safe, and productive conversations.

Aid you into having these vital conversations with young people which they may not have elsewhere.

Illustration by Elloise Rosemond for Black LGBTQ+ identity #YAB event

How to prepare and facilitate safe spaces for young people

As a facilitator or someone who is supporting these conversations, along with planning the content and aims, you need to prepare yourself. If you haven't already, please read the second section in this resource about that takes you through some of the things you can do and think through to prepare personally.

Preparing for sessions

Your local context will have shaped the development of the young people's understanding of race and racism and so it will also shape the sessions and conversations you have, take time to find out:

- **The demographics of your local area and nearby cities**
- **Has there been Black Lives Matter or other anti-racist activity in your area recently?**
- **Has there been any organised racist or xenophobic activity in your area recently?**
- **Have the young people, their peers or family been involved in any of the above?**

Anti-Black racism is an ongoing issue globally, so before any sessions, check the global news and social media so you know about current events.

It is important that you are aware of current goings on so your sessions are informed by the reality of ongoing anti-Black racism.

It also means you are better prepared to support young, Black people when anti-Black racism is prolific in the media, wider society or even their local community.

While this is specifically about anti-Black racism, lots of people experience racism or xenophobia so consider all of the young people you work with and what this conversation might bring up for them as well. For your group, it might be appropriate to expand the focus of your conversations to include racism towards other groups and other forms of prejudice. Discuss this with the young people and follow their lead.

Your session might be the first opportunity a young person has to explore race and racism. For White people, living in the UK means being part of the majority. This often means that White people are less likely to have had to think about what Whiteness is, how it impacts them and what it means for those around them.

If you are working in a White majority area, this is even more reason to make sure discussions about race and racial inequality are ongoing, as they might not be happening in other areas of the young people's lives.

50% young Black people believe the biggest barrier is teacher perceptions of them – e.g. being seen as "too aggressive."

YMCA, Young and Black report: The young Black experience of institutional racism in the UK, October 2020

Creating a safe space

Before
- Think about any language you will not accept being used and why.
- Let those attending know you are going to be talking about racism, ahead of time to help everyone, regardless of race, mentally prepare.
- Do not expect any Black young people present to lead the conversation unless you have spoken beforehand and agreed that.
- If some young Black people will attend but will be in the minority, offer to share your plan with them ahead of time so they can be prepared and if they would like to, whether beforehand or during the session, contribute.
- Find people or organisations who can offer culturally competent ongoing support should young people need ongoing support. To read more about what is meant by culturally competent support, see 'For Organisations' section.
- Clearly outline when it is time for listening and when it is time for contributing.

During
- Openly acknowledge who you are, how your race and all the things that make up your identity come to this discussion.
- Challenge any prejudice or offensive language used and importantly, explain why you don't want that language used in the conversation. Explaining the history and significance of language is part of the learning.
- Establish a culture where people can say if they find something offensive, harmful or questionable.
- Model accepting feedback and changing your language or behaviour as you learn.
- Remind your group that no one person can represent the experiences of all people in the same racial or ethnic group.
- If you do not know something, be honest about that. Do the research and come back with an answer later. Encourage the group to do their own research as well.
- If someone challenges your knowledge, be open to that and commit to learning more.
- If the group has questions for each other about personal experiences, support them to ask in a respectful and open way.
- The topics in this are specifically about anti-Black racism, but sadly lots of people experience racism or xenophobia so consider all of the young people you work with and what this conversation might bring up for them as well.
- Expressing disbelief or extreme shock if someone shares a personal experience of racism can give the impression that you don't fully believe their experience.

After
- Offer a way for young people to follow up with you afterwards.
- As you would with any safeguarding or wellbeing concerns, follow up and check in with young people who you think need it.
- If someone shares a negative experience that has taken place within your organisation, follow up privately and ask them how they would like to move forward. Young people keeping their autonomy is paramount but as always, follow your organisations safeguarding procedures.
- Work with young people to develop further conversations or actions.

Informing your conversations

We have worked with young people to define four key topic areas that you need to be aware of research in order to help you to have current and informed conversations. These topics are:

- **Black Lives Matter**
- **The Black British experience**
- **Understanding structural racism**
- **Allyship**

Young people have told us that when teachers or youth workers start conversations without some understanding of the global history and current experiences of Anti-Black racism, the young people themselves have had to speak out in front of whole classes to challenge them to stop incorrect and problematic information being shared.

While we all learn together and from one another, the burden of teaching shouldn't be on the young people we work with and particularly not just on the young Black people. Use the key topics as a starting point for further research.

✊ Black Lives Matter

When over the summer the world was filled with shouts of Black Lives Matter, we were again reminded about the continuing racism Black people face on a day-to-day basis. The term Black Lives Matter was first used and popularised on Twitter in 2013 after a Neighbourhood Watch member was found not guilty of the murder of an unarmed young African American man called Trayvon Martin in Florida in America. Many of the protests we hear about, particularly across America, are in response to the murder of Black people by the police who have used unprovoked excessive force. In 2020 the cases of Breonna Taylor, George Floyd and Rayshard Brooks became internationally known after protests demanding justice and an end to the disproportionate impact of Police brutality on Black communities begun, in response to their deaths at the hands of the Police.

Black Lives Matter is also an organisation that seeks "to bring justice, healing, and freedom to Black people across the globe."

HERE ARE SOME USEFUL VIDEOS:

- ▶ **Black Lives Matter**
  https://youtu.be/Mv3XmmQOOao
- ▶ **These three words: Black Lives Matter**
  https://youtu.be/vQ6Z_237VTs
- ▶ **History of Black Lives Matter** (Contains scenes of violence)
  https://youtu.be/YG8GjlLbbvs
- ▶ **BLM explained for kids on Canadian TV**
  https://youtu.be/js6ERFDsQv4
- ▶ **Interviews at BLM Protests in the UK**
  https://youtu.be/9k2zogxvXYU

🇬🇧 The Black British experience

A lot of our understanding about racism towards Black people as well as historical and current racial inequality comes from the USA. This can lead to unhelpful comparisons and people thinking or saying that since racism isn't "as bad" or prolific in the U.K. as in the USA, and we don't have to make such great changes.

While the aim of this resource isn't to teach Black history, we recognise that without some accurate historical and cultural understanding, it is harder to understand our current situation.
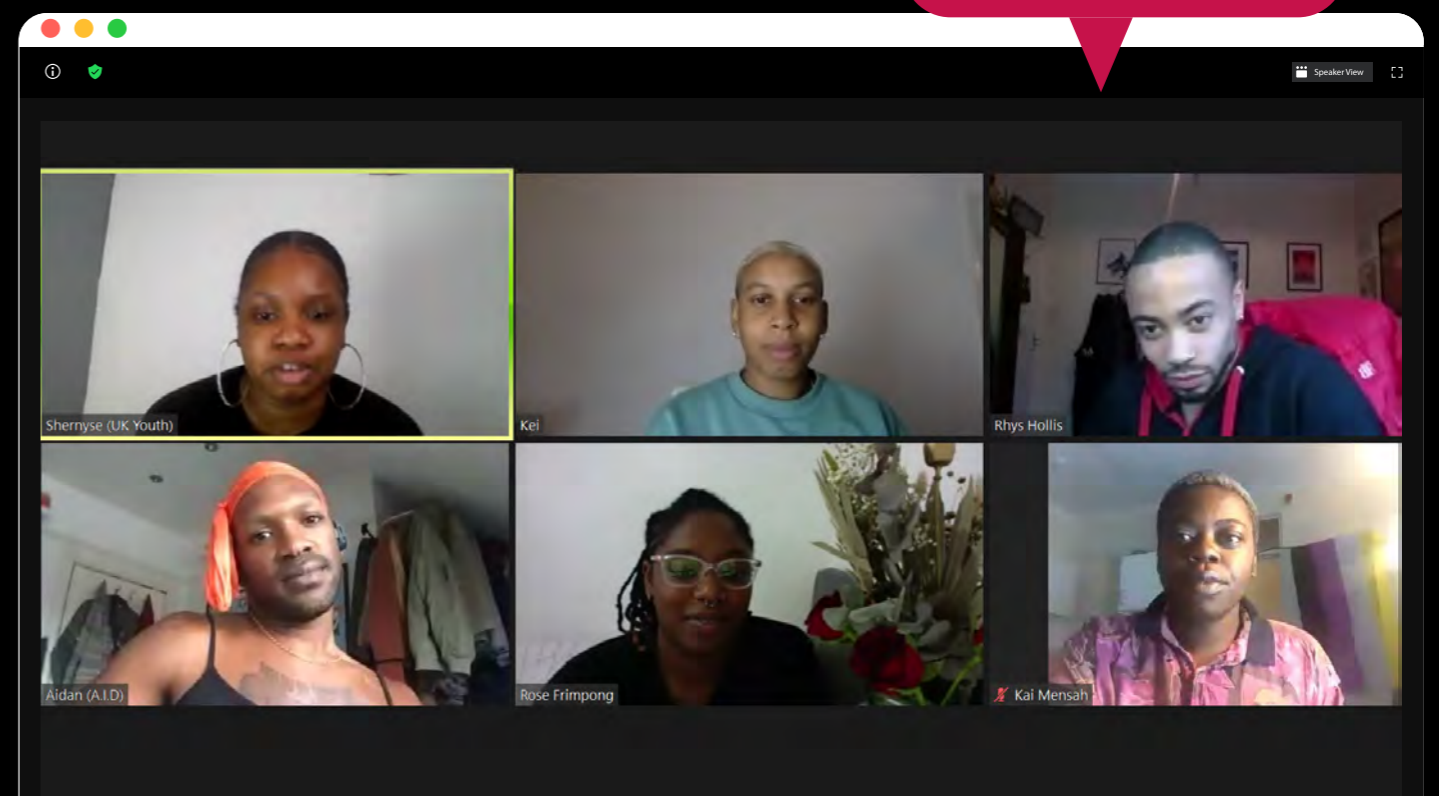
The call for statues across the UK of many once revered historical figures to be removed, gives a small insight to the role the UK had in the Trans-Atlantic slave trade in particular.
Many other statues, plaques and buildings named after historical figures who had an active role in colonisation, the British Empire in India, the Holocaust and the Apartheid regime in South Africa are also being reviewed.

We are mistaken however if we think that all forms of racism in the UK are in the past. Listening to the experiences of Black people from across the UK today, it is clear that the UK is not innocent and that there is more work to do. As part of the #YoungandBlack campaign, young Black people have shared their experiences of growing up Black in Britain.

HERE ARE SOME USEFUL VIDEOS:

- ▶ **#YAB Black female identity within the UK**
  https://youtu.be/5FroumbQHIg
- ▶ **#YAB Black male identity within the UK**
  https://youtu.be/mvADBTnWOLs
- ▶ **#YAB Being Black in Rural spaces**
  https://youtu.be/8qum3zXyiuY
- ▶ **Akala Everyday racism**
  https://youtu.be/uZUvjAJGFkM

Black LGBTQ+ Identity #YAB

Understanding structural racism and the wider issues

As youth workers, you should be aware of how the systems you partake in can uphold certain racist values and systemically disadvantage certain groups of people – even if you do not think of yourselves as explicitly racist.

If we want to be allies and are willing to be anti-racist in our practice, we must first attempt to fully understand the systemic injustices and culture of discrimination that exists. In terms of young people, you should consider the following structures:

- **The education system and national curriculum**
- **The welfare systems**
- **Employability schemes and programmes**
- **The way society engages with young people after they leave education or those who are NEET or at risk of becoming NEET**

HERE ARE SOME USEFUL VIDEOS:

- **Buzzfeed We asked people and Racism and White Privilege**
  https://youtu.be/0eIJaShPzco
- **White privilege from The School that tried to end racism**
  https://youtu.be/1I3wJ7pJUjg
- **Original two steps forward**
  https://youtu.be/4K5fbQ1-zps
- **The School that tried to end Racism**
  https://www.channel4.com/programmes/the-school-that-tried-to-end-racism
- **YAB Being Black in the Workplace**
  https://youtu.be/_f5Yoeb5gPU
- **YAB Being Black in the workplace**
  https://youtu.be/t6I0cF5lsH4

Being Black in rural spaces #YAB
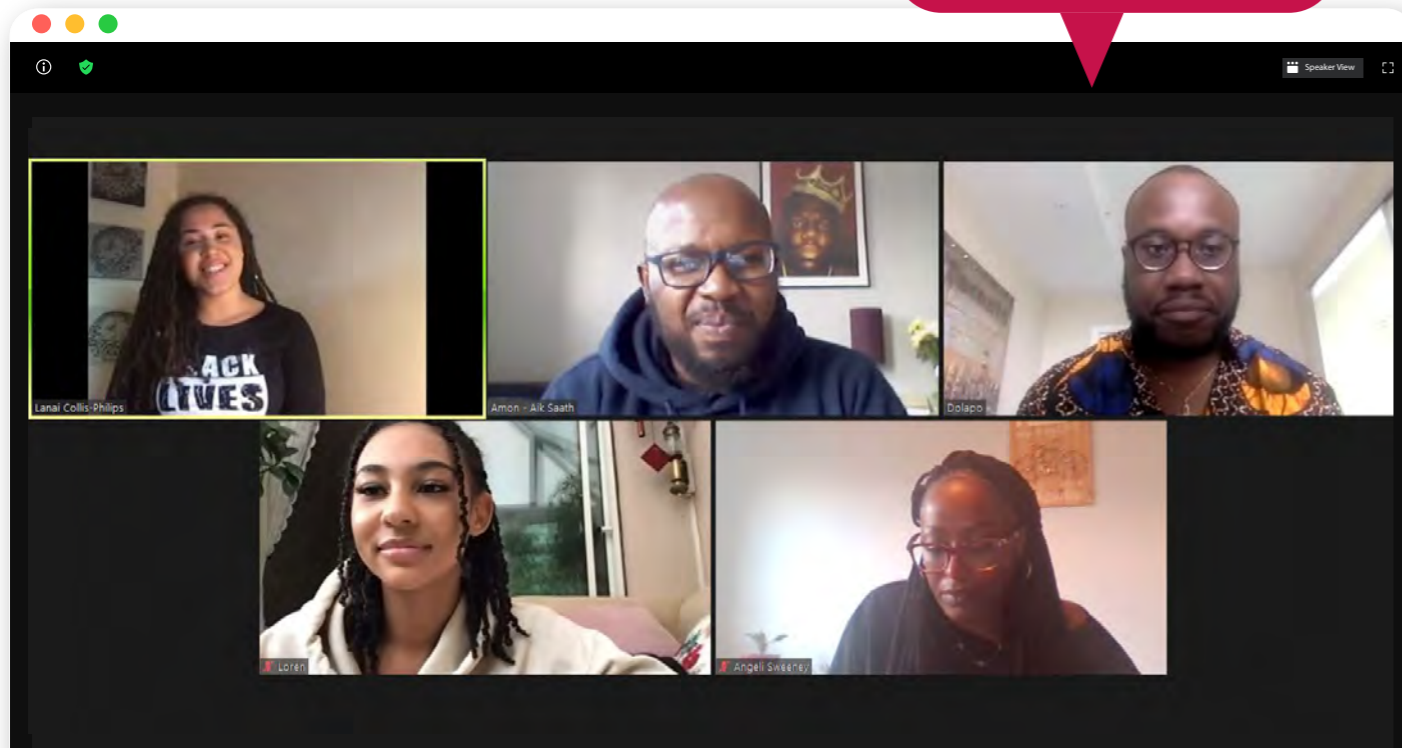

Allyship

While it is so important for these conversations to happen so everyone can better understand anti-black racism, they should lead to action. An ally is not just something people can call themselves; it is about committing to consistent learning and action that take us towards a more racially equal world. Without these things, the term is empty.

To become an ally, everyone must accept that they have bias that needs to be challenged and issues where they lack understanding or experience to learn about. Establishing a culture of giving feedback and letting people know when they have caused offence or hurt in a protected space, can help young people be open to the continued learning and self-reflection required of allies. As young people learn more about current racial injustices, share examples of the ways others are already taking action, find ways to join in with local anti-racism activism and encourage them to lead the way to a society without racial injustice.

HERE ARE SOME USEFUL VIDEOS:

- **How to be an ally to Black Lives Matter**
  https://youtu.be/V3dFWOo35JE (British video)
- **What it means to be an ally to Black people**
  https://youtu.be/QJGWorpHr-M

Misplacement of Black people in education #YAB
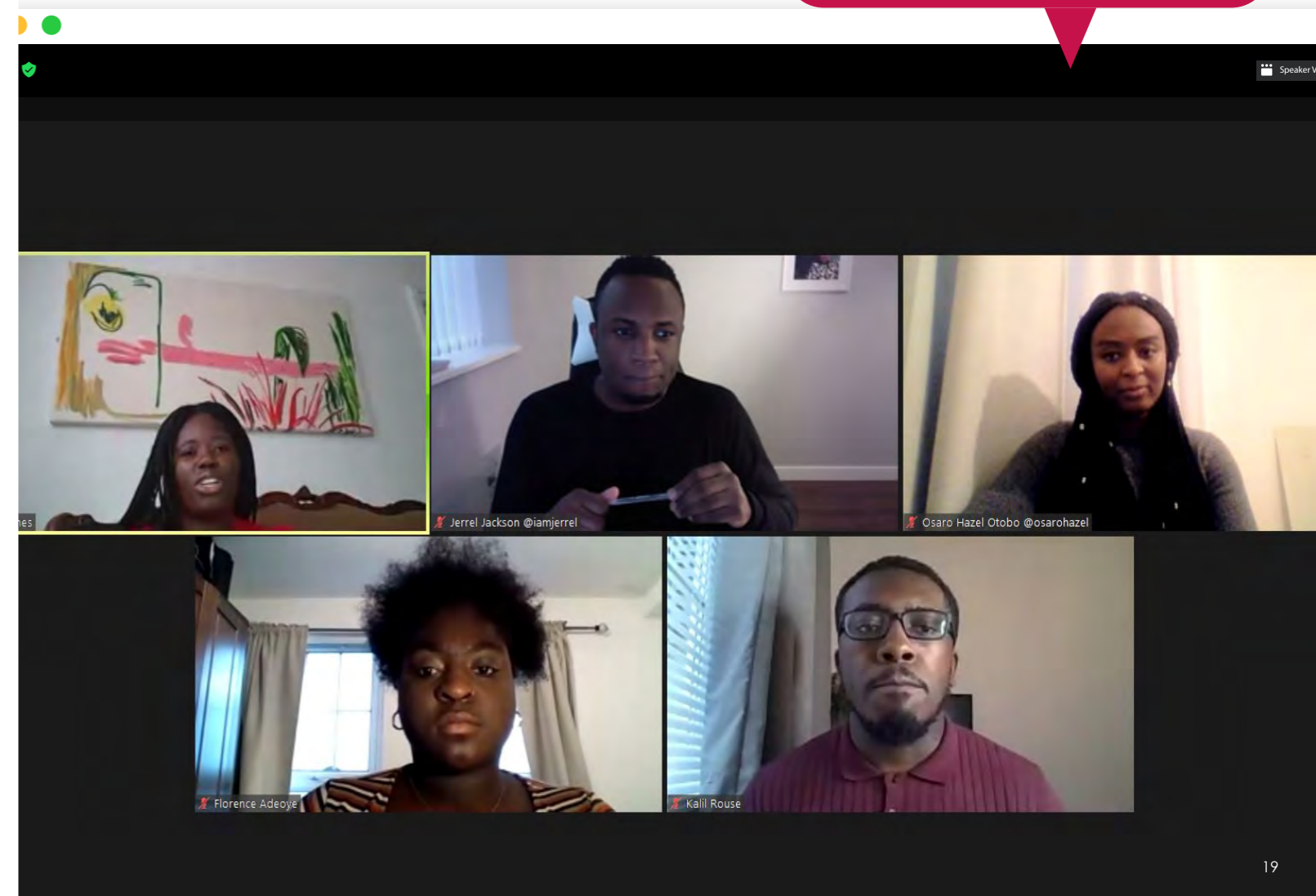
GLOSSARY

As well as establishing common language, understanding frequently used terms is important to make sure the group can have a fully informed conversation. Below, we have defined some words that you might find useful and are in the conversation starters.

ALLY: An ally is someone who is not a member of an underrepresented group but who takes action to support that group. In this case, we are talking about being an ally to Black people in the fight against anti-Black racism.

BIAS: Prejudice in favour of or against one thing, person, or group compared with another, usually in a way considered to be unfair. Unconscious or implicit bias refers to biases that we carry without awareness.

BAME: Used as a shorthand for Black Asian and Minority Ethnic people. This term is disliked by some people as it groups people of many different racial, ethnic and cultural backgrounds and experiences into one group and ignores the wide range of differences between them.

DECOLONISATION and decolonising the curriculum: Britain used to have a lot of 'colonies' - other countries under its control. It was in charge of them during different periods in history. For example, in the 17th and 18th centuries, Britain ruled over parts of North America, and in the 19th century most of India and large parts of Africa were British colonies.

When people say 'decolonising the curriculum', this refers to questioning whose viewpoint the information we are being taught is coming from. It is common knowledge that many history lessons are currently a version written from a colonial point of view.

At present, the British curriculum can limit the expectations and aspirations of Black students.

IDENTITY: The set of visible and invisible characteristics we use to categorise and define ourselves and those around us (e.g., gender, race, age, religion, ethnicity, socioeconomic status, language, marital/family status, ability, sexual orientation, etc.). Identity shapes our experience by influencing the ways we see ourselves and the ways others see us.

INTERSECTIONALITY: Understanding how the different parts of a person's identity such as their race, gender, social class, disability, location come together and mean that everyone has a unique experience of the world.

INSTITUTIONAL RACISM: The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people (Macpherson report, 1999)*

EMOTIONAL LABOUR: The expectation that Black people should educate non-Black people about racism. This comes when non-Black people don't use their own agency and take responsibility to learn for themselves. This is not to be confused with the need to listen to Black folks about their experiences but is particularly when Black folks are sharing and teaching to the detriment of their own wellbeing.

MICROAGGRESSIONS: Insults that could take the form of questions, comments, even supposed compliments or actions that are rooted in assumptions and stereotypes. They can be conscious or unconscious.

PREJUDICE: Preconceived judgment or opinion, an adverse opinion or learning formed without just grounds or before sufficient knowledge

PRIVILEGE: In this context, we often hear of White privilege.

WHITE PRIVILEGE: This doesn't mean that White people all have an easy life, but it does mean that the colour of their skin isn't something that makes life harder.

RACISM: Prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that one's own race is superior.

ANTI-BLACK RACISM: Racism that is specifically directed towards people who are Black and their culture.

REPRESENTATION: This can mean what images and stories we see, or don't see, in the media. When there is a lack of diverse representation, it is easier for stereotypes to develop as there isn't a nuanced depiction of Black people to challenge them. Representation goes beyond the media to all parts of life. If there is just one type of person in positions of power and making decisions, those decisions are going to exclude others.

SYSTEMIC RACISM: Similar terms include institutional racism, structural racism
This is not racism that individual people choose to practise, it means even if there were no racist people in a process, Black people would still be disadvantaged because of historical structures.

WHITE FRAGILITY: Discomfort and defensiveness on the part of a white person when confronted by information about racial inequality and injustice.

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