



Racism Awareness Challenge Badge

This is a badge for all sections/ages, to be done individually, with your child or as a unit. Its aim is to help you learn about racism and inspire you to take a stand against it.

Funds from this badge will be donated to:

Color of Change
The Black Curriculum
Southall Black Sisters

(Note: this is subject to change, based on where funds are most needed at time of donating.)

Badges cost £1.50 plus postage. To order, please see the form at the end of this pack.



How to do this badge

Step 1: Educate! Educate yourself, or together with your child or unit on racism. There is a list of activities in this pack: you should do one activity from part A and one or more from part B. I would recommend spending about 3 hours in total on this section. The list is suggestions but if there's something else you particularly want to look into then go ahead! If possible, try to make sure you cover a range of areas, like historical racism and racism today, different countries, different races etc.

Step 2: Create! Create something. This could be to share what you've learned, to show people how to combat racism, to share how you feel about racism, or whatever you feel is most important. You only need to make one thing but you could do more, and I've given a list of different ideas to help you out.

Step 3: Act! Now that you have a better understanding of racism today, use your knowledge to take action against it. I have given some ideas for ways to do this. Again, you only have to do one to complete the badge, but the more you do the better! (If for your own safety you are unable to act in any way then do not do so - you can complete the badge regardless - but try to do something if possible.)

A note about language

In this badge I have used the terms 'people of colour' and BAME (Black, Asian and Minority Ethnic) to refer to people who are not white. 'People of colour' can also be abbreviated to POC and the 'people' can be replaced with a specific group, such as 'women of colour' or 'students of colour'. Note that while these terms are useful for talking about wide-ranging racial issues, different races are affected by racism differently. If you are talking about something specific to one group, use that term rather than people of colour/BAME; for example, when talking about slavery, this only happened to black Africans, so don't say people of colour here.

Getting language right can be confusing and difficult. There is the added complication that some individuals may not like the terms that others do, to which there isn't an easy solution. If you get it wrong and someone corrects you, apologise but try not to feel guilty: it happens. If you are at all worried, I would recommend doing some research of your own (which you can definitely count towards the Educate! section).

A note about this badge

Completing this badge is part of your journey to being anti-racist, and that doesn't stop when you obtain this badge. It should not be treated as an accomplishment but rather an acknowledgement that you are committed to always learn and be proactive in combating racism. You can make kids understand this by explaining that this badge is not an award, but a promise to themselves that they'll continue to learn about racism. Point out to them that while doing these activities puts them on the right path, it won't stop them completely from making a mistake, so it is important they learn as much as they can about racism and know what to do when they mess up.



Guidance for Leaders (and Parents)

These tasks are primarily geared towards individuals and older children, so I have included some suggestions of ways to do these activities with a unit. Another idea would be to incorporate the 'Create!' section into your 'Educate!', so your Guides/children make something as they learn.

Racism is a difficult thing to talk about. This shouldn't be a reason to avoid the subject altogether, but it should still be treated with caution. Below I have identified some of the potential issues you may need to think about when doing the badge, so you can be aware of these problems before they arise.

- Try not to think of this as 'teaching' your unit but as learning together. We can all challenge ourselves and learn more!
- If your unit is made up of only children of the same race, especially if all of them are white, remember that your perspective is going to be limited. To combat this, try and do some activities that give another perspective, like reading something by or watching an interview with a person of colour.
- If your unit contains children from different races, remember that some of the ideas discussed here may be far more upsetting for people who have experienced racism than those who have not. Exercise caution and sensitivity, and avoid putting children through discussions that may be traumatic for them. If someone is getting upset, just stop doing the activity.
- If your unit contains children from different races, don't single out children of colour. If they wish to give an account of their personal experiences don't shut them down, but to ask them directly identifies them as different and may make them uncomfortable.
- It is very possible some of the children or adults in your unit may hold racist opinions (regardless of their race). Make sure this badge doesn't become a space for airing those beliefs. If someone starts saying racist things, stop them, and have a conversation about it.



Educate!

Part A: Introduction to race and racism

- Run a race or play a running game but have kids with certain features (brown hair, brown eyes, freckles) take a step back, have to walk instead of run etc. Talk about how it made them feel or how it's unfair. Then explain how this links to racism and white privilege, and discuss what you could do differently (in the game and real life).
 - You may also want to use this video as a starting point for discussion, or use the version they do: <https://www.youtube.com/watch?v=1I3wJ7pJUjg> (check out <https://projecthumanities.asu.edu/content/white-privilege-checklist> to use as potential prompts).
- Use the 'What is racism?' game on page 6.
- Choose five words related to race and racism that you are unfamiliar with. Write them down on a sheet of paper. In a different colour, write what you think they mean or what you already know about them. Then look up their proper definitions and write these down in another colour. Finally, think about how these concepts impact *your* life and write about this in a fourth colour. Possible words: race, ethnicity, mixed-race, racism, prejudice, structural racism, racial equity, white privilege, microaggressions, unconscious bias, colourism, diversity.

Part B: Exploring racism

- Read a book, watch a documentary, listen to a podcast etc to learn about racism.
- Learn about stereotypes of a specific (non-white) racial, cultural or ethnic group and explore how they have been depicted in the media you consume. Are they good or bad? How could they be improved?
- Use role-playing to explore how you could change people's minds about racism, or stop people saying racist things.
 - Take a look at <https://wwhatsup.wordpress.com/scenarios-for-role-plays/> and the resources on <https://www.theredcard.org/> for ideas.
 - Use the statements in the 'Apologising for Racism' activity on page 9 of this pack to practise calling someone out for being racist, and responding to it.
- Do the 'Apologising for Racism' activity on page 9 of this pack, to learn how to respond if you accidentally say or do something racist.
- Use the Racial Slurs activity on page 11 of this pack.
- Learn about the Black Lives Matter movement. Understand why the phrase 'all lives matter' is not helpful, and the place of Black Lives Matter in your community. (Content warning: this will involve discussions of police brutality).
- Learn about a person of colour who you consider a role model, or research an anti-racist movement, campaign, or activist. This could be from history or today.
 - Get each person in the unit to pick one person (or split them into pairs/groups) and share what they learned in your next meeting.
 - Give each six/patrol in your unit a print-out with information about a BAME role model or anti-racist campaign and get them to perform a sketch or create a poster/collage about them.
- Watch an interview with a person of colour talking about their experiences with racism.



- Contact an anti-racism campaigner or successful person of colour to ask them about the things they've achieved and the challenges they've faced. Remember to be polite and that people may not want to talk about their experiences with racism, so don't make them.
 - Ask them to come in and speak to your unit.
- Look into the issues facing a particular indigenous group today and the history that has led to this. If possible, try to choose a group from your country or local area.
- Choose an area of history and compare what life was like for white people and people of colour at that time.
- Learn about the slave trade. Consider the impact your country or even your local area may have had on it.
- Research redlining and understand the impact it has had on the USA today.
- Research another area of BAME history in your country.
- Learn about the Stonewall riots and the figures involved in it (many of whom were people of colour). Think about and research how being LGBT+ as well as being a person of colour affects people.
- Learn about some of the specific issues affecting women of colour (noting that these are different for women of different races). For example, look up the term 'misogynoir'.

Create!

- Create a poster.
- Create a piece of digital art.
- Create a piece of art.
- Create a piece of music.
- Write a poem.
- Write a blog post.
- Write an essay.
- Write a story.
- Write a speech.
- Produce a video.
- Draw a cartoon.
- Give a presentation.
- Make a collage.
- Design a character who battles racism or defies stereotypes.

Act!

- Share your creation on social media, or in a public place.
- Sign 10 or more petitions and (if possible) share them on social media.
- If it is safe and possible for you to do so, attend a protest or demonstration.
- Write to your local government representative to ask them to support an anti-racism cause. For example, British Guides can write to their MPs to ask for a more diverse school curriculum, or to stop the sale of tear gas and rubber bullets to the US.
- Donate money to a group fighting racism.
- Talk to someone you know about racism or the things you've learned, to pass on your knowledge or to challenge their beliefs.
- Make changes to a group you belong to make it more diverse, more equal, or a more welcoming place for people of colour.



What is racism? activity

Print out and cut up the following cards, and then sort them into whether they are racist or not. OR Call out each of these examples one-by-one and have your unit run to a different side depending on whether they think it's racist, not racist, or they aren't sure. I have included answers and explanations of why these answers hold.

Before doing the activity, you may want to reassure your unit that if they get some of these wrong or have said them before this does not make them bad people. We all make mistakes and misunderstand things, the important thing is to realise this so we can do better next time.

1. Calling someone black.	2. Thinking all Asians are good at maths.
3. Asking a brown-skinned person "but where are you really from?".	4. Paying a Hispanic person less money than a white person for doing the same job.
5. Thinking that black people should not marry white people.	6. Saying "all Native Americans look the same".
7. Calling someone white.	8. Using slurs about someone's race.
9. Bullying someone because of their race.	10. Saying "I don't see colour".
11. Touching a black person's hair (especially without permission).	12. Only selling a house to people of a specific race.
13. Saying "you're smart for a black person".	14. Defending colonialism (saying it was OK that Europeans took over other countries)
15. Pulling your eyes to 'look Asian'.	16. Being proud to be black.
17. Saying "you have it easier because you're white" or "you have white privilege".	18. A society where black people are sent to prison more often than white people.
19. Having rules that say you should hire a certain number of people of colour.	20. Saying a black person should "calm down" when they are talking about racism.
21. If a black person uses the n-word.	22. If a person who isn't black uses the n-word.



Answers and explanations:

1. (and 7) Not racist - Talking about someone's race is fine, as long as you're not using a racial slur or using it to say something negative about them because of their race, like a racial stereotype.
2. Racist – This might seem like a positive thing, but it feeds into a stereotype that Asian people may feel like they have to live up to. Stereotypes are racist because they make assumptions about someone based on their race, not on who they are as a person. Many of them have their roots in unkind attitudes towards people of colour, so we should do our best to stop repeating them.
3. Racist – This question assumes a brown-skinned person comes from another country. This isn't true and it makes people feel 'other', or like they don't belong in the country they live in.
4. Racist – All people should receive the same wage regardless of their race.
5. Racist – It's OK for any person to love and marry any other person.
6. Racist – This simply isn't true and is a negative generalisation.
7. (See 1)
8. Racist – Racial slurs are used to bully or belittle another race, and are racist.*
9. Racist – Bullying is never acceptable but when you attack someone because of their race, this is also racist.
10. Racist – This phrase is often used to shut down conversations about racism. While all human beings should be treated and "seen" equally, our systems of power means that people of colour are often at a disadvantage and face difficulties that white people do not. If you "don't see colour", you also don't see the issues being faced. (See also "we are all one race: the human race" and "we all bleed red").
11. Racist – This is something that can happen quite a lot to black people in predominantly non-black spaces and it can be very unpleasant and uncomfortable to experience (this is called a microaggression). It is racist because it marks black people out as different.
12. Racist – People should be able to live wherever they want, regardless of their race. Doing this has reinforced systems of inequality in many places.
13. Racist – This might sound like a compliment, but it assumes that black people are stupid and treats this individual as an exception. It also suggests they're only smart in comparison to other black people instead of in comparison to all people (implying white people are smarter than them). This is like how saying "you're strong for a girl" is unfair.
14. Racist – When white Europeans took over much of the rest of the world, they justified their expansion on their supposed racial superiority. Colonialism also led to atrocious genocidal acts and racially motivated cruelty. Defending colonialism defends these behaviours.
15. Racist – This action is used to mock Asian people.
16. Not racist – This is a positive attitude about a person's race.
17. Not racist – Being white means you don't face racism*. This will make your life easier in some ways (also known as 'having white privilege'), even though you might not realise it. To point this out isn't racist. White people can and often will still face difficulties and inequality in their lives, but they will never face racism, so their lives are made easier in this way.
18. Racist – People should be treated equally at all times, even if they have committed a crime. In this case society itself is racist, which is known as systematic racism.



19. Not racist – These are also called diversity quotas. People of colour face systematic barriers throughout their lives and diversity quotas are one way to counteract them; it makes up for where they might have lost out elsewhere. They also help counteract issues like unconscious biases - where a person might have racist thoughts they are not aware of that cause them to not hire people of colour. Finally, they help create workspaces that are more racially diverse, which helps reduce racism in that workplace. They are not intended to take jobs away from white people.*
20. Racist – This is a problem for several reasons. Firstly, it plays into the 'angry black person' stereotype. Secondly, it is very justified for a person to be angry about being discriminated against and they should be allowed to fight against that in whatever way they want. Finally, telling them to calm down focuses on their behaviour instead of what they are fighting against, making things their fault for being angry, instead of the fault of the person/system that is being racist.
21. Not racist – The n-word is a slur against black people, but some black people have reclaimed it and turned it into a positive thing within their community.
22. Racist – It is not acceptable for people who are not black to use the n-word because this does not work towards reclamation. It is particularly not appropriate if the person is white because the n-word was used by white slave owners against their black slaves, so white people using this harks back to that.

*An important note: Racism vs Prejudice

Prejudice is holding views that one group of people is superior to or preferred to another. In anti-racism movements, racism is taken as racial prejudice *combined with power*. In much of the world today white people hold power (or have privilege) over people of colour, so it is not possible for a person of colour to be racist towards a white person. Therefore, for example, using an anti-white racial slur is not racist, although it is racially prejudiced.



'Apologising for Racism' activity

Designate one side of your room as 'good/positive responses' and one as 'bad/negative responses'. Ask your unit to imagine they have accidentally said or done something racist and someone has called them out for it. They can then respond in different ways, some good and some bad. Read out these statements and have your unit run to the good side if they think it's a good way to respond and vice versa. Some of these examples can be good or bad depending on the circumstances and how they are said. Don't add a side for this (it's kind of a trick question, sorry!) but use it to start a conversation and get them thinking.

OR: Print out the statements and have your unit sort them into good and bad responses.

Statements:

1. I'm sorry.
2. I got that wrong.
3. I'm not racist! Don't call me that!
4. Don't be so offended.
5. I don't understand what was wrong – can you explain it to me?
6. I believe you.
7. I will go and do some research to find out what I did wrong.
8. I'm sorry, I didn't mean to be racist.
9. You're right, I need to work on this.
10. I'm going to take some time to reflect on this.
11. Are there any resources you can recommend to me to understand it better?
12. Thank you for telling me, I appreciate this.
13. I can't be racist; I have black friends.
14. I'm Asian so I can't be racist.

Good: 1, 2, 6, 7, 9, 12

These are the 'good' statements because they acknowledge you made a mistake or that you're going to do better next time.

Bad: 3, 4, 8, 13, 14

Explanations of these:

For each of these examples, I have given an explanation of why they are a problem. I have also given an analogy where instead of saying something racist you have broken a plate and been told off for it. I hope that how bad the equivalent 'plate' responses sound can help you understand why the racism versions are bad!

3) The world is not divided into racist and not racist people: anyone can be racist. You can fully believe that people of all races should be equal but still hold racist beliefs you weren't aware of, or say or do something that hurts someone's feelings. By getting angry about being called racist, you're focusing on your feelings, instead of the feelings of the person you hurt.



Broken plate: “I’m not clumsy!” You might not normally be clumsy, but it happened this time and you still need to apologise for it.

4) It is much easier for you to change your behaviour than for a person to stop being hurt by it. Acknowledge that an act or comment that might be meaningless to you can still be really upsetting to someone else – and that it costs you far less to change your behaviour than it costs this person to hear them. Moreover, this statement does not consider that calling someone out is scary: the person would only have done this if it really mattered to them.

Broken plate: “It doesn’t matter, just buy another.” You don’t know how much the plate mattered to that person and besides, you broke their plate and should apologise.

8) This might sound OK and your intentions do matter, but the fact is you’ve hurt them anyway. They know you didn’t mean it, but you are excusing your behaviour instead of properly acknowledging it. It sounds defensive. It is better to admit where you went wrong, or just stop at saying sorry.

Broken plate: “I’m sorry, I didn’t mean to break it”. While true, it is better to say, “I’m sorry, I shouldn’t have balanced the washing up so badly, I won’t do it again”.

13 and 14) Like in 3, anyone can be racist. The race of your friends or partner is irrelevant. People of colour can also be racist towards other races.

Broken plate: “I can’t have broken it; I own plates too.”

Can be good or bad, depending on the circumstances: 5, 10, 11

Explanations of these:

5 and 11) It’s good to want to improve and understand an issue properly. Sometimes when we get called out, we don’t understand why what we did was wrong, so it can be useful to ask for an explanation or resources. However, the person calling you out may not know how to explain what was wrong, may not have resources, or may not have the emotional energy to start a conversation with it about you. They have no responsibility or duty to explain this to you. Furthermore, if they say yes and get into a conversation with you about it, this isn’t an opportunity for you to convince them you weren’t wrong. Also note that you may not easily be able to understand their perspective, because you have not lived a lifetime in their skin.

10) Sometimes you can’t immediately respond to a calling out because your instinctive reaction is to defend yourself. In this case, take time out to think about it (and maybe do some research). It is good to tell the person you are doing this, so they don’t think you’re ignoring them. However, you should still come back to them afterwards and apologise for it – this isn’t a get out of jail free card.

Here are some good links for further explanations:

<https://everydayfeminism.com/2017/05/allies-say-this-instead-defensive/>

<https://sonarillasdelrio.wordpress.com/2016/11/14/10-steps-if-someone-calls-you-out/>



Racial Slurs activity

Common racist slurs include: nigger, paki, gypsy, pikey, ching chong, chinky. Write these down on paper or put it up on the screen so kids can familiarise themselves with slurs they should avoid. Before you show these slurs, emphasise to the kids that they should read it in their head, not say it out loud. It is also a good idea to warn your unit that words that could hurt their feelings are going to be shown. Give them the option to step out of the room if that would make them feel more comfortable. Use these to have a discussion about slurs. Possible questions to ask/discussion topics are:

- Have you ever heard these words before?
- Why do you think we shouldn't say these words?
- What should you do if you hear someone use a racial slur? What if it's your friend?
- What words should you say instead?
- Talk about reclamation of some slurs.
- Talk about the history of these words.



Other useful websites and resources for talking about racism

- <https://www.nais.org/magazine/independent-school/summer-2014/what-white-children-need-to-know-about-race/> - I would highly recommend this article, 'What white children need to know about race', to anyone doing this badge with white children, or as a white person.
- https://docs.google.com/document/d/1BRIF2_zhNe86SGgHa6-VIBO-QqirITwCTugSfKie5Fs/preview?pru=AAABc0hrpgw*XRwv4D_lx08BCLF-kVbr9A - Anti-racism resources for white people, including white parents who want to raise anti-racist kids. https://docs.google.com/document/d/1hpub-jkm9cLzJWqZSsETqbE6tZ13Q0UbQz-vQ2avEc/edit?fbclid=IwAR2tsAIF-SnLDg0ZWZC8onsQx6c_5oZxwEpYtyRttJhJkylyliwBktWL-gw - Anti-racism resource guide, containing a list of recommendations for adults, and children (on page 10).
- <https://www.tolerance.org/> and <https://www.dcareeducators4socialjustice.org/black-lives-matter/resources/> and https://docs.google.com/document/d/1ou2lkNO_1ijCJDfmasbAG8mx_7hvv1cHKmobhtcVLAk/edit# - links with lots of resources for teaching children about racism, slavery, etc
- <https://www.racialequitytools.org/resourcefiles/Definitions-of%20Racism.pdf> – terminology
- <https://www.racismnoway.com.au/> - website with activity ideas for talking about racism
- <https://www.racialequitytools.org/home> - resources for understanding and taking action against racism
- https://www.tolerance.org/sites/default/files/general/beyond_golden_rule.pdf - A guide for parents talking to their children about racism, sorted for different ages



Order Form

Send to: eleanor.bookworm61@gmail.com or Eleanor Teather on Facebook. Make payments to <https://paypal.me/pools/c/8rn5bv8ptB> (can be done without a PayPal account) or contact for alternate options.

Contact Name	
Unit Name (if applicable)	
Address	
Contact Number	
Contact Email	
Cost of badges at £1.50 each	? x £1.50 = £
Postage at 88p up to 20 badges £1.40 up to 50 badges £1.83 up to 100 badges £2.48 100+ badges	
Total	

Branding Matters <brandingmatters@girlguiding.org.uk>
 Tue 21/07/2020 07:53

To: You

Hi Eleanor,

Apologies for the delay in coming back to you on this, this is great, thanks for sharing.

Many thanks,

Maria