

**WE ALL HAVE  
THE POWER TO  
MAKE A  
DIFFERENCE**

## INTRODUCTION

Racism is not confined to the USA. In the UK, black people are more than nine times as likely to be stopped and searched by police as white people and more than five times as likely to have force used against them. Black children are three times more likely to be permanently excluded from school.

This resource briefly covers some of the key issues in the news recently with links to further resources to support conversations and learning. The resources are not set out by age, so teachers, parents and carers should review them first to ensure that the language and content are appropriate to the age of the young person/people they are supporting.



[1] <https://metro.co.uk/2020/06/05/black-lives-matter-activists-across-uk-take-knee-poignant-peaceful-protest-12810862/>

[1] A young woman taking part in the protest for Black Lives Matter in Trafalgar Square, London, June 2020.

# ABOUT BLACK LIVES MATTER

## WHAT DOES 'BLACK LIVES MATTER' MEAN?

Black Lives Matter started in America in 2013 as an online campaign against the unequal treatment of black people, in particular by the police and the courts. Since it first started, it has grown to become a global movement of people protesting for change.

Sometimes people respond to the campaign by saying 'All Lives Matter' thinking they are doing a good thing by grouping everyone together and treating them equally. But this is controversial because the phrase is also used as a way of denying the longstanding and racially specific inequalities that black people often experience. Black Lives Matter doesn't discount the importance of other lives, but sends an important message about the discrimination that black people often face.

In 2015, then-President of the USA, Barack Obama, said "I think that the reason that the organizers used the phrase Black Lives Matter was not because they were suggesting that no one else's lives matter ...rather what they were suggesting was there is a specific problem that is happening in the African-American community that's not happening in other communities."

The meaning of Black Lives Matter is explained neatly on the placard held by 6-year-old Armani in Tennessee, pictured on the right.

Taking a knee' at demonstrations and protests has become a common way for people show support for the Black Lives Matter campaign. This started in 2016, when American Football quarterback Colin Kaepernick knelt on one knee rather than stand during the US national anthem to protest against police brutality and racism.



6-year-old protester Armani in Tennessee.

# ABOUT BLACK LIVES MATTER

---

## FIND OUT MORE

- ['Just the beginning': voices from the Black Lives Matter protest in London](#) - in this 2 minute video people at the London protest explain why change is important to them.
- [6 Reasons 'All Lives Matter' Doesn't Work—in Terms Simple Enough for a Child](#) - this article on the parents.com website is designed to explain the difference between 'Black Lives Matter' and 'All Lives Matter' to children and young people.
- [Blog: If you say 'all lives matter', I say this...](#) This blog by ITV News reporter Gary Burgess explains why 'Black Lives Matter' is used rather than 'all lives matter'.
- [What Black Lives Mater Means \(and why it's problematic to say 'All Lives Matter'\)](#) - This article in Good Housekeeping explains how the Black Lives Matter movement started and remains important.
- [Black Lives Matter: Where does 'taking a knee' come from?](#) This article on the BCC website explains the origins of 'taking a knee'.

## REFLECT

- How helpful do you think it is to distinguish black lives in the phrase 'Black Lives Matter' and why?
- Why do you think some people might feel uncomfortable with the phrase 'Black Lives Matter' and the protests?

# ABOUT WHITE PRIVILEGE

## WHAT IS WHITE PRIVILEGE?

White privilege doesn't mean your life hasn't been hard, it means that your skin colour isn't one of the things that makes it harder. White privilege is about the racial bias in our society. It is the unseen, unconscious advantages that a person experiences due to their race.

It includes simple things like:

- Being able to turn on the television and see people of your race widely represented.
- Being able to buy a plaster that matches your skin colour
- Being able to go into a hairdresser and find someone who can do your hair.

But it also includes some very significant things like being able to move through life without being racially profiled or unfairly stereotyped.

This picture on the right hand side was taken on 29th May 2020, at 6th and Jefferson in Louisville KY. This is a line of white women forming a human barrier to protect black protesters from the police. This is white women using their white privilege to support the progress of Black people in the USA.



White women form a line to protect black protesters in Louisville Kentucky, May 2019.



## ABOUT WHITE PRIVILEGE

### FIND OUT MORE

- [Understanding how privilege works](#) – This powerful video (3 minutes) shows how many people who appear successful in life have not had to run the same race as others. It shows how different forms of disadvantage make it more challenging for people to succeed.
- [The Truth about Racism in the UK](#) – This article describes how the experience of black and Asian people in Britain, including celebrities, is different from white people.
- [What is white privilege, really?](#) – This article explains the term in detail. The website (Teaching Tolerance) includes lots of further teaching and other resources.

### REFLECT

Use the '[White Privilege Checklist](#)' to reflect on your own experience and the experiences of others.

[Watch this video](#) (1 minute), where teacher Jane Elliott challenges an audience.

- Why do you think people who are aware of racism don't always challenge it?
- What do you think you can do as an individual to tackle racism and white privilege?

# THE IMPORTANCE OF STATUES

## WHY ARE STATUES BEING TARGETED?

Some of the statues in the UK are considered to be controversial because of the actions, beliefs or views held by the figures when they were alive. The statue (and person) might not have been seen as controversial when it was put up, but public attitudes can change over time

An example of this is Edward Colston, in Bristol. He was a slave trader in the 17th century. He used some of his wealth from the slave trade to fund charities and good causes.

Students in Oxford have been protesting for over 5 years that the statue of Cecil Rhodes should be taken down because of the part he played in the colonisation of Africa. There are several modern examples of statues being taken down as a sign of rejecting the person's actions or what they or the statue represents. For example, in Iraq in 2010, a towering statue of former dictator Saddam Hussein was pulled to the ground in a symbolic act against the dictator's oppressive regime.

Professor Lea Ypi has written how removing statues can mean that we don't make the changes that are really needed.

*In Albania, toppling the statues has only served to give the illusion of freedom, to clean up the mess only on the surface. Statues were removed, schools and roads were renamed, Marxist books were burned. The elimination of cultural markers buried the responsibilities of hundreds of thousands of citizens on whose complicity a system relied to survive.* - Professor Lea Ypi



Statue of Saddam Hussein is toppled by protesters and US troops in Iraq, April 2003.

# THE IMPORTANCE OF STATUES



Statue of Edward Colston in Bristol before it was taken down by protesters.

## FIND OUT MORE

- [Edward Colston: Why are people arguing about statues?](#) - This BBC Newsround article summarises who Edward Colston was and reviews why we have statues and why some are controversial and explores whether they should be removed.
- [Statue wars](#) - This article by famous classicist Mary Beard explores what the purpose of statues is and what that means for whether they should be removed..
- [By tearing down our statues, Albanians stopped learning from the past](#) - This article in The Guardian

## REFLECT

- Do you think that we should remove some statues? If so, how can we decide who?
- Do you think that removing statues will make a difference?
- What is the most important change we need to make if we want to become more fair as a society?

# LET'S MAKE A DIFFERENCE

## 1. EDUCATE YOURSELF

- Read and listen to wide variety of voices.
- [gal-dem.com](http://gal-dem.com) is an online and print publication committed to sharing perspectives from women and non-binary people of colour that has lots of different articles about current events. It has recently asked What does black British activism look like in 2020?
- Listen to the [aboutrace podcast](#) by Reni Eddo-Lodge, the author behind the bestselling Why I'm No Longer Talking to White People About Race.

## 2. SUPPORT THOSE WHO ARE WORKING TO MAKE A DIFFERENCE

The charities making the most difference in their local communities are often too small to appear on the radar of major funders. These charities support employment, education, health and other issues that enable people to live well. Perhaps you could fundraise to support one? Get some ideas, hints and tips from [our fundraising resources](#).

If you're feeling ambitious, you could even start your own project to make a difference. Get some ideas about how to do it from our [Social Action Toolkit](#).



Students attending a schools day at Blueprint for All

## LET'S MAKE A DIFFERENCE

### 3. SPEAK UP

Speak up when you see behaviour that excludes or disrespects people because they are from black or minority ethnic backgrounds. Speak up when you notice that the way a particular system or process works has the effect of excluding or disadvantaging people because of their race.

If it happens at school? Speak to your head of pastoral care. If it happens in your community? Write to your MP. If it happens in your family or social networks? Challenge them.

[The Building Allies website has some great advice on how to think about and have these conversations.](#)

While the desire to raise awareness is great, sharing images or videos of violence, whether by the police or others, and whether in the UK or elsewhere, can be upsetting and is not needed. Instead, share memorial images or artwork, or informative posts you find about the situation.

Help us build momentum for change by letting others know what you are doing to make a difference. If you post on social media, use the hashtag #ChallengeAccepted and tag us in: on Twitter: @BlueprintForAll Instagram: @blueprint\_for\_all



Pragga Saha and Ayshah Begu speaking at the Stephen Lawrence Memorial Lecture, September 2019.

## FURTHER RESOURCES

---

- BBC Newsround – George Floyd: [Why are there huge protests in the US and around the world?](#)
- <https://www.blueprintforall.org/> - Our website has an extensive range of detailed teaching resources broken down by age group:
  - [Early Years and Key Stage 1](#)
  - [Key Stage 2](#)
  - [Key Stage 3 and Key Stage 4](#)
  - [Key Stage 5](#)
- There are also lots of excellent resources on <https://blacklivesmatters.carrd.co/#educate> that can be used for teaching or shared with students.
- Here is a thread on twitter of resources for young black people's mental health which may be a useful starting point: <https://twitter.com/mayarichardsun/status/1265676677549559809>
- Here is an Instagram post with self-care tips for black people feeling overwhelmed by the media: [https://www.instagram.com/p/CA2WA2QgIZn/?utm\\_source=ig\\_web\\_copy\\_link](https://www.instagram.com/p/CA2WA2QgIZn/?utm_source=ig_web_copy_link)