



Towards diversity and
inclusion for our profession
and service users

Workshop 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.**

Workshop overview

- 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

Beginning the conversation

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?

By Dr Muna Abdi, Director of MA Education Consultancy CIC

<https://youtu.be/mf0HZM9p988>

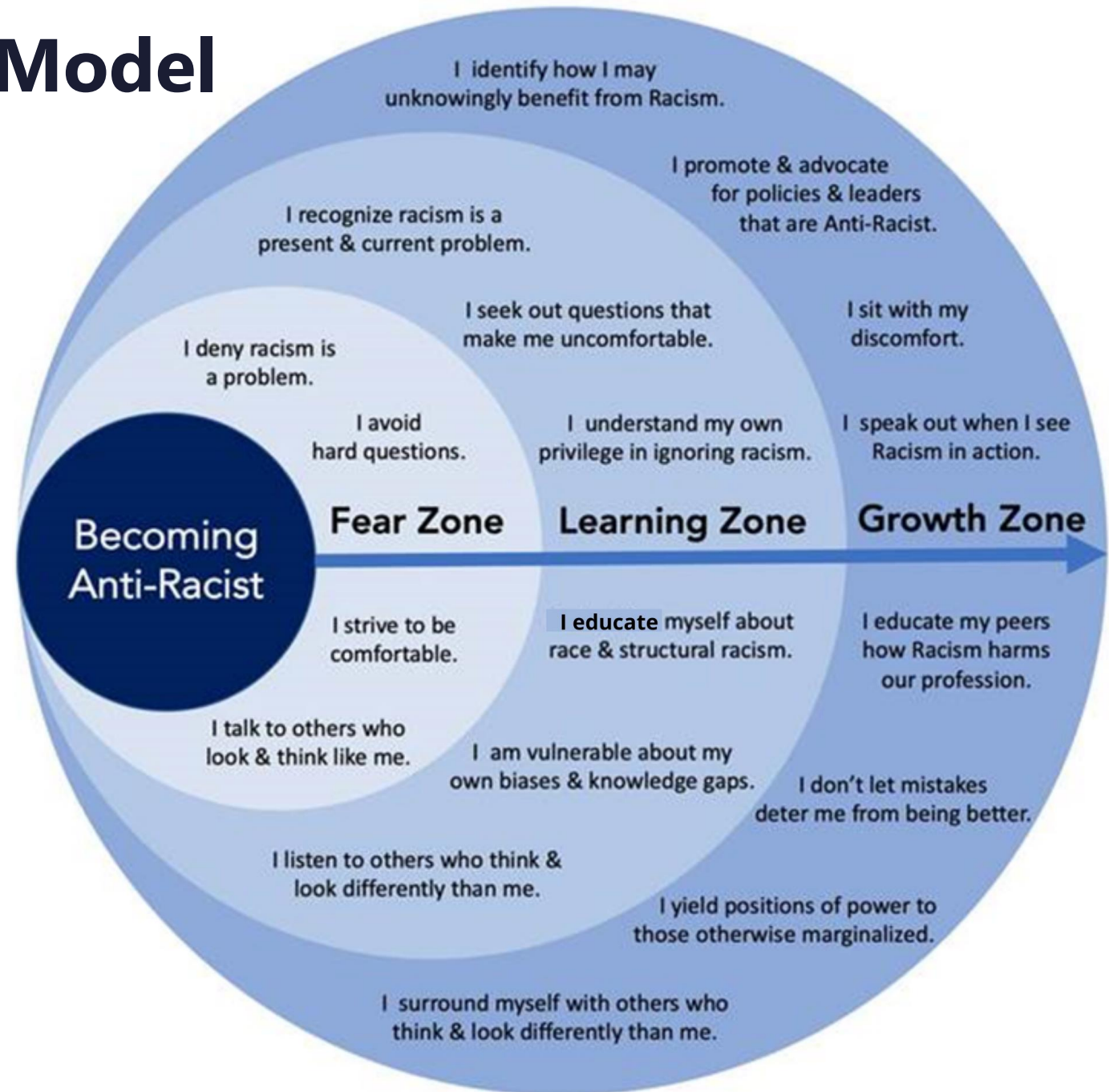
Workshop 1

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.*





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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

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

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

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

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?



A detailed black and white line drawing of a bustling city street scene, likely representing London, with various landmarks and people. The scene includes a large clock tower (Big Ben), a school, a hospital, a community centre, a cafe, a park, and a large 'YEARS' sign. People are engaged in various activities, including walking, sitting, and interacting. The drawing is a complex, multi-layered illustration of urban life.



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