# Toolkit

## Race Equity

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# Guidelines

## Welcome to your Race Equity Toolkit.

**What is a Toolkit?**
A set of practical activities and conversation starters to facilitate with your team to keep important topics on the agenda.

**How many colleagues could you train at one time?**
Ideally groups of 2 - 15 learners, although many activities can be adapted for one-to-ones too.

**When can you run the session?**
As part of formal training session, during a team meeting, induction, or one-to-one development.

**Where can you hold the training?**
Online using a platform that has breakout room capability, in a training room, in the office, or on-the-job.

**Who could attend these sessions?**
Content is suitable for use with colleagues from any function or level, including new starters.

**How long do I need?**
Activities are typically 20-60 minutes duration.

**Can I customise the content?**
You can easily relate the learning to your own organisation's policies, processes, and guidance, as appropriate. An action planning sheet has been included to help learners record at least three role-specific actions at the end of every session.

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# Preparation

## Prepare:

- Familiarise with the session's objectives, topics, and materials. Ensure you understand the learning outcomes and feel comfortable to guide the discussion.
- Collect any necessary materials, such as slides, handouts, or video content or tech.
- Consider potential questions that might arise during the session and digest the supporting information included in the toolkit.

## Communicate:

- Reach out ahead of the session to let your team know what topics you intend to discuss, giving them an opportunity to ask questions or share any concerns.
- Optionally you can share the activity links with people beforehand so they can familiarise with the topic ahead of time.

## Position:

- Ensure all participants know the role they play in creating a 'safe space' (respectful, non-judgmental and confidential) for everyone to share thoughts and feelings and to learn together.
- Create an opportunity for individuals to reach out following the session to ask questions or share thoughts privately if preferred.
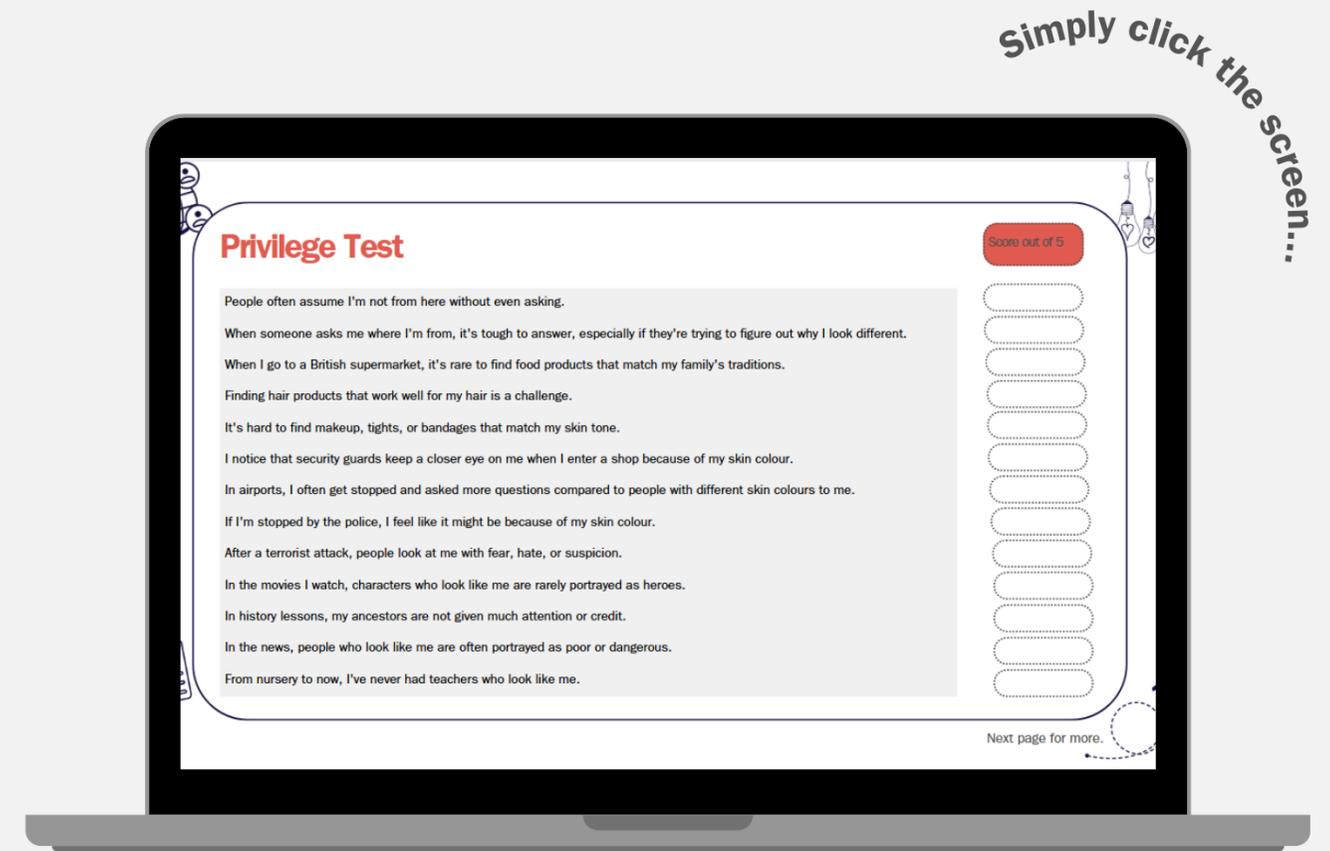
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# ACTIVITY #1
# PRIVILEGE TEST

**SHARE**

*Follow the instructions on the next page* →

## Privilege Test

Score out of 5

People often assume I'm not from here without even asking.

When someone asks me where I'm from, it's tough to answer, especially if they're trying to figure out why I look different.

When I go to a British supermarket, it's rare to find food products that match my family's traditions.

Finding hair products that work well for my hair is a challenge.

It's hard to find makeup, tights, or bandages that match my skin tone.

I notice that security guards keep a closer eye on me when I enter a shop because of my skin colour.

In airports, I often get stopped and asked more questions compared to people with different skin colours to me.

If I'm stopped by the police, I feel like it might be because of my skin colour.

After a terrorist attack, people look at me with fear, hate, or suspicion.

In the movies I watch, characters who look like me are rarely portrayed as heroes.

In history lessons, my ancestors are not given much attention or credit.

In the news, people who look like me are often portrayed as poor or dangerous.

From nursery to now, I've never had teachers who look like me.

Next page for more.

**Let's get started...**

**SCAN**

# Instructions

## Share the activity link and let's get started...

This activity will start to explore the concept of privilege in race. Introduce this session with these step-by-step instructions before circulating the link to the activity on the following page:

**1**

**As a group, read the series of statements** on the activity link/QR code on page 4. Ask participants to focus solely on the impact of their race on their lived experiences, and for this exercise, to ignore other identities that may affect their results.

**2**

**Explain that for each statement,** if they think it is often true for them, they should give it a score of 0. If the statement is sometimes true, they should give it a score of 3. And if the statement is false for them, they should assign a score of 5.

**3**

**Ask the participants to mark their scores** in the right-hand column next to each statement. At the end of the test, add up the scores and return to the group for a discussion.

In this test, a score of 100% represents those who benefit the most from white privilege, while a score of 0% represents those who experience the least white privilege. This reflects the varying life experiences and opportunities people have in the UK based on their racial identity.

**20-30 min activity**

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# ACTIVITY #2
# SKYSCRAPERS

**SHARE** →

*Follow the instructions on the next page* →



Simply click the screen...

Let's get started...

SCAN

# Instructions

**40-50 min activity**

Explain to participants that power dynamics are very real within our communities and in our workplaces – we will now explore how these dynamics can impact us personally and our workplace effectiveness. Introduce this session with these step-by-step instructions before circulating the link to the activity on the following page:

**1**

**Ask participants to split themselves into groups of around 3-4 people**.

Ask the group to listen and write down their answers to each statement on the Skyscrapers activity handout.

(Activity link / QR code can be found on page 6).

**2**

**Reflect on an easy question** e.g. what was it like growing up left-handed?

Refer to your discussion notes on page 8.

**3**

**Explain what is meant by 'power-up' and 'power-down' groups** from the notes on page 8.

Re-read each question and ask 'which is the power-up and power-down group?'.

Invite discussion and remind participants that people's experiences of empowerment and disempowerment are unique.

**4**

**Instruct participants that if they are in the power-up group,** they should take a brick. Once all questions have been read, the groups should build the tallest tower they can manage.

**Tip:** There may be grey areas and disagreements – this is OK! Differences in perceptions of power is normal. Discuss the implications of this. Explore this in your discussion.

**Provide** participants with a maximum of 10 bricks (Lego, Jenga, etc) each.

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# Discussion Notes

## Reflect on the question

Once the participants have read each question, reflect on an easy question: e.g., ask who in the group is left-handed. Discuss what it was like growing up left-handed. Did they have to make any adjustments? In most cases they will illustrate how their teachers would insist on them using their right hand or in some cultures it would be taboo to eat using the left hand.

## Power up and power down

- **Power-up groups** are those that hold more social power and privilege in a particular context. They often have greater access to resources, opportunities, and decision-making.

- Members of power-up groups may experience fewer barriers and have more influence over societal norms and structures.

- These groups may enjoy advantages based on factors such as race, gender, socioeconomic status, sexual orientation, and more.

- For instance, in a predominantly male-dominated workplace, men might be considered the power-up group because they hold more influence and access to leadership positions compared to women.

- **Power-down groups** are those that have less social power and privilege within a specific context. They often face systemic barriers, discrimination, and limited access to resources.

- Members of power-down groups may be marginalised or oppressed due to factors like their race, gender, disability, or other aspects of their identity.

- Continuing the workplace example, women in a male-dominated field might be considered the power-down group due to facing challenges related to gender bias and limited opportunities for advancement.

## Building skyscrapers

- During the activity when participants are taking bricks, there may be grey areas and disagreements – this is OK! Differences in perceptions of power is normal. Discuss the implications of this.

- Once the tower constructions have finished, start a discussion with participants about their towers. What patterns do they notice?

# Race Equity Toolkit
# Supporting Material

# Definitions

## Power-up Groups

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Continuing the workplace example, women in a male-dominated field might be considered the power-down group due to facing challenges related to gender bias and limited opportunities for advancement.

# Historical Context

Colonial History: The British Empire ruled over 25% of the world's landmass and had a profound impact on the diversity of the UK through colonialism.

Post-War Immigration: In the 1950s and 1960s, significant immigration occurred, with over 492,000 people arriving in the UK from the Indian subcontinent alone.

Windrush Generation: The Windrush generation faced difficulties in proving their citizenship status, leading to the Windrush Scandal in 2018.

Institutional Racism: The Macpherson Report in 1999 highlighted institutional racism within the Metropolitan Police following the racially motivated murder of Stephen Lawrence.

# Historical Data

Health Inequalities: COVID-19 disproportionately affected ethnic minorities, highlighting existing health disparities.

Demographics: The 2021 Census showed the UK's ethnic diversity, with ethnic minorities making up 14% of the population.

Employment: Ethnic minorities often face wage gaps and underrepresentation in senior roles.

Socioeconomic Disparities: On average, Black African and Bangladeshi households have lower incomes compared to the white British population.

Hate Crimes: Reported hate crimes against minority groups have increased in recent years.

Criminal Justice: Black people in the UK are overrepresented in the criminal justice system, with a disproportionately high percentage in prisons.

Political Representation: As of 2021, there were 65 MPs from ethnic minority backgrounds in the UK Parliament.

Education: The attainment gap between Black Caribbean and white British students remains significant, affecting educational and career opportunities.

Public Opinion: A 2020 poll found that 76% of UK citizens believed that racism was a significant problem in the country.

# Your Action Plan

One thing I will stop doing…

One thing I will start doing…

One thing I will do differently…

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