



ROOTS TO WINGS

Know who you are and
let your spirit fly

Introduction

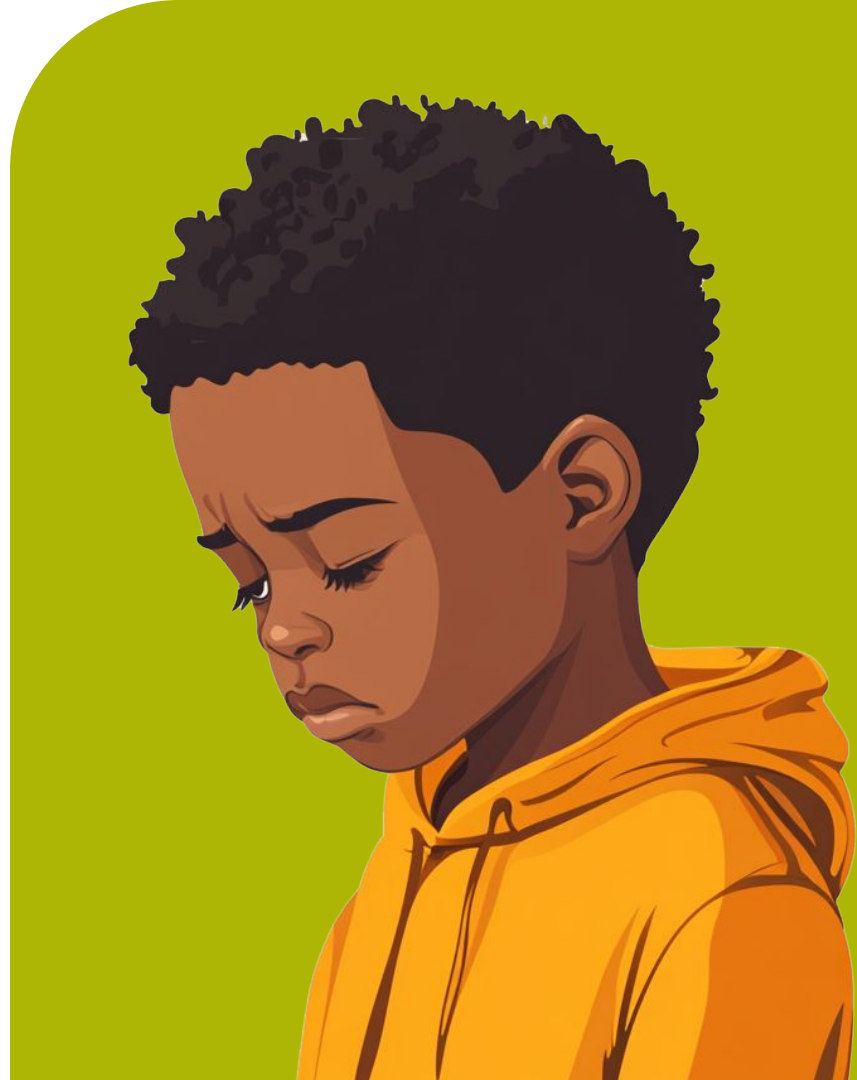
Currently, there are limited resources available to support the mental health and emotional wellbeing of pre-teens in South London.

Acknowledging the lack of adequate support for pre-teens and their families, particularly those from Black and minority backgrounds, Black Thrive partnered with Comuzi to codesign a toolkit promoting positive wellbeing for young people, parents and/or carers and teachers.

We underwent a co-creation process that involved engaging these 61 community members:

- 10 young people
- 8 parents and / or carers
- 10 teachers / support workers
- 33 mental health advocates via online groups

This toolkit provides practical resources to promote the wellbeing of Black young people in South London and beyond.

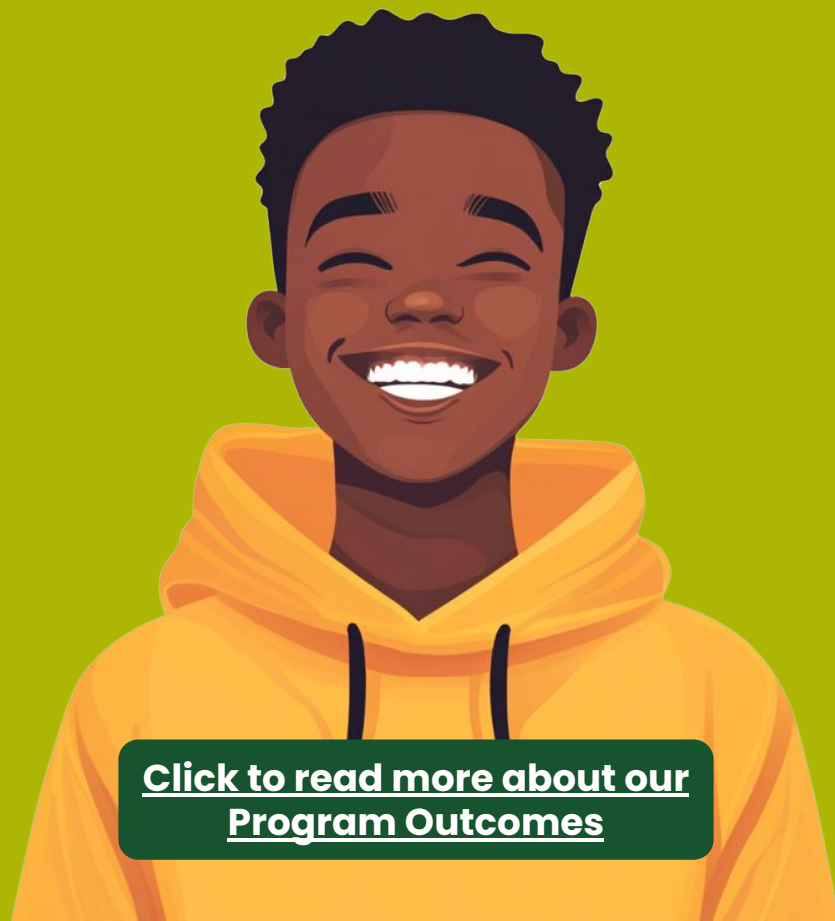


Programme Outcomes

Our toolkit is designed to deliver impactful outcomes for Black pre-teens, including:

- **Improved pre-teen mental health:** community and holistic wellbeing support.
- **Effective communication:** breaking down barriers to communication, including between young people, families, teachers, and schools.
- **Trauma-informed interventions:** recognising ongoing intergenerational trauma and ensuring that the toolkit reflects this.

We aimed to ensure that the toolkit can be utilised by different community stakeholders who share collective responsibility for Black pre-teens wellbeing, with the goal to positively impact Black young people and the wider communities in which they reside.



[Click to read more about our
Program Outcomes](#)



Mindful Moves: Activities

Easy

Medium

Advanced

Introducing Mindful Move activities:

A mindful move is about you and your community taking a proactive and positive step to look after your mental health.

We have Mindful Move activities throughout this toolkit for young people, families and educators.

You can also work your way through our Mindful Move activities with increasing levels of effort, going from easy, to medium or advanced.

Mindful Move Activities

Introducing Mindful Move activities:

A mindful move is about you and your community taking a proactive and positive step to look after your mental health.

We have Mindful Move activities throughout this toolkit for young people, families and educators.

You can also work your way through our Mindful Move activities with increasing levels of effort, going from easy, to medium or advanced.



Supporting Black and Minority Teachers

Who could use this?:

- School leadership
- Teachers

Supporting diverse recruitment

Schools want more teachers and staff from Black communities and other minority backgrounds because they recognise having diverse staff helps diverse students do better and have a brighter future.

Challenging Discrimination

Black and minority teachers working in schools have challenges around discrimination and feel unsupported with diversity efforts.

Recommendation:

Support to help staff overcome these challenges and making resources available to have a school wide promotion of racial equity can help create an inclusive environment to work in and contribute towards positive outcomes for students.

Real world examples:

Data from the 2021/22 academic year shows 2.5% of all school teachers in England were from a Black background (Gov.uk, 2023).

The "Visible and Invisible Barriers" report by The Runnymede Trust explores the experiences of Black, Asian, and other racially minoritised teachers in England, highlighting the challenges and barriers they face in the education system.



[Click to read more about Supporting Black and minority teachers](#)

Mindful Moves: Expressions Workshop

Easy

Focus:

Mindful approaches to mental health

Who could use this?:

- Young people
- Parents and / or Carers

Activity Objectives:

To empower young people with the tools to understand and manage the effects of trauma, fostering resilience and a strong sense of cultural identity.

To provide them with safe spaces to express their experiences and emotions.

Expressions Workshop for Young People:

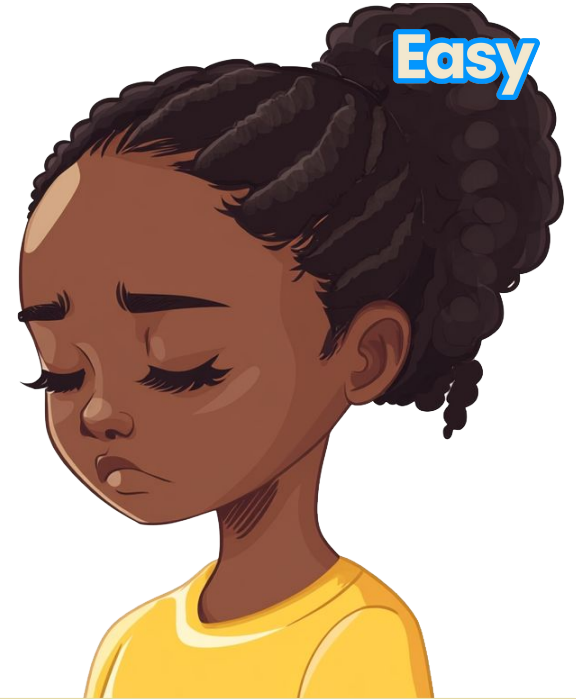
Participate in workshops that use art, music, and writing to help young people express and process their emotions related to trauma.

Goal:

Offer a creative outlet for emotional expression and healing.

How to get started:

- **Setting the scene:** Find a comfortable, quiet space in your home free from distractions. Let everyone know it's a time for open communication and trust.
- **Grounding techniques:** Before diving into activities, introduce simple grounding techniques like [deep breathing exercises](#) or short meditations to help everyone feel calm and present.
- **Respecting boundaries:** Make it clear that participation is voluntary and emotions are valid. If someone feels overwhelmed, they can take a break or skip an activity.



What to look out for:

This isn't therapy, it's about connecting. If an activity sparks a genuine conversation about something difficult, that's fantastic! Don't feel pressured to complete every exercise perfectly or force discussions if no one is ready.

Mindful Moves:

Provide Dedicated time and resources

Focus:

Supporting Black and minority teachers

Who could use this?:

- School leadership
- Teachers

Activity Objectives:

Support and educate school leadership and teachers to promote a diverse and inclusive educational environment that meets the needs of all students, particularly those from underrepresented backgrounds, with a focus on improving the mental health and wellbeing of Black staff.

Provide Dedicated time and resources:

Allocate dedicated time within the school schedule for teachers involved in race equity initiatives and provide additional resources or compensation for their efforts.

Goal:

Teachers can focus on race equity work without feeling overburdened, improving the quality and impact of these initiatives.

How to get started:

- Offer cultural specific training to staff members
- Review school budget to see if there is money available to administer additional race equity responsibilities
- Create a race equity panel so responsibilities can be shared by a group of teachers rather than one individual

What to look out for:

- Be mindful of asking Black and minority staff to participate in these activities without providing them value to help them progress their careers and/or ambitions.

Mindful Moves: Offer development programmes to selected staff

Medium

Focus:

Supporting Black and minority teachers

Who could use this?:

- School leadership
- Teachers

Activity Objectives:

Support and educate school leadership and teachers to promote a diverse and inclusive educational environment that meets the needs of all students, particularly those from underrepresented backgrounds, with a focus on improving the mental health and wellbeing of Black staff.



Mindful Moves:

Offer development programmes to selected staff [continued]

Offer development programmes to selected staff:

Facilitate training sessions focused on cultural competence, implicit bias, inclusive teaching practices, and mental health awareness, using resources and case studies, with a focus on supporting Black teachers.

Goal:

Teachers and school leaders develop the skills needed to create inclusive classroom environments, address diverse student needs, and support the mental health of their colleagues.

How to get started:

- Culturally inclusive training to identify mental health needs within children specifically of black/mixed heritage.
- Engage with diverse learning : [Free Learning Resources – The Black Curriculum](#)
- Racial Bias Training and Community Engagement Sessions that provide context to social matters in local systems.

What to look out for:

- Training is for all and is marketed as a positive necessity.
- Black and minority teachers are not made to feel hypervisible in the space.

Mindful Moves: Implement Immediate Mental Health Support

Focus:

Supporting Black and minority teachers

Who could use this?:

- School leadership
- Teachers

Activity Objectives:

Support and educate school leadership and teachers to promote a diverse and inclusive educational environment that meets the needs of all students. Particularly those from underrepresented backgrounds, with a focus on improving the mental health and wellbeing of Black staff.

Implement Immediate Mental Health Support:

Partner with mental health organisations to offer immediate counselling services, stress management workshops, and resilience training specifically tailored for Black staff. Ensure these resources are communicated and easily accessible.

Goal:

Teachers receive the mental health support they need, reducing the risk of burnout and improving overall wellbeing.

How to get started:

- Identify teachers and provide 1:1 sessions with wellbeing reviews
- Identify [local therapeutic services](#) that are accessible
- Support in applications for community services

What to look out for:

- Ensure Black teachers don't feel stigmatised, singled out or negatively excluded from the school community

Mindful Approaches to *Mental Health*

Who could use this?:

- School leadership
- Teachers
- Parent
- Young people
- Mental health professionals
- Mentors

Mindful Approaches

Mindful approaches to mental health for young people are needed in education settings to consider the collective traumas and systemic injustices that Black communities face on an ongoing basis.

Recommendation:

As an individual you may not be racist but working in UK schools the participation in institutional racism needs to be acknowledged.

To reduce the impact of institutional racism in schools it is important to learn about the historic and present experiences of the local community.

Real world examples:

Black young people's exposure to adverse childhood experiences, including racism, has an impact on their wellbeing outcomes and developmental behaviours (BLACHIR, 2021). They more likely to experience depression, anxiety, and stress as a result.

In addition to this in some parts of the UK Black students are 5x more likely to be excluded than their white peers (Guardian, 2021).

[Click to read more about Mindful Approaches to Mental Health](#)

Mindful Moves: **Heritage Projects**

Focus:

Mindful approaches to mental health

Who could use this?:

- Young people
- Parents and / or Carers

Activity Objectives:

To empower young people with the tools and resources to understand and manage the effects of trauma, fostering resilience and a strong sense of cultural identity, and providing them with safe spaces to express their experiences and emotions.



Mindful Moves: Heritage Projects

Heritage Projects:

Engage in projects that explore and celebrate Black cultural heritage. This can include researching historical figures, creating artwork, or organising cultural events.

Goal:

Strengthen cultural identity and resilience by fostering pride and connection to heritage.

How to get started:

- Invite local Black leaders, activists and business leaders to share their work with the class.
- Engage in cultural days that celebrate cultures of minority communities, including black communities.
- At the end of the session ask for a recommendation to a person, place, book or resources to show the young people next as a follow up to keep the initiative going.
- Engage in local community activities – kids programmes,

What to look out for:

When engaging the community and inviting them into school, do ensure they have DBS Checks done to prioritise safeguarding.

Mindful Moves:

Mindful approaches to mental health workshop

Focus:

Mindful approaches to mental health

Who could use this?:

- Parents and/or Carers

Activity Objectives:

To equip parents and/or carers with the knowledge and skills necessary to support their child through trauma-informed approaches, fostering a safe and nurturing home environment that acknowledges and addresses the impact of trauma and institutional racism on their children's wellbeing.

Mindful approaches to mental health workshop for parents and/or carers:

Attend workshops that focus on understanding trauma and its effects on children, particularly within the Black community. These workshops should cover recognizing signs of trauma and learning effective support strategies.



Goal:

Give parents and/or carers with the knowledge to identify and address trauma in their children, fostering a supportive home environment.

Mindful Moves:

Mindful approaches to mental health workshop

How to get started:

Here are some organisations who offer mental health resources, workshops and sessions for parents and/or carers.

- Our Time / Mental Health Foundation
Offers KidsTime Workshops for families where a parent has a mental illness. Link: <https://ourtime.org.uk/training/>
- South London Listens
Provides mental health support and resources for the community. Link: <https://www.southlondonlistens.org/get-involved>
- Rethink Mental Illness
Provides support for siblings of those with mental illness, offering in-person support groups in Vauxhall and online forums. Link: <https://www.together-uk.org/service-finder/>

- Place2Be
Provides parent-child training sessions for primary-aged children

Link:

<https://www.place2be.org.uk/our-services/services-in-schools/mental-health-services-for-parents-and-carers/>

What to look out for:

Mindfulness for pre-teens requires careful consideration to avoid potential harm. Key risks include cultural insensitivity, retraumatisation, and over emphasis on individual responsibility. Effective implementation needs comprehensive staff training, and fostering inclusive practices.

- Prioritise cultural relevance and sensitivity.
- Involve families and the wider community.
- Offer ongoing support for students and staff.

Mindful Moves: Trauma-informed training programme

Focus:

Mindful approaches to mental health

Who could use this?:

- Teachers

Activity Objectives:

To provide teachers with comprehensive training and resources on mindful trauma-informed approaches and bias enabling them to create supportive and inclusive classroom environments.

Trauma-informed training programme:

Attend workshops that focus on understanding trauma and its effects on children, particularly within the Black community. These workshops should cover recognizing signs of trauma and learning effective support strategies.

Goal:

Give teachers the skills to recognise and address the unique challenges faced by Black pre-teens, and to effectively communicate with parents and/or carers to support student wellbeing.

How to get started:

- **Prioritise Self-Care and Create a Safe Space:** Teachers should focus on their well-being and establish a supportive environment.
- **Practical Application and Ongoing Support:** Provide real-world examples and continued assistance for integrating trauma-informed practices.
- **Measure Impact and Gather Feedback:** Evaluate the program's effectiveness and use feedback for improvement.



What to look out for:

- **Focus on cultural competence:** Deepen understanding of Black culture and systemic issues.
- **Build collaboration:** Involve diverse staff and create a supportive school climate.
- **Ensure sustainability:** Offer ongoing support and measure the program's impact.
- **Bonus tip:** Incorporate mindfulness for teacher well-being.

Mindful Moves: Community Engagement Initiatives

Focus:

Mindful approaches to mental health

Who could use this?:

- Senior Leadership
- Teachers

Activity Objectives:

To guide school leadership in embedding trauma-informed practices within the school's policies and culture, ensuring that the entire school environment supports the mental health and wellbeing of Black pre-teens. This includes fostering a commitment to decolonisation, addressing institutional racism, and promoting cultural competence among staff.

Advanced



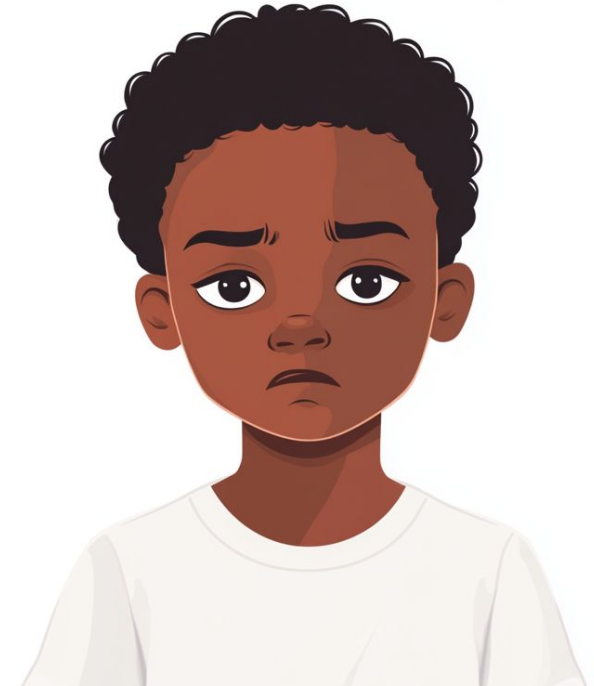
Goal:

Foster a collaborative environment where the school and community work together to support the wellbeing of students.

Mindful Moves: **Community Engagement Initiatives**

How to get started:

- 1. Build Knowledge:** Prioritise training on trauma, its impact on Black students, and culturally responsive teaching. Develop shared language around trauma-informed practices.
- 2. Foster Collaboration:** Involve all staff in developing trauma-informed initiatives. Create safe spaces for open dialogue.
- 3. Implement Strategies:** Use evidence-based practices like Multi Tiered Systems of Support to address challenges as early as possible. Prioritise cultural competence in all school aspects.



Advanced

Mindful Moves: **Community Engagement Initiatives**

What to look out for:

Implementing mindful approaches in schools for students requires careful consideration. Key risks include:

- retraumatisation,
- cultural insensitivity,
- overemphasis on individual responsibility,
- inadequate staff training.

Schools must also address underlying issues, avoid stigmatisation, engage families, and provide ongoing support.



Understanding Young People's Needs

Who could use this?:

- Parents and/or Carers
- Teachers
- Students

Understanding Young People's need

To support young people, teachers and parents and/or carers need to understand their needs. Dealing with stigma and hesitation among some parents and/or carers towards engaging with their children's special educational needs, disabilities (SEND) and mental health needs is important.

Understanding Young People's Needs

Failing to do this well can have a negative effect on the children. For example, putting children into isolation, seclusion or the disruptive children's pathway for undiagnosed ADHD or autistic behaviours.

Recommendation:

Understand how needs present in Black communities and ensure that support is provided.

Real world examples:

Despite Black children in England being more likely to be identified as having SEND, there are disparities in their access to adequate support (Global Black Maternal Health, 2024).

parents and/or carers often have to fight for support, services operate in silos leading to poor multi-agency working, and parents and/or carers experience shame and stigma due to their child being "labelled".



[Click to read more about Understanding Young People's Needs](#)

Mindful Moves: Creating a feedback loop

Focus:

Understanding Young People's Needs

Who could use this?:

- Parents and/or Carers
- Teachers
- Mentors



Mindful Moves:

Creating a feedback loop

Medium

Activity Objectives:

To empower young people with the skills and confidence to understand and communicate their own needs, fostering self-advocacy and mutual understanding within their families and educational environments.

Creating a feedback loop:

Set up a regular session with a young person where a trusted teacher or adult can listen, discuss with the young person their needs and progress.

Goal:

Create a way for young people to receive support in their lives from parents and/or carers, trusted adults and teachers.

How to get started:

Build a strong foundation of trauma understanding. Educators must learn about trauma's impact and how it intersects with other factors.

Foster open and trusting relationships. Create a safe space for students to share their experiences and build resilience.

Implement ongoing evaluation. Regularly assess the activity's impact, gather feedback, and adapt accordingly.



What to look out for:

Undiagnosed neurodiversity needs
Providing a space where parents and/or carers and children feel empowered to deal with services that can provide external support

Mindful Moves: Inclusive Classroom strategies

Medium



Focus:

Understanding Young People's Needs

Who could use this?:

- Teachers
- Senior Leadership

Activity Objectives:

To provide teachers with the strategies and resources necessary to identify and understand the diverse needs of their students, facilitating effective communication with parents and/or carers to support each child's holistic development and wellbeing.

Inclusive Classroom Strategies:

Implement inclusive teaching strategies that cater to diverse learning needs, such as differentiated instruction and universal design for learning (UDL).

Goal:

Create an inclusive classroom environment that supports all students

How to get started:

- **Understand Students:** Assess needs, build empathy, and cultural competence.
- **Create a Safe Space:** Prioritise self-reflection, empathy, and open dialogue.
- **Inclusive Environment:** Provide accommodations, respect diversity.
- **Personalised Learning:** Students can learn differently, use teaching strategies which work with their needs best.
- **Strong Partnerships:** Collaborate with families and support staff.

What to look out for:

- Undiagnosed needs within children.
- Focus on students: Make sure your actions help students feel safe and supported.
- Involve others: Work with colleagues to share ideas and support each other.

Easy

Mindful Moves: Interactive Family Sessions

Focus:

Understanding Young People's Needs

Who could use this?:

- Parents and/or Carers

Activity Objectives:

To give parents and/or carers with the knowledge and tools to accurately identify and understand the diverse needs of their children, fostering effective communication and collaboration with educators to ensure comprehensive support for their child's wellbeing and development.

Interactive Family Sessions:

Engage in regular family sessions where each member discusses their day, shares their feelings, and talks about any help they might need.



Goal:

Foster open communication within the family, helping parents and/or carers understand their child's needs better.

How to get started:

Establish a routine: Decide on a regular time for family meetings (e.g., dinner time, weekend mornings and
Create a comfortable space - choose a quiet, relaxed setting for the sessions.

Set ground rules: Establish guidelines for respectful listening, active participation, and avoiding judgment.

Use open-ended questions: Encourage sharing by asking questions like "How did your day go?", "What made you happy/sad today?", "Is there anything you'd like to talk about?"

Active listening: Show genuine interest in what is being shared and **validate feelings** - acknowledge and validate everyone's emotions without judgment.

Easy

What to look out for:

Quality over quantity: Focus on meaningful conversations rather than just talking for the sake of it.

Individual needs: Be aware that family members may have different communication styles and needs.

Challenges: Be prepared to address conflicts or sensitive topics with empathy and understanding.



Navigating Stress

Who could use this?:

- Teachers
- Parents and/or Carers
- Young people

Navigating Stress

Parents and/or carers often try to shield their children from their own challenges, particularly those related to finances, work and racism.

In this process of trying to protect their children, parents and/or carers might have their own struggles navigating certain stresses due to their own experiences and trauma.

Some young people are often exposed to these challenges and their parents and/or carers' realities impact them, influencing their emotions and perception of the world.

Recommendation:

Parents and/or carers and children should be supported in effectively navigating stressful situations to reduce the negative long term emotional impacts.

Through this support, parents and/or carers and teachers should model how to effectively respond to stress for young people.

Real world examples:

A Department for Education research report (2013) evidences that stressful events such as family breakdown, parental mental health challenges, poverty, and poor living conditions are linked to poorer emotional wellbeing among young people.



[Click to read more about Navigating Stress](#)

Mindful Moves: Feelings Journal

Focus:

Navigating Stress

Who could use this?:

- Young People

Activity Objectives:

To empower young people with the tools and confidence to communicate openly with their parents and/or carers, fostering trust, understanding, and supportive relationships.

Feelings Journal:

Keep a journal where you write about your daily emotions and experiences. Share parts of it with your parents and/or carers if you feel comfortable.

Goal:

Help you understand and express your emotions, fostering open communication with your parents and/or carers.



Mindful Moves:

Feelings Journal

Goal:

Help you understand and express your emotions, fostering open communication with your parents and/or carers.

How to get started:

Choose your journal: Decide if you prefer a physical journal or a digital app - iPhones have a new journaling app that has prompts and can be locked with face id!

Find your writing style: You can either write whatever comes to mind without overthinking (free flow) or use prompts or questions to guide your writing.

Let your thoughts flow: be honest, journaling is a safe space to express your true feelings. **Don't overthink,** just write whatever comes to mind! There is no right or wrong way to do this.

What to look out for:

Don't be afraid to skip a day, it's okay to take breaks. Also, keep it private - your journal is a personal space!

A photograph of two Black women sitting in a room. The woman in the foreground is smiling broadly, wearing glasses and a colorful patterned shirt. The woman in the background is also smiling and holding a book or paper. The room has a yellow wall and a framed picture.

Mindful Moves: **Accessing Support Groups**

Focus:

Navigating Stress

Who could use this?:

- Parents and/or Carers

Activity Objectives:

To provide parents and/or carers with a community of support and practical strategies to foster open, trusting, and supportive relationships with their children.

Mindful Moves: Accessing Support Groups

Accessing Support Groups:

Join support groups or therapy groups for Black parents and/or carers. These can be found through local community organisations or online platforms.

Goal:

Provide a safe space to share experiences, gain support, and build a sense of community.

How to get started:

We've listed a few active parent groups here:

[Home - Black SEN Mamas](#)

[Dope Black](#)

[No More Exclusions](#)

[National Black Parents Association UK](#)

[Southwark Black Parents Forum](#)

[Greenwich Parent Carer Participation Forum](#)

[Lambeth Parent Forum](#)

[Lewisham Parent & Carer's Forum](#)

You can also speak to your school about joining or starting a parent support group.

What to look out for:

Joining a new group can be daunting on your own. Try bringing a friend.

If you would like participate but may find it difficult to join these session in person, look for online options to get started.

This list above was last updated in July 2024.

Mindful Moves: Leading Parental Engagement Workshops

Focus:

Navigating Stress

Who could use this?:

- Teachers
- Senior Leadership

Activity Objectives:

To equip teachers with strategies to support and facilitate open communication between children and their parents and/or carers, promoting a collaborative and nurturing environment that enhances student well-being and family relationships.

Leading Parental Engagement Workshops:

Organise a session for parents and/or carers on the importance of vulnerability and authenticity in building trust with their children.

Goal:

Equip parents and/or carers with skills to create a sense of trust and connection with their children, school and wider community.

How to get started:

Find a warm and inviting space to host the session. A coffee morning, an after school session or online could be ideal depending on parents and/or carers availability.

Create engaging posters / copy to advertise to parents and/or carers - [canva.com](https://www.canva.com) has great templates and is user-friendly

Include activities that foster vulnerable conversations and that can be done as a group.

Build in time to reflect on how attendees felt about the activity and how they can practise this with children.

What to look out for:

This is great opportunity to highlight how engagement with the school and teacher can support the child's development.

Make room for uncomfortable feelings as this is part of the process.

Supporting Self-Expression

Who could use this?:

- Teachers
- Parents and/or Carers
- Young people

Supporting Self-Expression

Most young people in our research expressed that they often receive emotional support from their friends and family. Some also told us stories of bullying, feeling isolated and wanting more friends.

All young people wanted the space to express themselves more. They described finding it challenging to share their feelings with certain adults in their lives because of past negative experiences.

Recommendation:

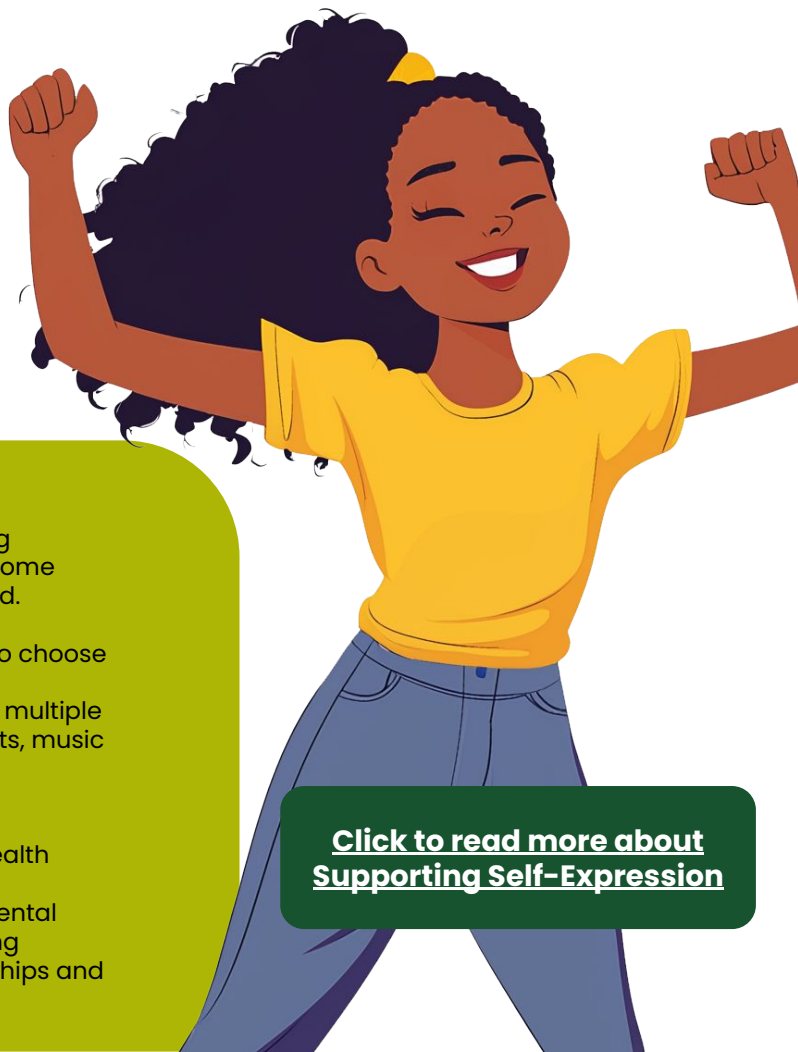
Support young people in expressing themselves, including within their home environment, without being shamed.

This will encourage young people to choose who they want to share with and communicate their feelings across multiple formats and mediums including arts, music and writing etc

Real world example:

The National Centre for Creative Health highlights the role of creativity and self-expression in improving the mental wellbeing of young people, including supporting the formation of friendships and improving resilience.

[Click to read more about Supporting Self-Expression](#)



Mindful Moves: Building Empathy

Focus:

Supporting Self Expression

Who could use this?:

- Teachers
- Senior Leadership

Activity Objectives:

Educate teachers on how to model effective coping strategies and emotional expression in the classroom, demonstrating to children how to handle stressful situations beyond just anger and sadness.

Building Empathy:

Implement classroom activities that promote empathy, such as role-playing scenarios and group discussions about feelings and perspectives.

Goal:

Teachers and Students develop a better understanding of empathy and learn to express their emotions in healthy ways, fostering a supportive classroom environment.

How to get started:

1. **Start Small, Celebrate Wins:** 1 activity/week, celebrate emotional expression (not just anger/sadness) in simple role-plays.
2. **Model & Discuss:** Teachers model coping strategies & open discussions about all emotions. Acknowledge & respect student feelings.
3. **Build Up & Explore:** Gradually introduce complex scenarios & facilitate discussions on different perspectives to foster empathy.

What to look out for:

If these activities are delivered alongside a schoolwide policy change on how to manage difficult behaviour in the classroom, there an opportunity to see different results around pupil expulsion especially in Black and minority students.

Mindful Moves: Developing Emotional Intelligence [Parents and/or Carers]

Focus:

Supporting Self Expression

Who could use this?:

- Parents and/or Carers

Activity Objectives:

Provide parents and/or carers with techniques to model healthy emotional coping mechanisms and expressive skills to their children, ensuring they understand how to deal with stress in a balanced and empathetic manner.



Mindful Moves: Developing Emotional Intelligence [Teachers]

Focus:

Supporting Self Expression

Who could use this?:

- Teachers
- Senior Leadership

Activity Objectives:

Educate teachers on how to model effective coping strategies and emotional expression in the classroom, demonstrating to children how to handle stressful situations beyond just anger and sadness.

Developing Emotional Intelligence

Create collective spaces where teachers learn and practice various trauma informed coping strategies for dealing with stress in high pressure situations, such as mindfulness, deep breathing, constructive communication, time outs and grounding / movement activities.

Goal:

Teachers have the skills to model effective coping strategies in the classroom, helping students learn healthy ways to manage stress and emotions.

How to get started:

Reflect: Identify the most common emotions and challenges in your classroom

Research mindfulness activities that can be done as a group, to support with regulating emotions. Useful activities can be found here:

Be consistent! The benefits of utilising these activities can be best seen over time.

Explore these techniques with your young people and their parents and/or carers.

What to look out for:

Be mindful of how you feel during the lesson - when teaching, in that moment, you are the role model example for the students of how to manage stressful situations.

Mindful Moves: Developing Emotional Intelligence [Parents and/or Carers]

Developing Emotional Intelligence

Organise sessions where parents and/or carers, families, friends, community gathers to learn coping skills and strategies to handle stress, which they can model for their children at home.

Goal:

Parents and/or carers become adept at demonstrating healthy stress management techniques, helping children learn to deal with their own stress in constructive ways.

How to get started:

Bring together a group of friends and neighbours and begin having honest conversations about the different experiences raising children.

Explore different ways of managing stress/difficult emotions. Share stories and trial methods together.

What to look out for:

Be mindful of your own thoughts and feelings throughout this process. Every parent is on a learning journey, it's not too late to do things differently.

Be brave enough to embrace new ideas and approaches. For many things the solution can be found within the community so sharing can be positive.

Resisting Racism

Who could use this?:

- Teachers
- Parents and/or Carers
- Young people

Resisting Racism

Many young Black people share experiences of racism and bullying, particularly related to their hair and Afrocentric styles such as locs and braids.

Supportive parents and/or carers who instil positive affirmations can reduce the impact of racial discrimination.

Recommendation:

Promote open communication about experiences, emphasise positive affirmations of Blackness, teach coping skills and self-advocacy, and celebrate cultural differences to foster inclusion.



[Click to read more about Resisting Racism](#)

Mindful Moves:

Daily Affirmations

Focus:

Resisting Racism

Who could use this?:

- Young People
- Parents and/or Carers

Activity Objectives:

Empower children to resist internalising racial negativity by providing positive affirmations of their cultural identity, teaching coping skills and self-advocacy, and fostering open communication about their experiences with discrimination.

Daily Affirmations:

Engage in daily affirmation practices with children, highlighting their strengths, beauty, and cultural heritage.

Goal:

Young people develop a strong, positive self-identity and resilience against internalising racial negativity.

How to get started:

- Spend 5 minute writing affirmations and place them around your house or bedroom to see them often
- Check out 100 positive affirmations for Black Youth by The Good Positive [here:](https://thegoodpositive.com/positive-affirmations-for-black-youth/)
- Check out Daily Affirmation apps such as [Iam:](https://play.google.com/store/apps/details?id=com.brd.iam&hl=en_US&pli=1)

- **What to look out for:**
We believe it's beautiful to be Black, what affirmations you choose, select ones which make you feel good and encourage you to live your purpose.

Mindful Moves: Inclusivity Campaigns

Focus:

Resisting Racism

Who could use this?:

- Parents and/or Carers
- Teachers
- Senior Leadership

Activity Objectives:

Develop resilience and self-advocacy skills to effectively handle racial discrimination, support peers experiencing racism, and actively participate in promoting inclusivity and celebrating cultural diversity in their communities.

Inclusivity Campaigns:

Lead or participate in school and community campaigns promoting inclusivity and anti-racism, such as poster campaigns, social media initiatives, and public speaking events.

Goal:

Increased awareness and action against racism within the community, fostering a more inclusive environment for everyone.

How to get started:

Approach the Head Teacher, School DEI advocate and class teacher to propose immersive days at schools where a particular culture is selected to be championed for that time.

This could include activities which demonstrate culturally representative music, food, languages, history and world contributions.

What to look out for:

There might be limited resources to do this. Once you know what you need to pull it off, you might identify that this might be a great opportunity to engage the local community and businesses in school life too, widening your impact.



Mindful Moves:

Regular Cultural Heritage moments

Advanced

Focus:

Resisting Racism

Who could use this?:

- Teachers
- Senior Leadership

Activity Objectives:

Create an inclusive and supportive school environment by promoting open communication about racial experiences, celebrating cultural differences, and integrating anti-racism education into the curriculum.

Regular Cultural Heritage moments:

Organise regular cultural heritage moments where students and staff celebrate and learn about various cultures through day to day habits and routines.

Goal:

Increased cultural awareness and appreciation among students and staff, fostering a more inclusive school environment.

How to get started:

You can create regular cultural moments in school days by thinking about:

- Regularly acknowledging cultural holidays
- Representation in the School lunch menu
- Speakers invited to address the school at assemblies
- Making prayer rooms accessible

What to look out for:

Even if we start out with small initiatives at first, consistency is key to building an inclusive school culture.

Improving Parent-Teacher Communication

Who could use this?:

- Teachers
- Parents and/or Carers

Effective Communication

Some parents and/or carers view schools and their handling of challenges in a positive light.

However, other parents and/or carers feel that they learn about issues too late, which makes it harder to intervene.

Additionally, parents and/or carers may experience a wide range of emotions when discussing their children so it is important for teachers to build trust in order to navigate tough conversations effectively

Recommendation:

To improve parent-teacher communication, prioritise regular updates, transparent discussion of challenges, and establish a collaborative partnership focused on the child's best interests.

Real world examples:

The Department for Education (2017) highlights that parental involvement in schools enhance communication pathways, resulting in improved mental health and outcomes for pupils.

[Click to read more about Improving Parent-Teacher Communication](#)

Mindful Moves:

Joining School Activities

Focus:

Improving Parent Teacher Communication

Who could use this?:

- Parents and/or Carers
- Teachers

Activity Objectives:

Actively engage in ongoing communication with teachers to stay informed about their child's educational progress and challenges, and work collaboratively with educators to address any issues promptly and effectively for the child's benefit.

Joining School Activities:

Volunteer for school activities and events, such as field trips, classroom assistance, or school committees, to stay engaged and connected with the school community.

Goal:

Greater involvement in the school environment, fostering a collaborative spirit and better understanding of their child's educational experience.

How to get started:

- Ask your child and/or your child's teacher about upcoming trips happening at school to participate in
- Check in with the School Newsletter and/or website for opportunities to participate in school activities
- Email your school Head Teacher and volunteer your time and experience towards the school

What to look out for:

- Only do what you have time for, but do take an opportunity to look out for what you would enjoy participating in.
- Don't forget to follow-up if you don't hear anything back from the school

Mindful Moves:

Closing Feedback Loops

Focus:

Improving Parent Teacher Communication

Who could use this?:

- Parents and/or Carers

Activity Objectives:

Actively engage in ongoing communication with teachers to stay informed about their child's educational progress and challenges, and work collaboratively with educators to address any issues promptly and effectively for the child's benefit.

Closing Feedback Loops:

Participate in school feedback mechanisms, such as surveys and meetings, to provide constructive feedback and suggestions for improving communication and support structures.

Goal:

Parents and/or carers' voices are heard and considered in school decision-making processes, leading to improved communication practices and a more responsive school environment.

How to get started:

- Review your emails from the school for opportunities to give feedback through surveys or website links
- Reach out to your child's teacher and ask for a check-in
- Check-in with opportunities to be a school governors

What to look out for:

Only do what you have time for, but do take an opportunity to look out for what you would enjoy participating in.

Mindful Moves: Virtual Parent Teacher meetings

Medium

Focus:

Improving Parent Teacher Communication

Who could use this?:

- Parents and/or Carers
- Teachers
- Senior Leadership

Activity Objectives:

Establish regular, transparent communication channels with parents and/or carers to keep them informed about their child's progress and challenges, fostering a trusting and collaborative relationship aimed at supporting the student's academic and personal growth

Virtual Parent Teacher meetings:

Schedule virtual parent-teacher meetings every term, allowing for more frequent and flexible interactions between parents and/or carers and teachers. Here is an opportunity to share positive news about the young people too, not just challenges.

Goal:

Enhanced communication and relationship-building between parents and/or carers and teachers, leading to a more collaborative approach to addressing student challenges

How to get started:

- Identify few days every quarter where you are willing to meet parents and/or carers
- Share your availability with parents and/or carers offering remote options
- Hold 15-20 minute check-in sessions with parents and/or carers
- Ask parents and/or carers to give feedback on their sessions

What to look out for:

Teachers already have limited time, it is possible for this to be arranged as a quarterly drop in session for parents and/or carers who might want to find out more about their children.

We encourage teachers to let parents and/or carers speak first in sessions so they might easily surface a parents and/or carers concern or their conversation topic of focus.

Create a more inclusive classroom



Who could use this?:

- Teachers
- Parents and/or Carers
- Young people

Create a more diverse classroom

Parents and/or carers seek other methods of educational provision, due to diversity gaps in the national school curriculum, which generally focuses on eurocentric histories, methods and practises.

Additional education in the young person's cultural background enhances learning and social skills, and parents and/or carers feel that they have the ability to advocate for their children in these settings.

[Click to read more about making and inclusive classroom](#)

Recommendation:

To create an inclusive classroom, educators should diversify teaching materials to showcase diverse voices, promote cultural awareness through events and activities.

Ways to achieve this include:

- Through providing teacher training on cultural competence,
- engage with the community,
- encourage student voice, implement inclusive language, and
- revise assessment methods to recognise diverse ways of demonstrating knowledge.

Real world examples:

The Black Curriculum Report (2021) highlights that the curriculum is predominantly White and Eurocentric, failing to reflect Black communities.

Mindful Moves: Lesson Review

Easy

Focus:

Create a more inclusive classroom

Who could use this?:

- Teachers
- Senior Leadership

Activity Objectives:

Decolonise and diversify the curriculum to include Black history, culture, and contributions.

Lesson Review:

Perform a lesson review to identify areas lacking representation of Black history, culture, and contributions.

Goal:

Create a detailed subject focused report highlighting the deficiencies and areas for improvement.



How to get started:

- Choose a subject
- Review the references and examples given in current teaching materials
- Use tools like perplexity.ai to find diverse references for teaching materials
- Use platforms such as youtube.com to find diverse leaders speaking on subjects of interest

What to look out for:

Curriculum reviews can take time. To maximise impact, we would encourage you to prioritise core subjects which are integral to the curriculum and embed diverse perspective in day to day learning.

Mindful Moves: Investing in inclusion

Advanced

Focus:

Create a more inclusive classroom

Who could use this?:

- Senior Leadership

Activity Objectives:

Decolonise and diversify the curriculum to include Black history, culture, and contributions.

Investing in Inclusion:

Apply for grant funding and engage local businesses to secure necessary resources and support for implementing and sustaining a diversified curriculum.

Goal:

Provide teachers and students with the tools and resources needed to successfully engage with the new curriculum content.

How to get started:

- Identify a shortlist of activities you'd like to get funded in your school
- Review sites like <https://www.grants4schools.info/>
- Work with others to submit applications

What to look out for:

If you've never written a grant application before check this out: [Grant and Proposal Writing by Karen Thorpe Reid](#)

Top tip: Save your answers to the application you make to reduce the time taken to complete proposals as you keep applying.

Mindful Moves: Impact Assessments

Medium

Focus:

Create a more inclusive classroom

Who could use this?:

- Senior Leadership
- Teachers

Activity Objectives:

Understand the impact of representation and diversity on children's self-confidence and educational engagement.

Impact Assessments:

Use assessments, surveys, and performance data to measure changes in student attitudes and academic performance.

Goal:

Determine the effectiveness of representation initiatives and identify areas for further improvement.

How to get started:

- Can we create a [3 question survey](#) and ask young people and staff to fill it in after every activity?

Question 1: How did the session make you feel?

Question 2: What did you learn in this session?

Question 3: How would you rate the session? [1 -10]

What to look out for:

Can we start collecting feedback in one place about the schools diversity and inclusion efforts?

This it so we can build an evidence base about the effectiveness of our activities.

Building healthy relationships with young people

Who could use this?:

- Parents and/or Carers
- Young people
- Teachers

insights:

Parents and/or carers and teachers admit that they often don't have the capacity and time to effectively engage with children due to working hours, large workloads, and large class sizes.

Developing healthy bonds with young people requires trusted adults consistently to create open, healthy spaces to talk honestly about their feelings.

Recommendation:

Build trusted adult-child relationships by investing time, and creating safe spaces for young people to express their feelings and make decisions.

[Click to read more building healthy relationships with young people](#)



Real world examples:

The Birmingham and Lewisham African and Caribbean Health Inequalities Review (2021) highlights the importance of maintaining positive family relationships and a healthy home environment for young people to thrive.

Focus

Building healthy relationships with young people



Who could use this?:

- Young People
- Parents and/or Carers

Mindful Moves: Once upon a time

Activity Objectives:

To provide parents and/or carers with practical strategies to foster open, trusting, and supportive relationships with their children.

Once upon a time:

Share a personal story with your child about a time when you felt scared, happy, or uncertain and what you did next. Ask them to share a similar experience.

Mindful Moves:

Once upon a time

Goal:

Foster trust and connection by showing your own vulnerability, helping your child see you as a real person with emotions.

How to get started:

- Choose a place with limited distractions
- Ask the young person how they are doing and what they are focused on
- Share a relevant story if you have one
- Share a lesson from your experience for the young person to keep a mind

What to look out for:

- Be mindful how you react to hearing the young person's experiences
- Be mindful to share stories and experiences which are age appropriate

Mindful Moves: Emotional Balance

Medium

Focus:

Building healthy relationships with young people

Who could use this?:

- Young People
- Parents and/or Carers

Activity Objectives:

To provide parents and/or carers with practical strategies to foster open, trusting, and supportive relationships with their children.

Emotional Balance:

Use a "feelings chart" to help both you and your child identify and discuss your emotions without oversharing. Each person can pick an emotion from the chart and explain why they feel that way.

Goal:

Be open about emotions and show that its okay to talk about your feelings.

How to get started:

- Take a look at this [emotions chart here](#).
- Pick an emotion on how you are feeling right now
- Take turns to describe why you feel this way

What to look out for:

- Avoid making your child feel undue responsibility for your emotional state.

