We all have the power to make a difference.
Introduction

One year on from the tragic death of George Floyd and the Black Lives Matter protests of 2020, racism is still present in the UK. While many changes have been made, there is still more that needs to be done.

Our research, Life Chances launched in May 2021, shows that young people from disadvantaged backgrounds are twice as likely to consider dropping out of higher education this year, than their non-disadvantaged counterparts.

However, we all have the power to make a difference and create a fairer society for all.

How to use this resource

This e-book briefly covers some of the key issues that have been raised in the past year, 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.
Privilege

What is privilege?

Privilege is the unseen, unconscious advantages that a person experiences in their life.

White privilege is about the racial bias in our society, but there are many forms of privilege.

While we have all been affected by the Covid-19 pandemic, it has disproportionately affected those from disadvantaged backgrounds.

Simple things many of us take for granted can be considered a privilege, such as:

- Access to wifi and a computer to do your schoolwork
- Having space to be able to self-isolate safely
- Being able to move back into a family home from University during lockdown
- Private space and the technology to be able to participate in a Zoom interview

Privilege also includes significant things like being able to move through life without being racially profiled or unfairly stereotyped.

Up to 80% of those who joined the Black Lives Matter protests in 2020 were white.

This is an example of people using their privilege to act as an ally to benefit others.
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.

Watch now

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.

Read it here

What is white privilege, really?

This article explains the term in detail. The website (Teaching Tolerance) includes lots of further teaching and other resources.

Check it out

How can I be an ally?

This article outlines how you can use your privilege to be an ally to marginalised communities.

Read here

Discover more about what an ally is and how you can become one here:

Building Allies – An educational and training organisation that focuses on turning privilege into change.

4 ways to be an ally in the fight against racism – This World Economic Forum article highlights ways in which you can be anti-racist.
Reflect

• The Implicit Association Test (IAT)
  By becoming aware of your own individual biases, you can better manage them. This is a free tool that measures your unconscious attitudes and beliefs. By taking the test, you will also be contributing to global research.

• Watch this video (only 1 minute)
  Teacher Jane Elliott challenges an audience. Why do you think people who are aware of racism don’t always challenge it?

• White Privilege Checklist
  Use this checklist to reflect on your own experience and the experiences of others.
What is the race report?
The UK government commissioned a report into race disparities after the Black Lives Matter protests in 2020. This report, designed to investigate the state of race relations in the UK, launched in March 2021. You can read the full report here.

The report suggested that while racism is a “real force in the UK”, other factors such as the ones below have more significant impact on the life chances than the existence of racism:

- Culture
- Religion
- Geography
- Socio-economic background
- Family influence

According to the report, these factors have more impact on life chances than the existence of racism.

In its recommendations, the report called for the term BAME (black, Asian and minority ethnic) to be dropped saying it was “imprecise and often misleading”.

It is widely accepted that the report should not be used as an excuse to stop questioning racism of any kind.
Find out more

Race Report - what are the key points?
This BBC News article synthesises the 258-page report’s key findings.

What is institutional racism and why is it being talked about?
This BBC Newsround article explains what racism is and outlines the findings of the report.

UN Rights experts condemn the report
United Nations experts suggested the report’s conclusions could ‘fuel racism’

Reflect

• What can you do to be actively anti-racist?
• What do you think about the term BAME? Should we stop using it?
• Do you think race is intrinsically linked with the other issues mentioned in the report: religion, socio-economic background, and culture?
• Do you think institutional racism still exists in the UK? If so, what can be done to tackle it?
Some statues in the UK are considered controversial because of the actions, beliefs or views held by the figures when they were alive.

An example of this is Edward Colston, a 17th century slave trader from Bristol who used some of his wealth from the slave trade to fund good causes. His statue was removed by anti-racist protestors in 2020 and was temporarily replaced with a statue of protestor Jen Reid by artist Marc Quinn. The plinth currently stands empty.

Change is happening nationally, with institutions, heritage sites, schools and local authorities beginning to consider how they tell their history to affect their present and future.

There are different approaches, while some think we should remove public links to controversial historic figures, Professor Lea Ypi has written how removing statues can mean that we don’t make societal changes that are really needed.
Find out more

Discover how different organisations are tackling the issue of historic statues, buildings, and road names today.

**National Trust**
This report into colonialism and historic slavery, acknowledges the history of National Trust properties. They have updated their resources and communications to better reflect their diverse past.

**Liverpool's links to the slave trade**
Liverpool City Council has reflected on its historic ties to the slave trade, and agreed some streets and meeting places will be renamed or receive plaques giving context to their past. After a campaign by students, Liverpool University are in a democratic process of renaming the Gladstone Halls of Residence.

**Harewood House**
This stately home in Yorkshire was funded by money made from Caribbean sugar plantations. The current Earl has undertaken several projects over the past 25 years to uncover its history, educate communities and fund diverse arts and culture initiatives. They are launching an Open History programme in 2021 to reveal the estate’s past and combat racism today.

**Rugby School**
The prestigious Rugby School has committed to reviewing its curriculum and communications to better reflect diverse communities.

**Statue Wars**
This article by famous classicist Mary Beard, explores what the purpose of a statue is and what that means in terms of whether they should be removed.

**By tearing down our statues, Albanians stopped learning from the past**
This article in The Guardian explains how removing historic symbols, like statues, can give a false impression of change.

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**Reflect**

- Do you think that removing statues will make a difference? Will we eradicate our history by doing so?
- Do you think changing building names is the right approach? How should we go about renaming them?
- What is the most important change we need to make, if we want to become fairer as a society?
LET'S MAKE A DIFFERENCE
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TAKE A
ENCE
1. Educate yourself

Read and listen to a wide variety of voices. You can find some examples of how to diversify your social feed [here](#).

**Listen to the about race podcast** by Reni Eddo-Lodge

the author behind the bestselling book *Why I’m No Longer Talking to White People About Race*.

**gal-dem.com**

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?

Here are some books about racism the team at Blueprint for All have read and recommend.

If you’re searching for diverse children’s books, explore these Instagram accounts: @Formy_Books @MulticulturalKidsBooks

Blueprint for All have created a range of resources to help people understand how they can make a positive impact on society.

Explore how you can #CreateChange [here](#)
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.

*Discover some incredible small charities and community support groups on our website.*

Perhaps you could fundraise to support one?

Get some ideas, hints and tips from our fundraising resources.

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.
Further Resources

BBC Newsround - George Floyd: Why are there huge protests in the US and around the world.

Black Lives Matter Website.
There are also lots of excellent resources on the Black Lives Matter website that can be used for teaching or shared with students.

Twitter thread on resources for young black people’s mental health.

Self-care tips for black people feeling overwhelmed by the media.
Blueprint for All run programmes for disadvantaged young people aged 13–30.

If you would like to access career resources, or find out more about our programmes for your school, higher education institution or employer, please get in touch: programmes@blueprintforall.org