



Towards diversity and  
inclusion for our  
profession and service  
users

Facilitator materials



# RCSLT anti-racism workshops



In 2020, the RCSLT pledged to hold a profession-wide online event with content led by Black, Asian and ethnic minority SLTs, with the aim of supporting cultural change within the profession. **Thank you for coming on this journey with us.**

# Your role as a facilitator

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- Remain **neutral**
- **Enable** everyone to have an equal say (if they want to)
- Keep the group **on topic**

# Overview/housekeeping

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- Introduce yourself and encourage your group to do the same
- Remind the group there are only 20mins to discuss and that everyone is welcome to contribute when/how they want
- Reminder of online etiquette
- Abuse will not be tolerated

# Overview/housekeeping

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- Re-emphasise that everyone should have their turn, cue people in by name if they are particularly quiet
  - However, if individuals do not wish to contribute to the discussion, that is fine, as they are there to listen and learn
- Keep an eye on time and encourage delegates to capture their reflections for their CPD diary

# Overview/housekeeping

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- There is no hierarchy - **everyone** has something important to contribute
- Everyone should be able to share their thoughts and experiences in a safe environment
- We are not expecting delegates to be 'experts' in all discussion areas
- Remember you are **sharing a space with those with direct experience with racism in the workplace**
- Each group has a facilitator

# Support available for facilitators

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- You can also contact the RCSLT at any point before or after the conversations to discuss
- Support available from other organisations:
  - <https://healingjusticeldn.org/>
  - <https://www.mind.org.uk/information-support/tips-for-everyday-living/student-life/for-bame-students/>
  - <https://www.mind.org.uk/information-support/tips-for-everyday-living/student-life/for-bame-students/#UsefulResourcesForBAMEStudents>

# Overview of event structure

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- 10m videos followed by 20m workshops
- Each workshop will be focussed on discussing the individual, their feelings and experiences related to specific prompts





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Workshop materials



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# Workshop overview

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# Beginning the conversation

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Everyone should be having the '**uncomfortable conversations**' about race and inequality. This is often avoided as people do not want to feel uncomfortable or worry, they may say the wrong thing or offend. However, not having the conversation or addressing it contributes to the problem. If people come from a stance of openness and wanting to learn about this issue, meaningful conversations happen. These conversations need to happen in order for meaningful change to occur.

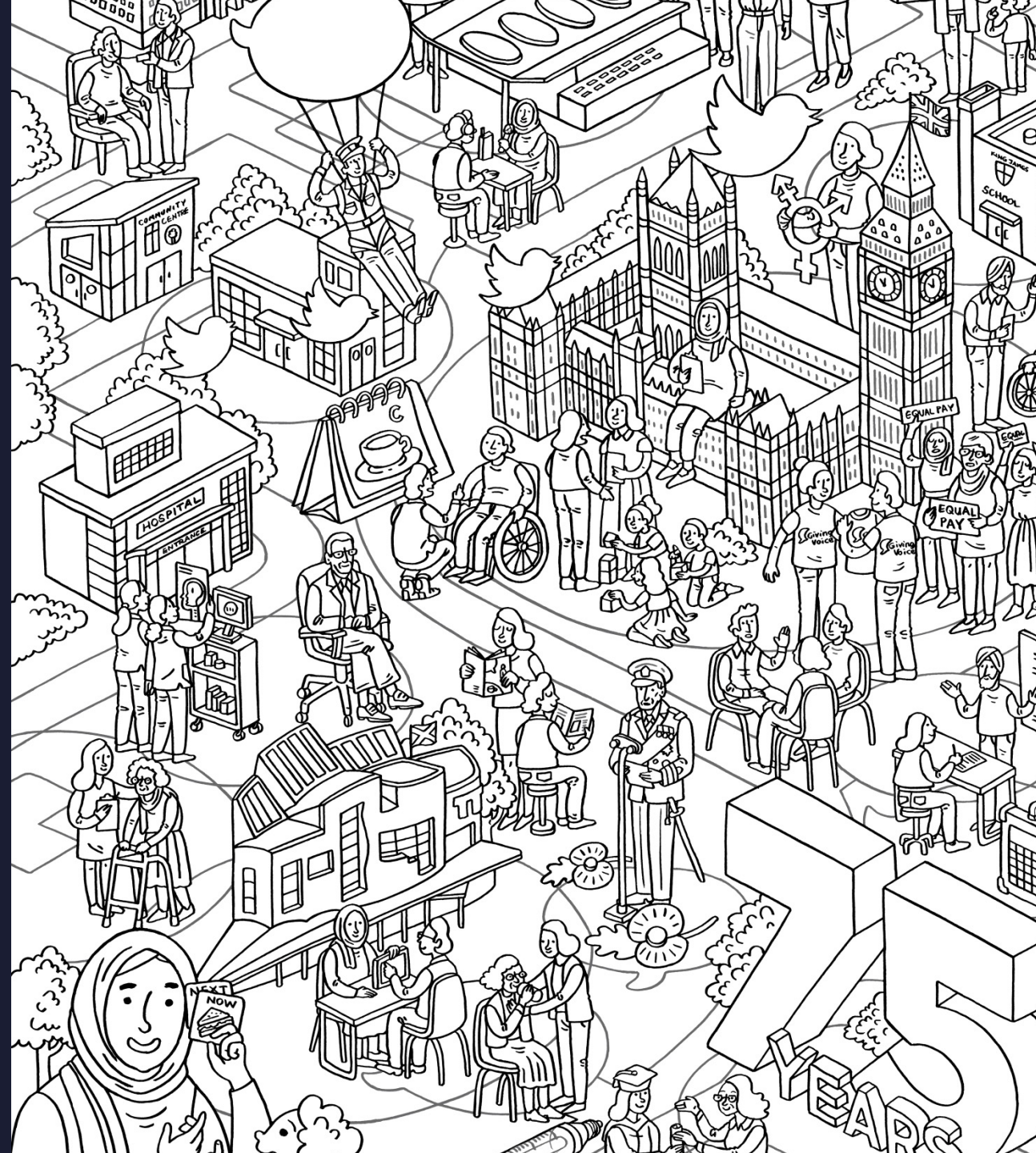
# Acknowledge the uncomfortableness

1. **Acknowledge** the uncomfortableness this topic may bring
2. **Share** your feelings in our breakout groups
3. **Ask** others about their feelings of uncomfortableness
4. **Let's** be uncomfortable together...





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# Watch: what is anti-racism?

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By Dr Muna Abdi, Director of MA Education Consultancy CIC

<https://youtu.be/mf0HZM9p988>

# Workshop 1

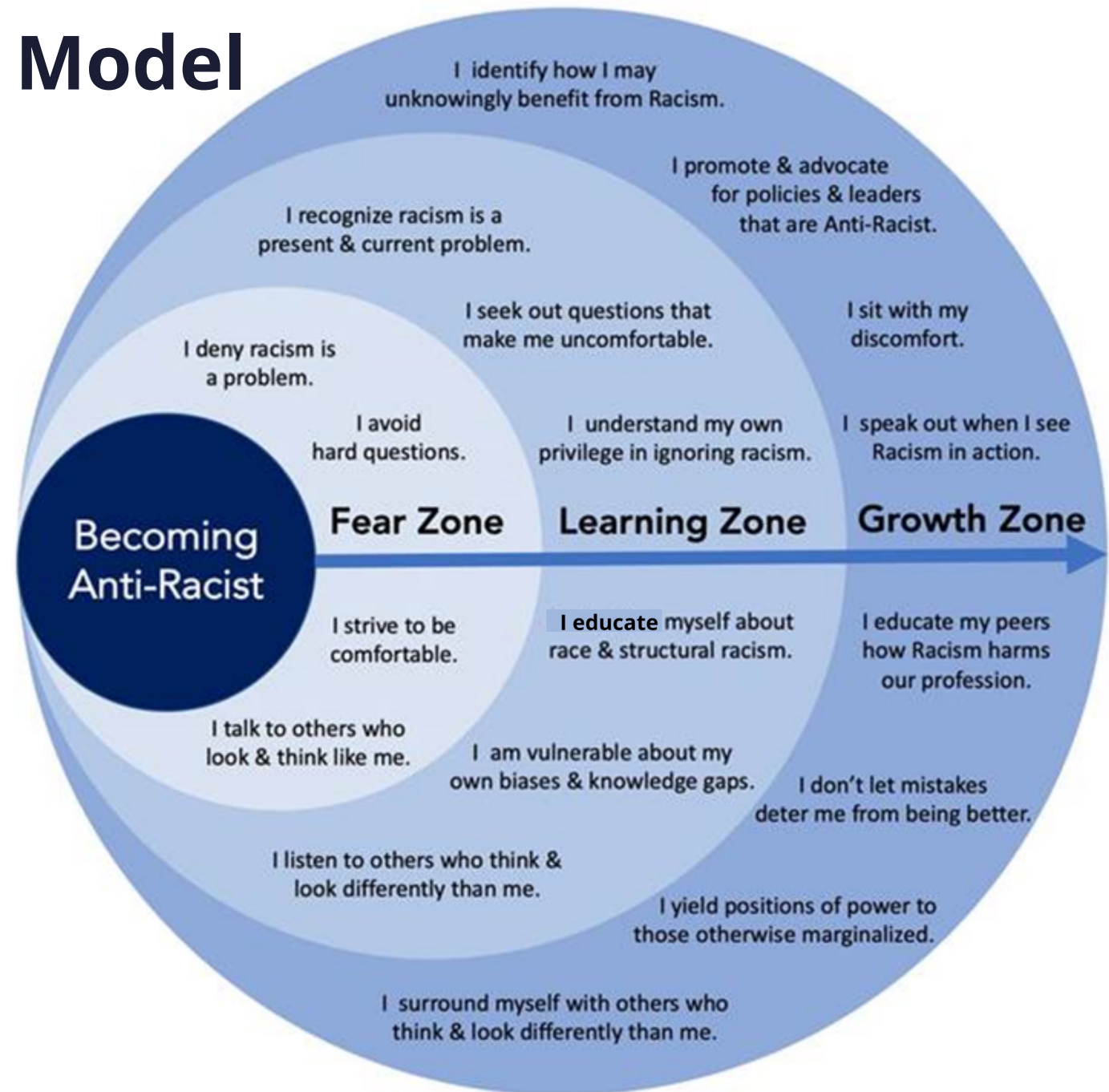
## Instructions:

- You have just seen the video by Dr Muna Abdi exploring what anti-racism is and how it is different to being not-racist
- In your groups, consider the statements on the anti-racism model, and discuss the feelings that they generate
- After the event you may want to plot yourself on the model and set a goal for yourself to further your education



# The Anti-Racist Model

- The Anti-Racist Model which outlines what change is needed from allies.
- Reference: *Andrew M Ibrahim, 2020.*





# Towards diversity and inclusion for our profession and service users

# Watch: what is it like on the ground?

By Naomi Ignatius, senior SLT, Neurosciences  
SLT Service, Kings College Hospital NHS Trust

<https://youtu.be/eOAEeQu9FhU>



# Workshop 2

## Instructions:

- Please consider the definition of white privilege
- In your groups, discuss the privilege checklist and the feelings it generates
- After the event you may want to plot yourself on the checklist and set a goal for yourself to further your education

# White privilege

Definition: The inherent benefits that come from being white

It doesn't mean you haven't earned your successes but it does mean that your life hasn't been harder because of the colour of your skin" (Courtney Ahn, designer)

# Privilege checklist

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1. People know how to pronounce my name; I'm never mocked/asked to repeat myself constantly/ perceived as a threat because of my name.
2. I'm not threatened by the police because I know that they're there to protect me.
3. When going on holiday, I don't have to consider how the country historically treats people who look like me before booking.
4. I can be sure that my children/nieces/nephews will be given curricular materials that testify to the existence of their race.
5. I do not have to worry about being chosen last for a job due to my ethnicity.

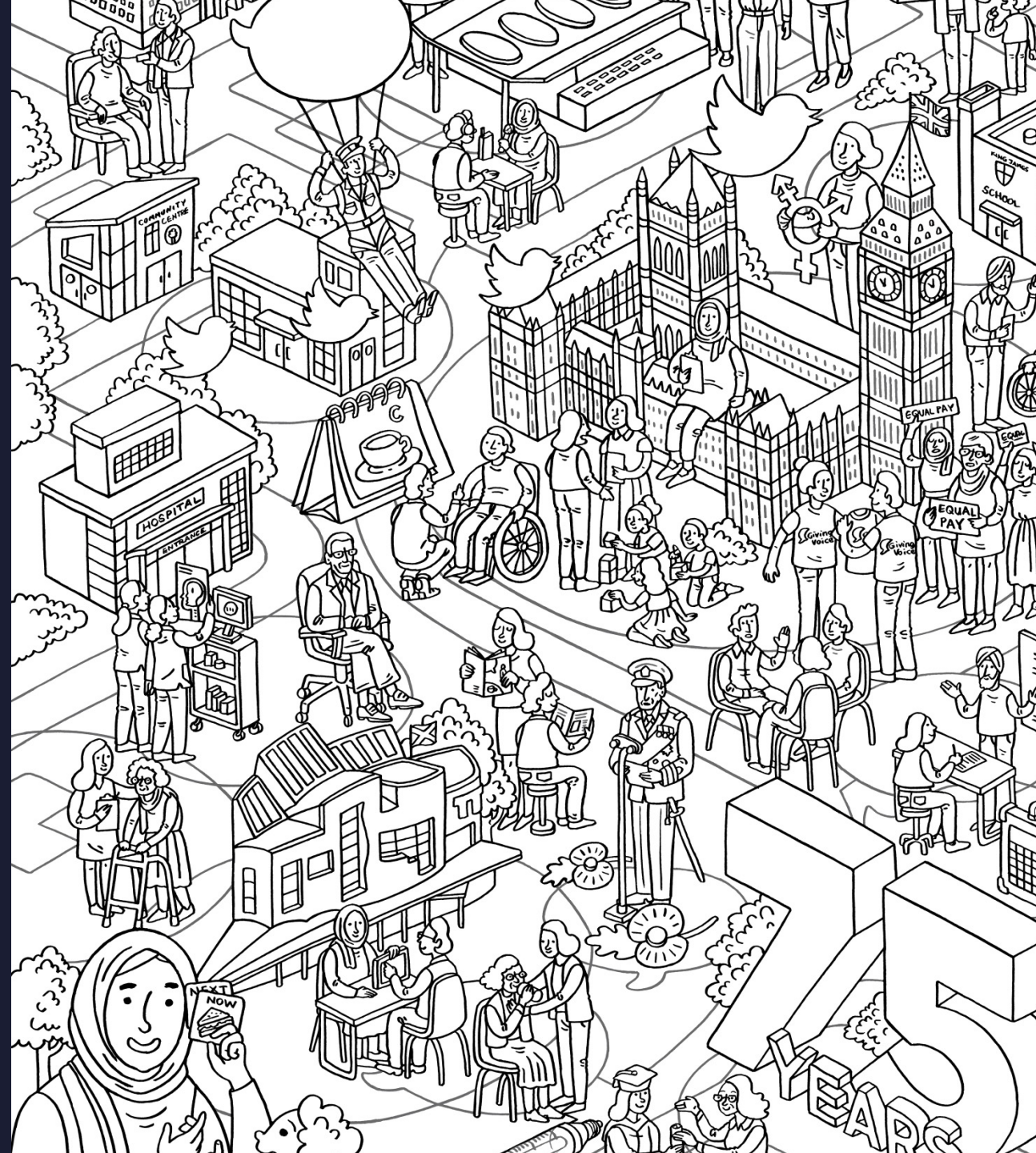
# Privilege checklist

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6. People of my race are widely represented in media and resources
7. When I am told about our national heritage or about 'civilisation', I am told that my race made it what it is.
8. My race or ethnicity will not make people around me feel uncomfortable.
9. I can start a new job, and know that most people around me will look like me (ethnically).
10. I don't often have to think about my race/ethnicity – in fact, I don't really notice it.



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# Watch: positive about bilingualism and cultural diversity

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By Sunita Shah, RCSLT Bilingualism Adviser and Independent Practitioner, Together Let's Communicate Limited, Speech and Language Therapy, Author; and Dr Sean Pert, RCSLT Bilingualism Adviser, Senior Lecturer and Consultant SLT, University of Manchester and Indigo Gender Service

<https://youtu.be/npZVhNekAqw>

# Workshop 3

## Instructions:

- Consider the definition of cultural inquisitiveness
- In your groups, you may want to discuss the scenarios, or you may want to discuss your own experiences

# Cultural inquisitiveness

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Definition: Being honest and open about one's lack of knowledge about a person's cultural practices, beliefs and way of life that is different from one's own, and having the confidence to ask respectful questions to discover more about that person's unique perspective.

- You are asked to do a language assessment of a child whose family have indicated that they are Jain. You know that their culture is different to yours and that they have some dietary restrictions. How might you go about obtaining the information you need to do an assessment in a culturally sensitive way?
- You are asked to give advice on a safe thickness of food for a man with dysphagia. He lives with his family who are from Nigeria, and prepare predominantly Nigerian food for him. The family all speak English, but are unsure of the various IDDSI levels. How might you find out more about what you need in order to give accurate advice?



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[www.rcslt.org](http://www.rcslt.org)



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