

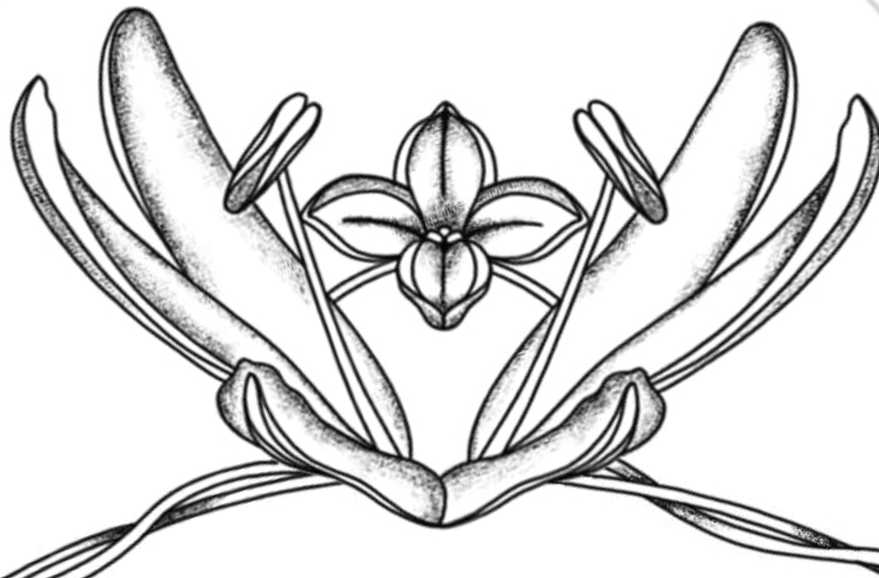



Beacon House
Therapeutic Services and Trauma Team



THE CLOAK OF SILENCE

MODULE ONE | PART ONE:
CHILDREN & ADOLESCENTS





Doll Exercise Reflection Log

Track what comes up in your body, heart and mind as you do the exercise



THE DOLL EXERCISE REFLECTIONS

NOTICE:

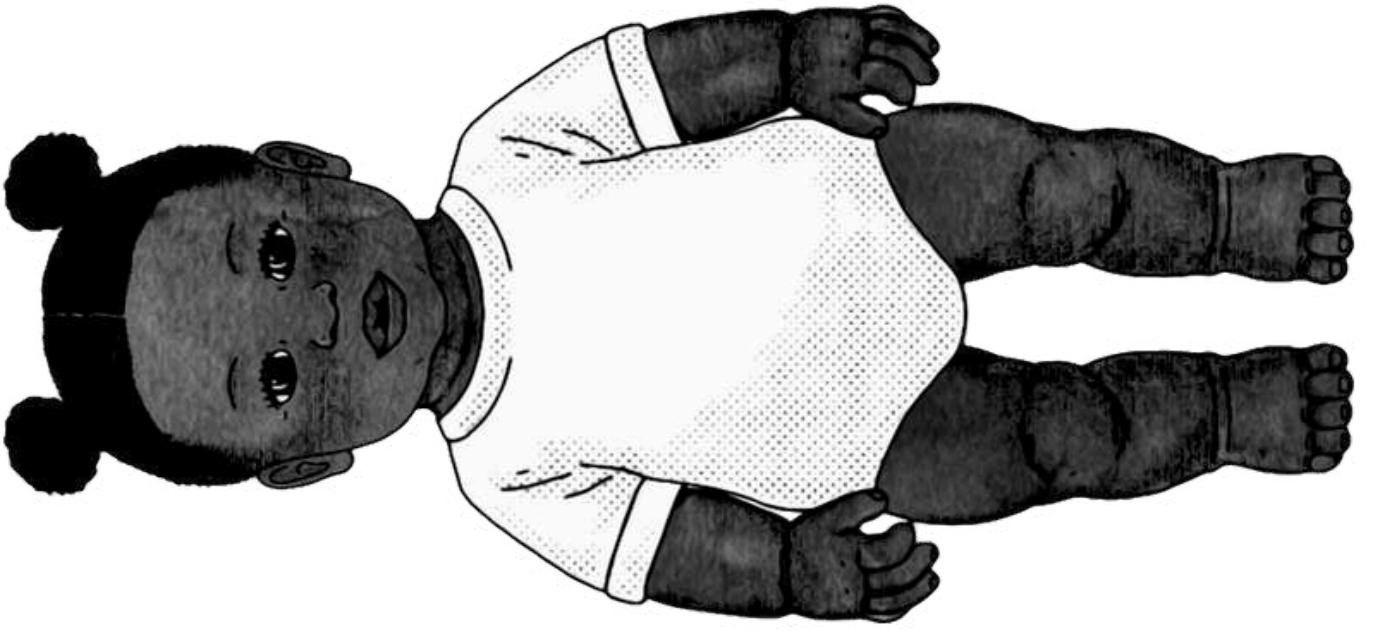
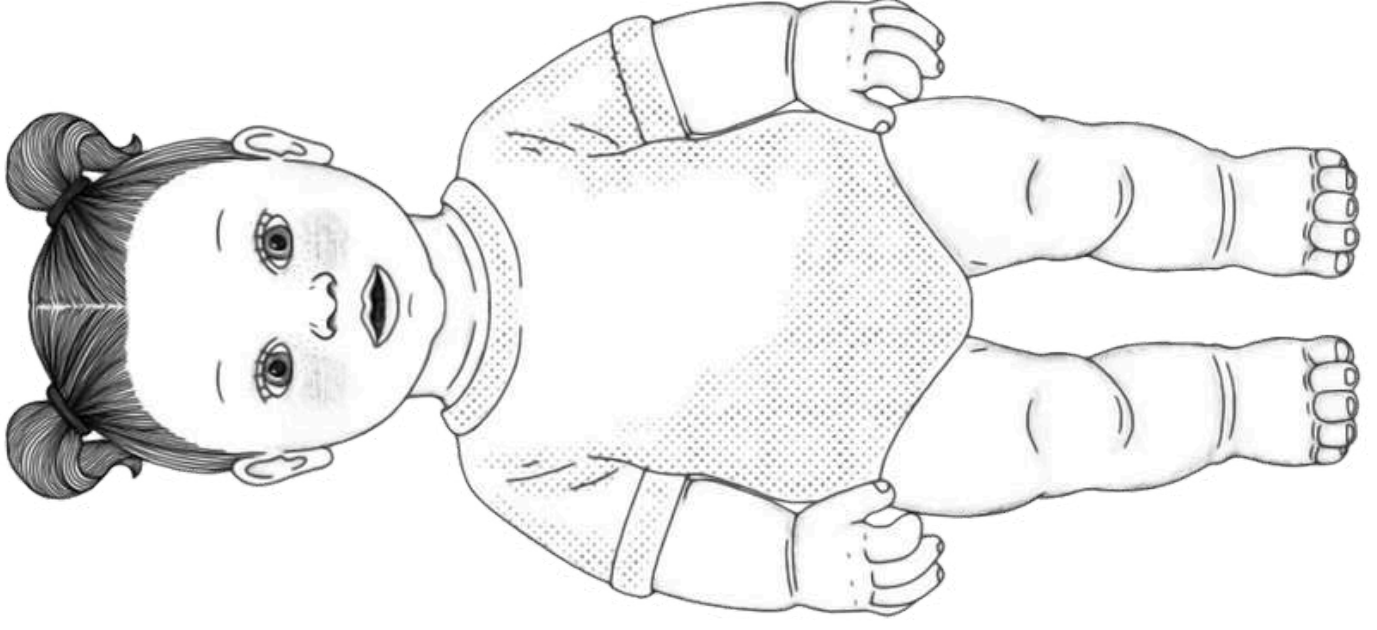
- SENSATIONS
- RESISTANCE
- MAGICAL MOMENTS
- AHA! MOMENTS
- SHUT DOWN MOMENTS

BE CURIOUS ABOUT WHAT CAME UP FOR YOU AND WHAT CAME UP FOR OTHERS, IF WORKING WITHIN A GROUP

DID YOU NOTICE ANY BODY SENSATIONS? WHEN DID THEY HAPPEN?

WHAT FEELINGS AROSE AND WHEN? ARE THEY STILL PRESENT?

DID YOU NOTICE ANY THOUGHTS COME INTO YOUR MIND? AT WHAT POINT DID THESE HAPPEN?





The Doll Test Reflection Log

Track what comes up in your body, heart and mind as you watch the video



THE DOLL TEST VIDEO REFLECTIONS

HOW DID IT FEEL WHEN YOU NOTICED THAT POSITIVE ATTRIBUTES WERE ASSOCIATED WITH THE WHITE DOLL AND THE NEGATIVE ATTRIBUTES WERE ASSOCIATED WITH THE BLACK DOLL?

HOW WAS IT WHEN YOU NOTICED THE REALISATION IN THE BLACK CHILDREN WHEN THEY WERE ASKED THE QUESTION "WHO DO YOU LOOK LIKE?"

HOW WAS IT FOR YOU, WHEN YOU NOTICED THE TRAUMA AND THE PAIN AND THE SADNESS THAT IS HELD IN THE BODIES OF THESE CHILDREN?

WHAT CAME UP FOR YOU IN YOUR BODY, HEART AND MIND?

- DID YOU EXPERIENCE ANY BODY SENSATIONS? DID THESE LINK TO ANY FEELINGS OR THOUGHTS?
- WHAT EMOTIONS, IF ANY, DID YOU NOTICE? ARE THEY STILL THERE OR HAVE THEY CHANGED OR DISAPPEARED?
- DID YOU NOTICE IF YOU MOVED MORE INTO THINKING AS YOU WATCHED? WHAT THOUGHTS CAME UP FOR YOU AND WHEN?



THE IMPACT OF PREJUDICE, DISCRIMINATION AND SEGREGATION ON CHILDREN

INFERIORITY COMPLEX

- LOW MOOD
- FEELINGS OF NOT BELONGING
- LOW SELF-ESTEEM
- SELF DOUBT
- SELF BLAMING
- WANTING TO BE PERFECT
- COMPARING SELF TO OTHERS

On The Inside
On The Outside

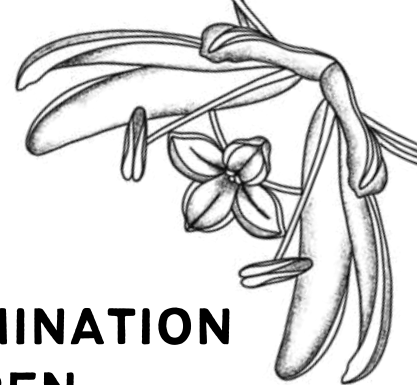
- GIVES UP EASILY
- AVOIDS EYE CONTACT
- IS SENSITIVE TO CRITICISM
- LACKS IN CONFIDENCE
- FINDS IT HARD TO ADMIT MISTAKES
- FINDS IT HARD TO ACHIEVE A GOAL OR TASK
- WITHDRAWS FROM SOCIAL SITUATIONS
- REFUSES TO TAKE PART IN EXTRACURRICULAR ACTIVITIES
- CONNECTION SEEKING "I FEEL INVISIBLE, NOTICE ME"
- STRIVES FOR PERFECTIONISM

SELF-HATRED

- NEGATIVE SELF-THOUGHT
- FEELINGS OF WORTHLESSNESS
- LOW SELF ESTEEM
- DEPRESSION
- BODY IMAGE ISSUES
- MINIMAL SELF COMPASSION
- STRIVE FOR PERFECTIONISM
- SELF-SABOTAGE "I DON'T DESERVE..."
- FEEL INSECURE IN RELATIONSHIPS

On The Inside
On The Outside

- NEGATIVE SELF-TALK "NO-ONE LIKES ME"
- DEFEATIST AND AIMLESS
- SEEKS CONFIRMATION FROM ADULTS THEY ARE 'BAD' THROUGH THEIR BEHAVIOUR
- FIND IT HARD TO CARRY ON WHEN A TASK IS DIFFICULT
- SELF ISOLATION AND WITHDRAWAL
- POOR SLEEP
- SELF HARM
- DEVELOP EATING DISORDER
- NEGLECT HEALTH AND BODY NEEDS
- UNABLE TO ADVOCATE FOR SELF
- CONSTANTLY SEEKS REASSURANCE BUT UNABLE TO ACCEPT PRAISE



THE IMPACT OF PREJUDICE, DISCRIMINATION AND SEGREGATION ON CHILDREN

INTERNALISED RACISM

- DEPRESSION
- ANXIETY
- LOW SELF WORTH
- FEEL UNDESIRABLE, LESS LIKEABLE
- ASHAMED OF SELF, CULTURE, COMMUNITY
- BELIEVE WHITE PRAISE IS MORE VALUABLE
- INTERNALISED OPPRESSION ' I AM LESS THAN'
- UNACHIEVABLE GOAL SETTING
- BODY IMAGE ISSUES

On The Inside
On The Outside

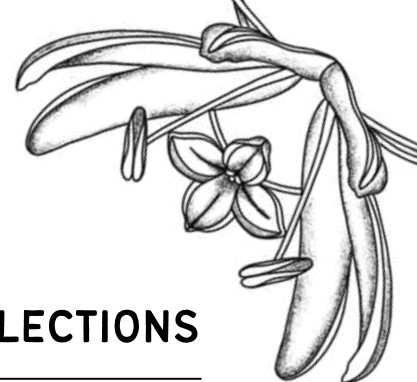
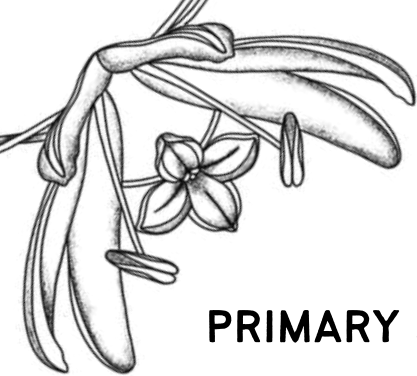
- UNRELENTING HIGH STANDARDS OF SELF
- OVERCOMPENSATING SO AS NOT TO FULFIL STEREOTYPES
- SUPPRESSING OR DENYING OWN CULTURAL IDENTITY, POINT OF VIEW AND SELF EXPRESSION TO 'FIT IN'
- UNDERESTIMATING OWN ABILITY
- STRIVING TO ACHIEVE DOMINANT EUROPEAN BEAUTY IDEALS
- AVOIDS TALKING ABOUT RACE/RACISM
- LOW MOOD
- SELF HARM

COLOURISM

- DEPRESSION
- HOPELESSNESS
- DESPAIR
- FEELINGS OF NOT BELONGING
- ALIENATED
- NEGATIVE BODY IMAGE
- LOW SELF-ESTEEM
- SELF-HATRED

On The Inside
On The Outside

- LACK OF MOTIVATION AND DRIVE
- LOW ENERGY & MOOD
- LANGUAGE USED IN RELATION TO APPEARANCE (SELF AND OTHERS)
- OBSESSIVE ATTENTION TO PERSONAL APPEARANCE AND HAIR
- ALTERING APPEARANCE TO TRY AND ACHIEVE DOMINANT EUROPEAN BEAUTY IDEALS
- AVOIDING SUNLIGHT
- SELF HARM



PRIMARY SOCIALISATION PRE-LEARNING REFLECTIONS

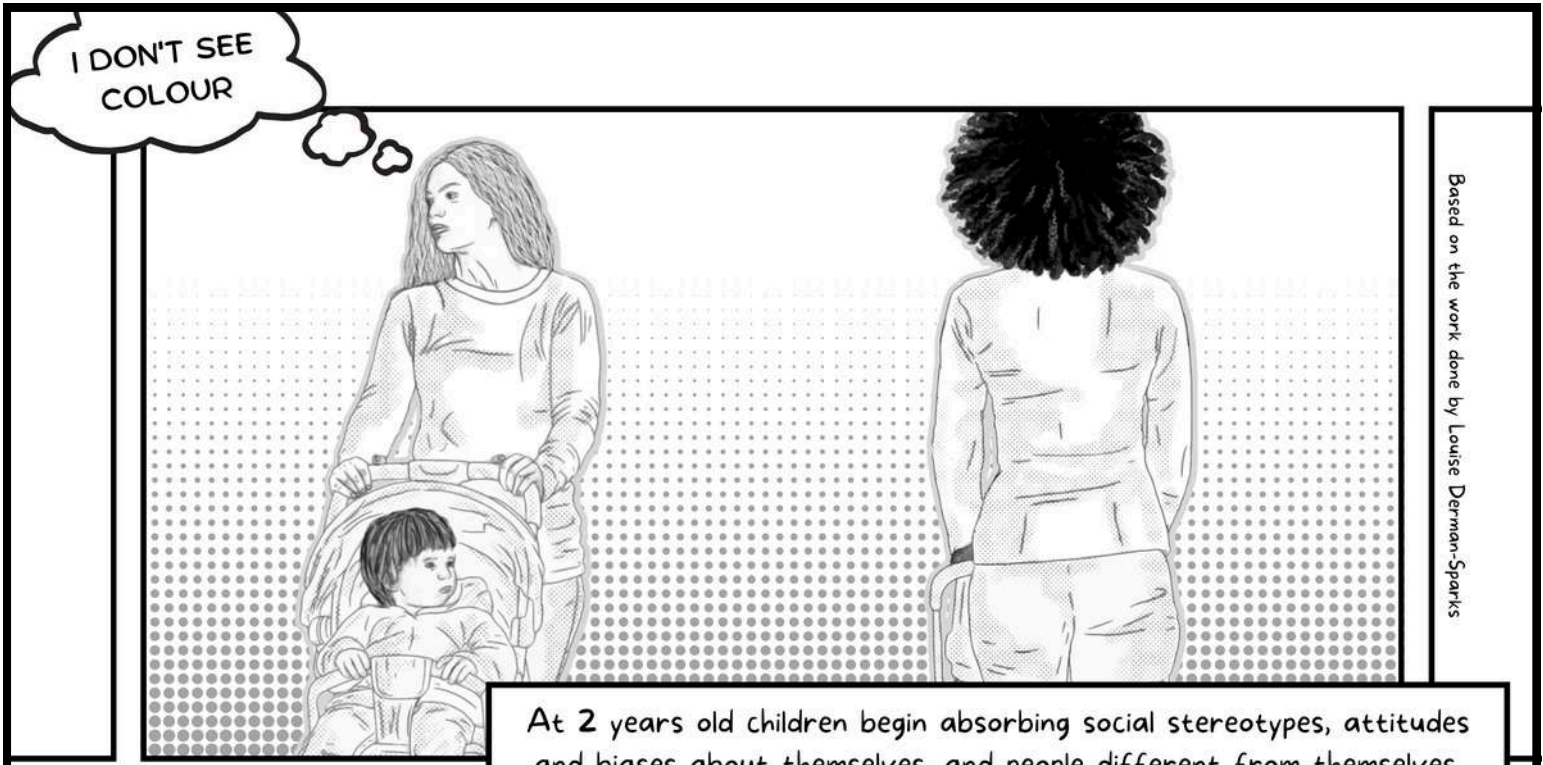
AT WHAT AGE SHOULD PARENTS/CARERS START TALKING TO CHILDREN ABOUT DIFFERENCES AND SAMENESS; IN PARTICULAR CONVERSATIONS ABOUT GENDER, RACE, ETHNICITY, CLASS AND ABILITY?

AT WHAT AGE DO YOU THINK SCHOOLS NEED TO START DISCUSSING DIFFERENCES AND SAMENESS WITH CHILDREN?

AT WHAT AGE DOES IT BECOME MORE DIFFICULT TO EDUCATE CHILDREN ON DIFFERENCES AND SAMENESS?

Stages of Children's Racial Identity Development within Primary Socialisation

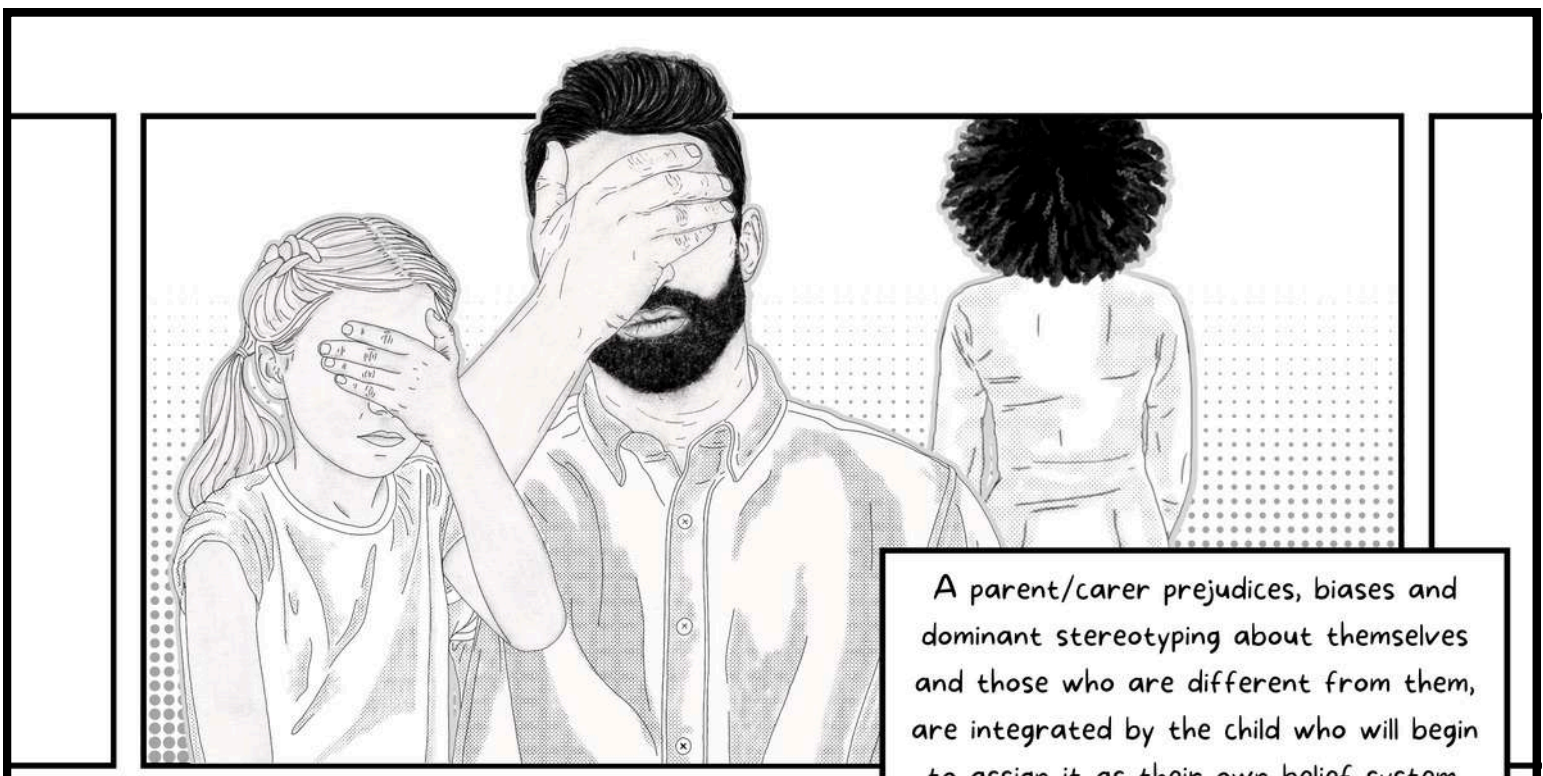
BASED ON THE
RESEARCH DONE
BY LOUISE
DERMAN-SPARKS



I DON'T SEE COLOUR

Based on the work done by Louise Derman-Sparks

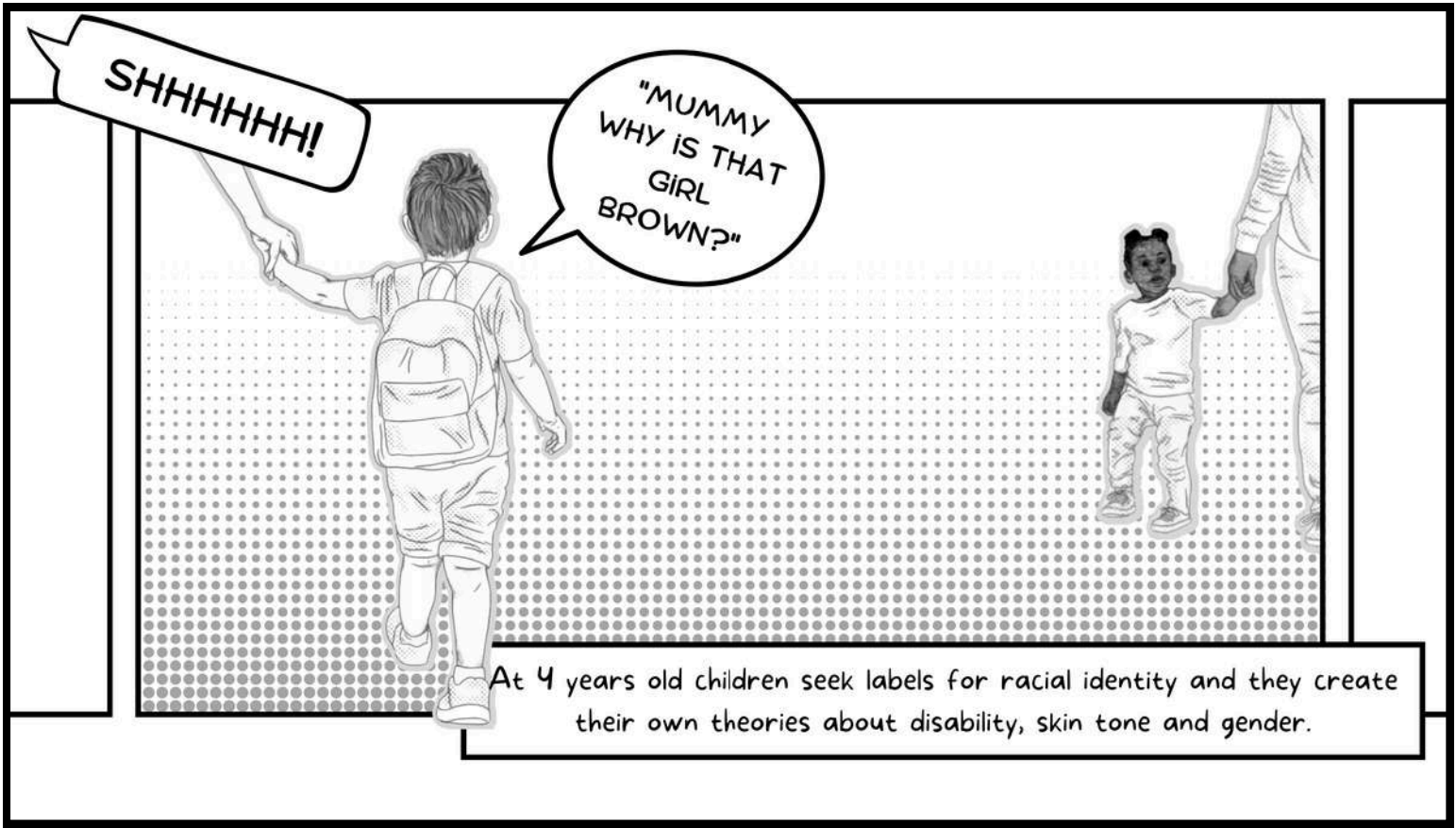
At 2 years old children begin absorbing social stereotypes, attitudes and biases about themselves, and people different from themselves.



A parent/carer prejudices, biases and dominant stereotyping about themselves and those who are different from them, are integrated by the child who will begin to assign it as their own belief system.

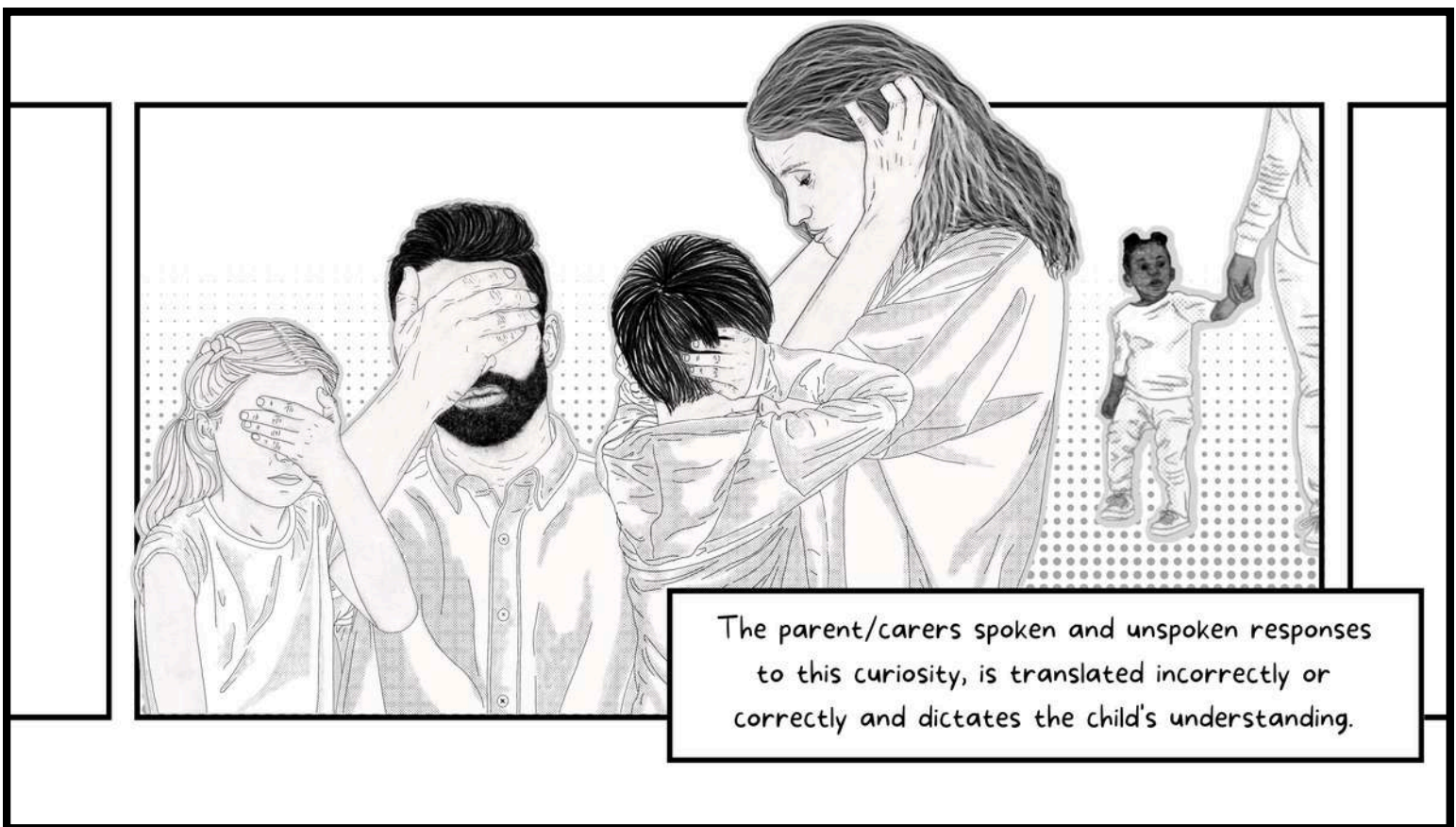
Stages of Children's Racial Identity Development within Primary Socialisation

BASED ON THE RESEARCH DONE BY LOUISE DERMAN-SPARKS



A comic panel with a dotted background. On the left, a boy with a backpack is seen from behind, holding the hand of a girl. A speech bubble from the boy says "SHHHHHH!". In the center, a girl asks, "MUMMY WHY IS THAT GIRL BROWN?". On the right, a brown girl is being held by an adult's hand. Below the panel is a text box.

At 4 years old children seek labels for racial identity and they create their own theories about disability, skin tone and gender.

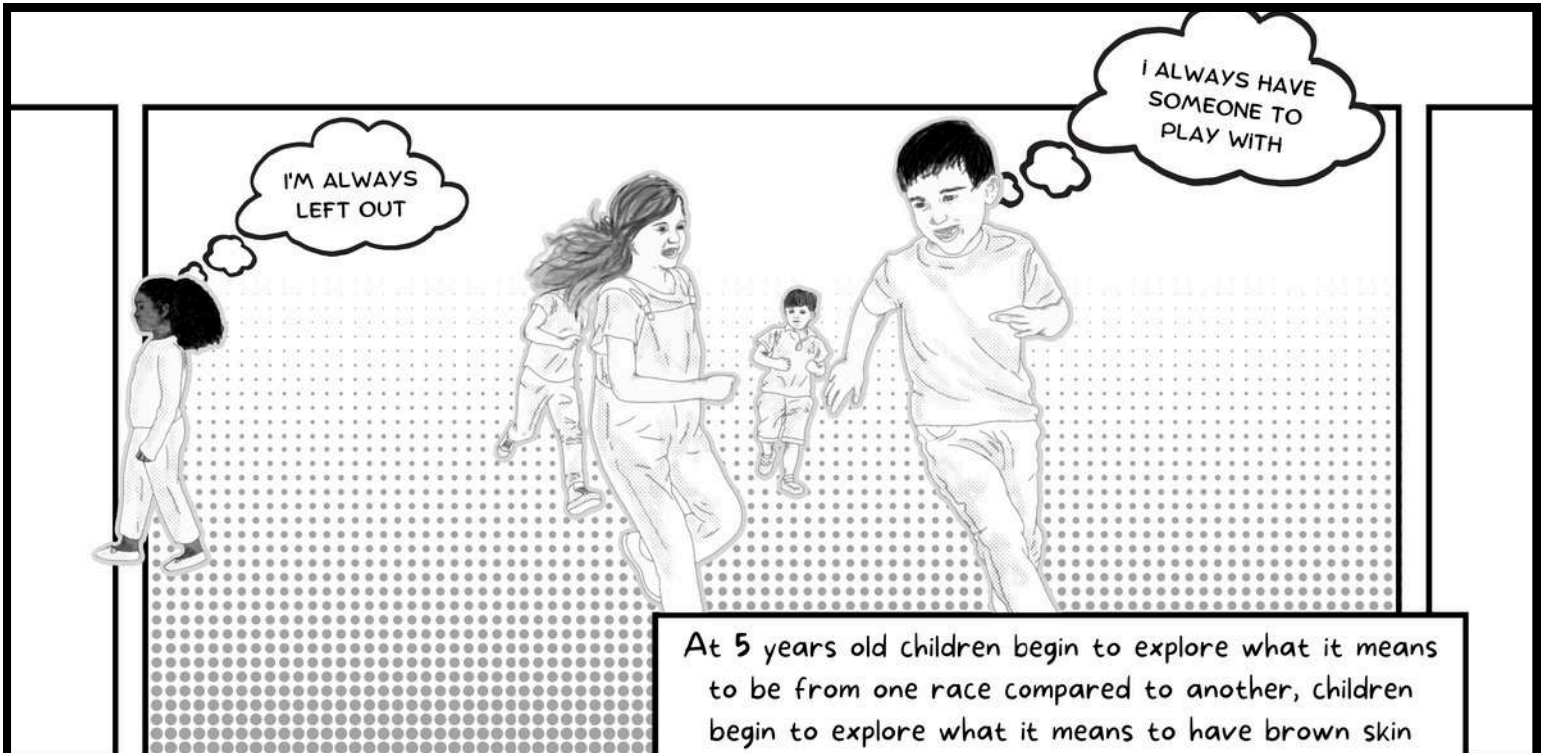


A comic panel with a dotted background. In the foreground, a man and a woman are covering their eyes with their hands. In the background, the same boy and girl from the previous panel are visible. Below the panel is a text box.

The parent/carers spoken and unspoken responses to this curiosity, is translated incorrectly or correctly and dictates the child's understanding.

Stages of Children's Racial Identity Development within Primary Socialisation

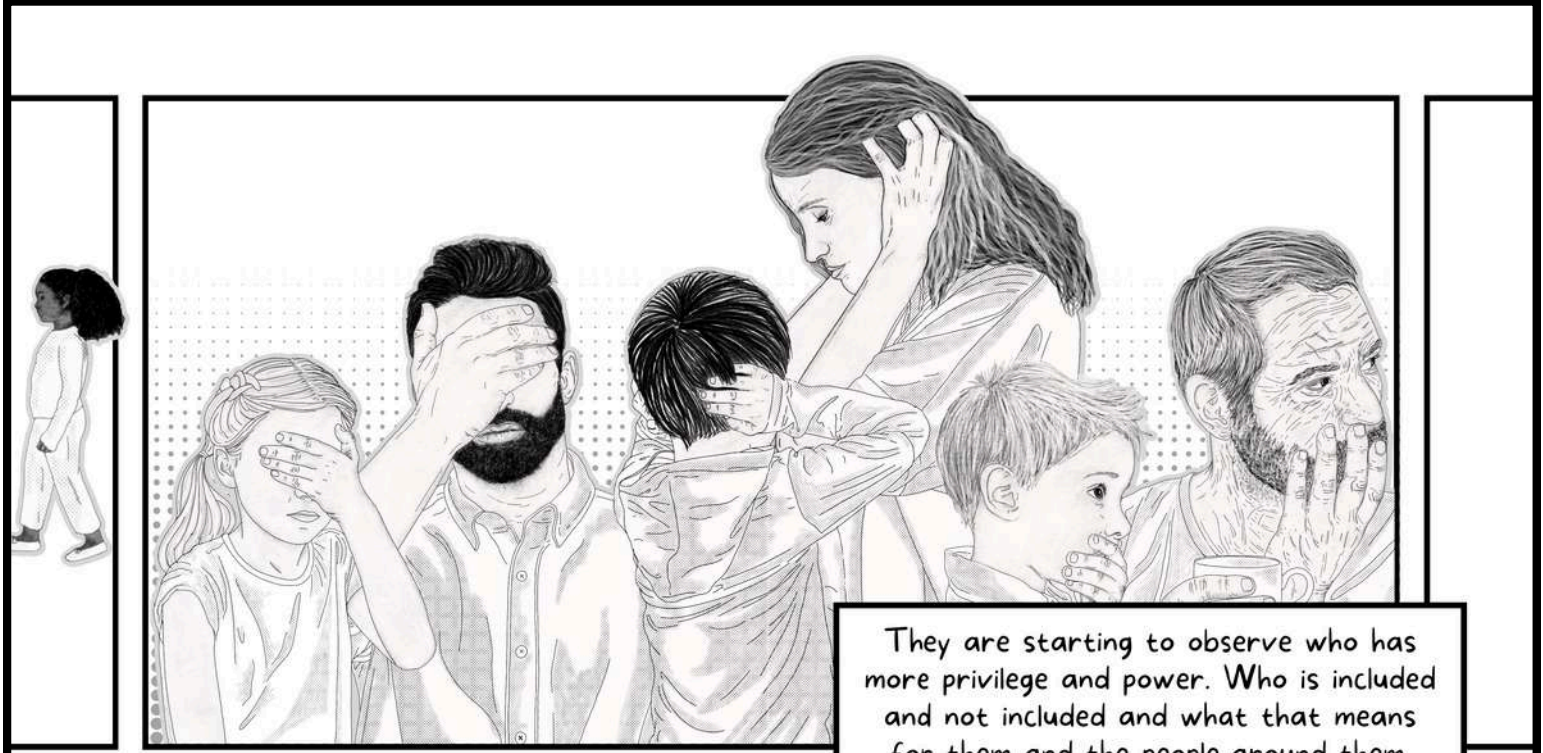
BASED ON THE
RESEARCH DONE
BY LOUISE
DERMAN-SPARKS



I'M ALWAYS LEFT OUT

I ALWAYS HAVE SOMEONE TO PLAY WITH

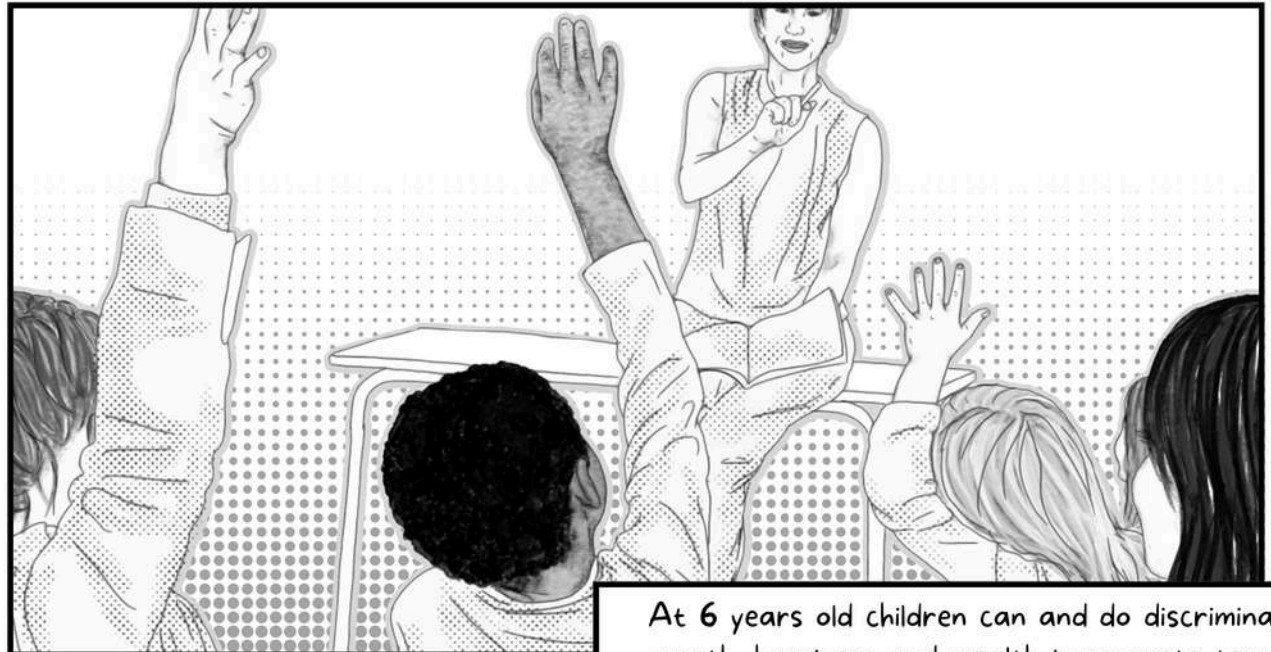
At 5 years old children begin to explore what it means to be from one race compared to another, children begin to explore what it means to have brown skin compared to another child who has white skin.



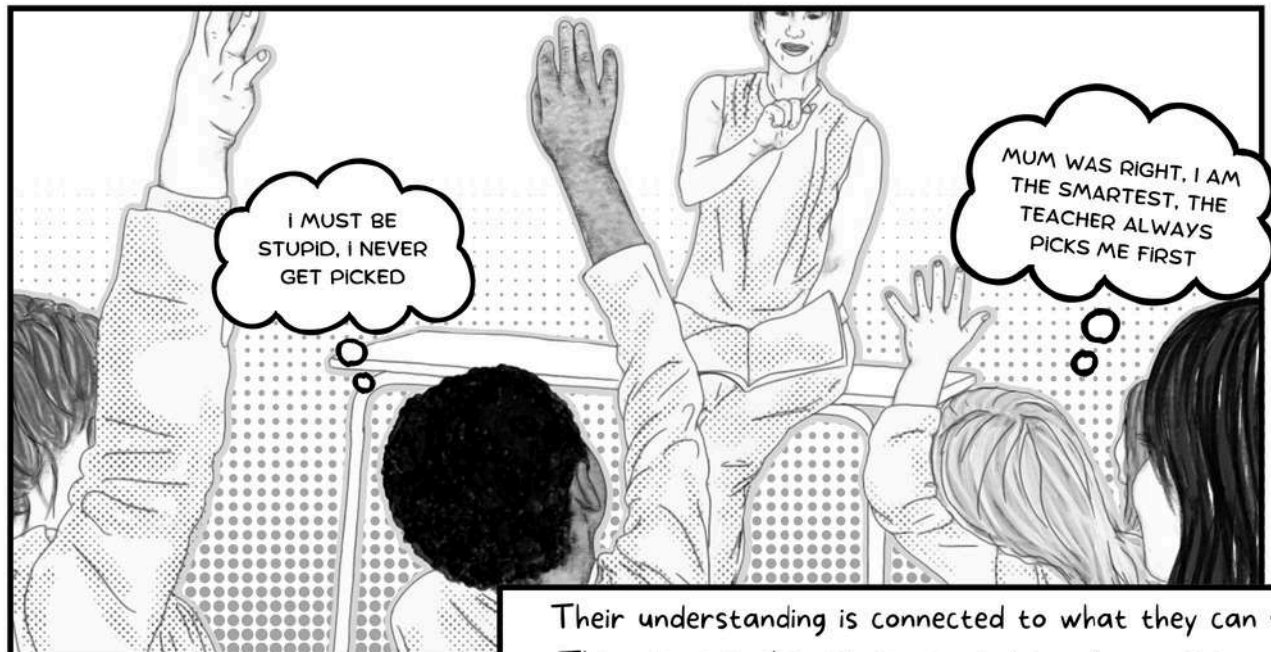
They are starting to observe who has more privilege and power. Who is included and not included and what that means for them and the people around them.

Stages of Children's Racial Identity Development within Primary Socialisation

BASED ON THE
RESEARCH DONE
BY LOUISE
DERMAN-SPARKS



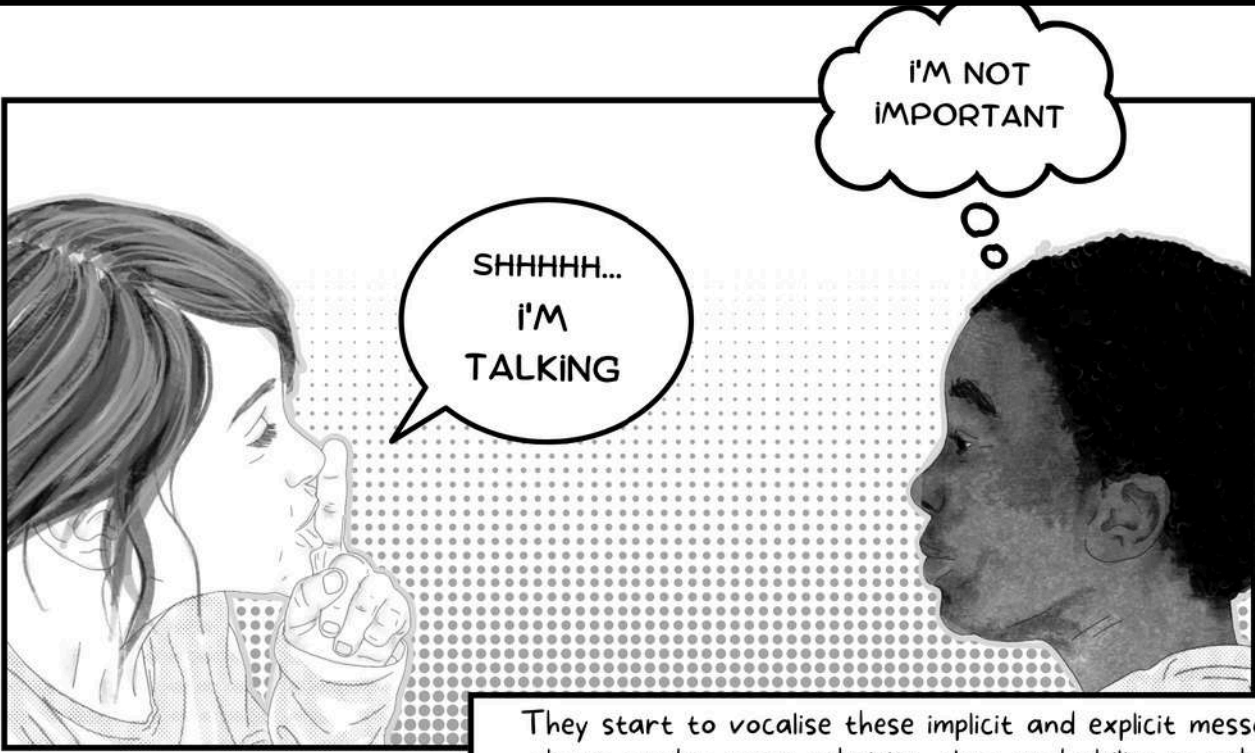
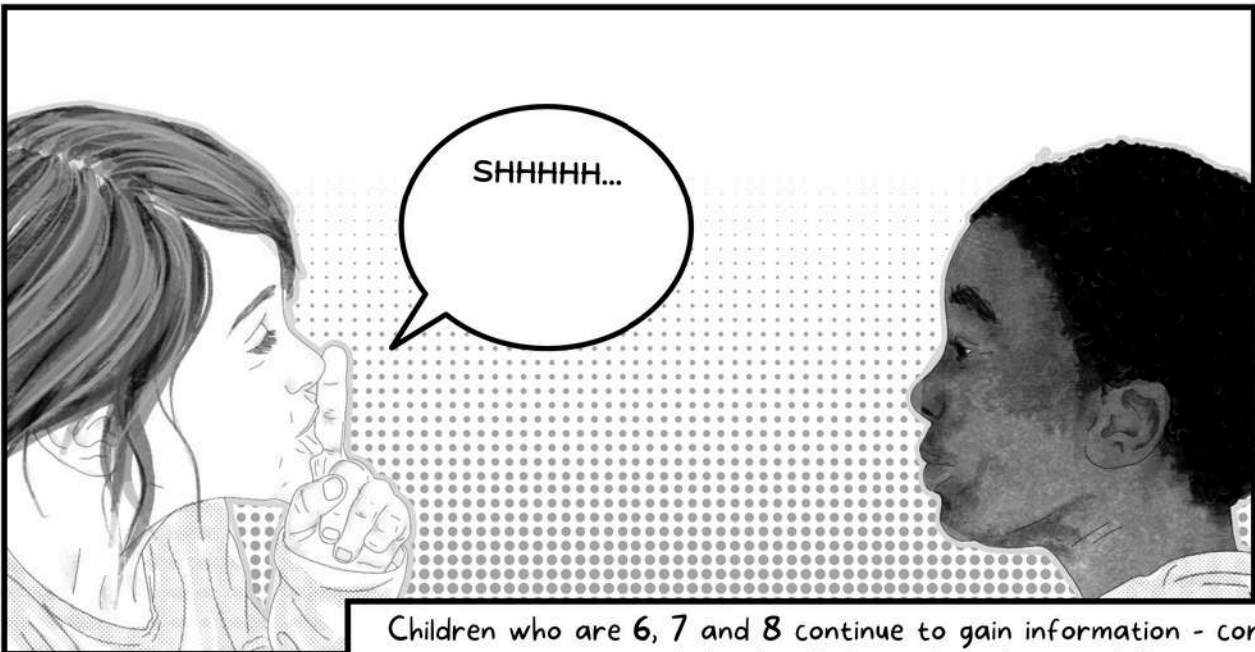
At 6 years old children can and do discriminate worth, happiness and wealth in concrete terms.



Their understanding is connected to what they can see. They also see themselves as member of a racial group.

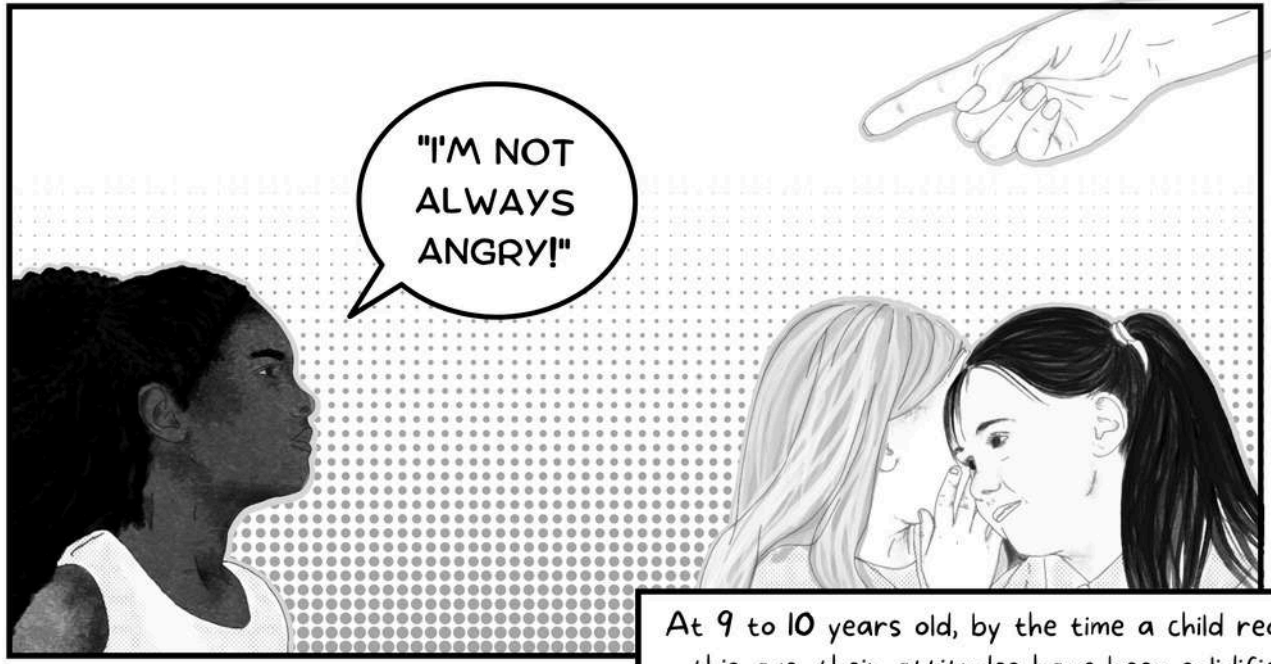
Stages of Children's Racial Identity Development within Primary Socialisation

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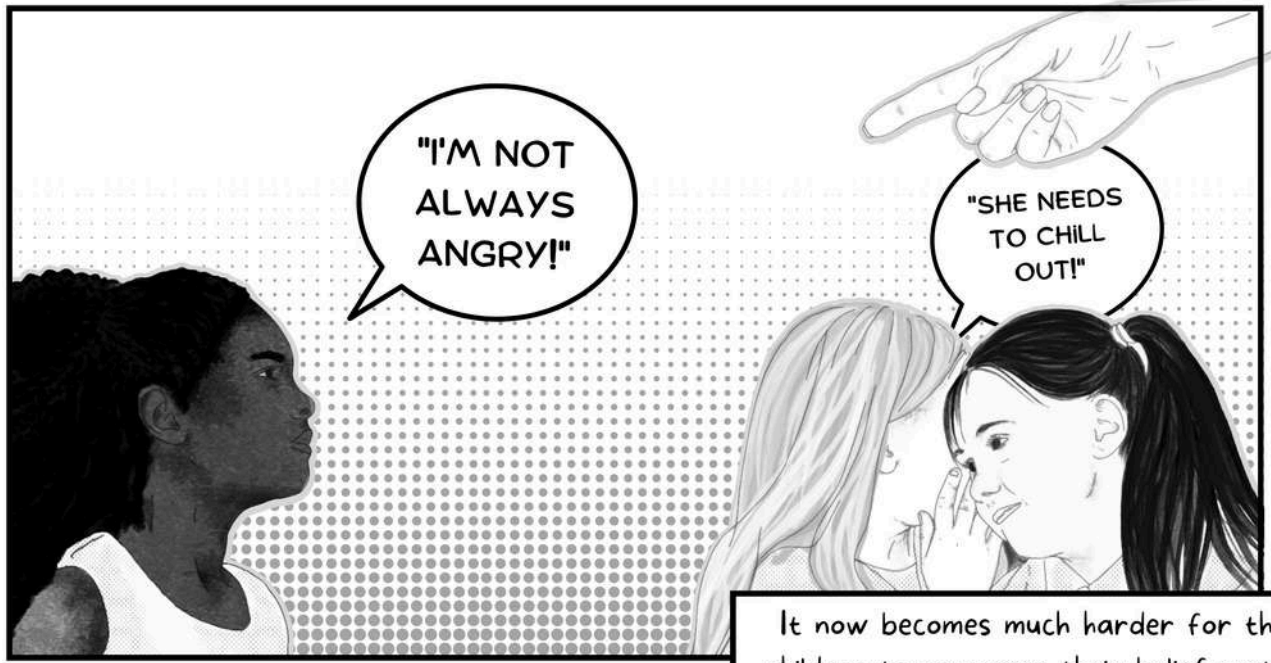


Stages of Children's Racial Identity Development within Primary Socialisation

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DERMAN-SPARKS

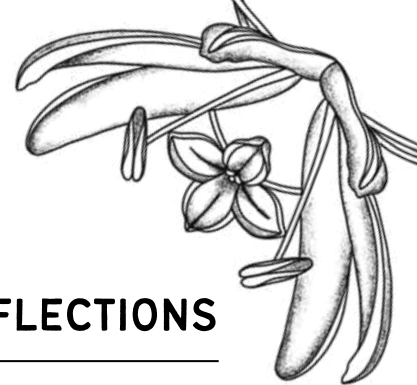
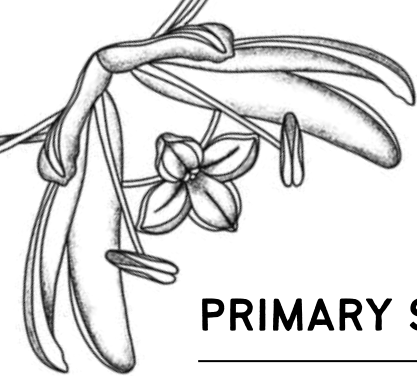


At 9 to 10 years old, by the time a child reaches this age, their attitudes have been solidified.



It now becomes much harder for these children to re-assess their belief systems.

Based on the work done by Louise Derman-Sparks



PRIMARY SOCIALISATION POST-LEARNING REFLECTIONS

LOOK BACK AT YOUR ANSWERS TO THE PRIMARY SOCIALISATION PRE-LEARNING REFLECTIONS. NOW YOU KNOW MORE ABOUT PRIMARY SOCIALISATION, WOULD YOU CHANGE YOUR ANSWERS?

NOTICE WHAT IS HAPPENING IN YOUR BODY AS YOU REFLECT, BE CURIOUS ABOUT WHAT IS COMING UP FOR YOU AND WHAT IS COMING UP FOR OTHERS, IF WORKING WITHIN A GROUP:

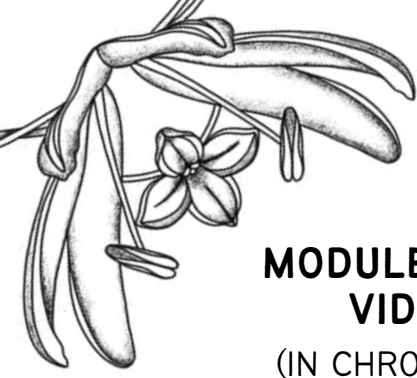
WERE THERE ANY SURPRISES OR DISCOVERIES?

DID YOU NOTICE ANY FEELINGS OF SHAME, DISCOMFORT OR RESISTANCE?

DID YOU HAVE ANY MOMENTS OF SATISFACTION OR RELIEF?

DID YOU NOTICE YOURSELF SHUTTING DOWN OR NOT LISTENING? AT WHAT POINT DID THAT HAPPEN?

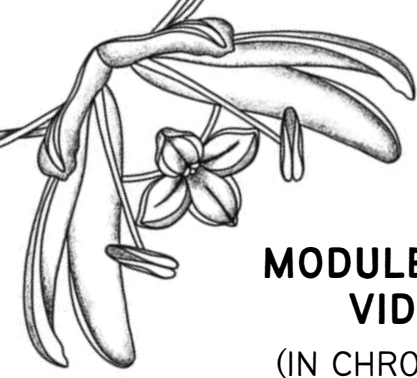
CAN YOU FEEL YOUR BODY, HEART AND/OR MIND WANTING TO TAKE ACTION? IF SO WHAT DO YOU WANT TO DO?



MODULE ONE: PART ONE BOOK RECOMMENDATIONS, VIDEO LINKS AND RESEARCH INFORMATION

(IN CHRONOLOGICAL ORDER AS REFERENCED IN THE TRAINING)

-
- DOLL TEST - THE EFFECTS OF RACISM ON CHILDREN (ENG) BY FANPAGE.IT PRODUCTION:
[HTTPS://YOUTU.BE/QRZPW-9SJtQ?si=CLDGW6_WY00YAUZB](https://youtu.be/QRZPW-9SJtQ?si=CLDGW6_WY00YAUZB)
-
- ACTIVIST VANESSA NAKATE ON AMPLIFYING THE VOICES OF THOSE ON THE FRONTLINES OF CLIMATE CHANGE BY EMILY CHAN: [HTTPS://WWW.VOGUE.COM/ARTICLE/VANESSA-NAKATE-ACTIVIST-BOOK-BRINGING-NEW-AFRICAN-VOICE-TO-CLIMATE-CRISIS](https://www.vogue.com/article/vanessa-nakate-activist-book-bringing-new-african-voice-to-climate-crisis)
-
- A BIGGER PICTURE: MY FIGHT TO BRING A NEW AFRICAN VOICE TO THE CLIMATE CRISIS BY VANESSA NAKATE
-
- GIRLS AT RISK OF EXCLUSION BY AGENDA ALLIANCE:
[HTTPS://WWW.AGENDAALLIANCE.ORG/DOCUMENTS/5/GIRLS_AT_RISK_OF_EXCLUSION_BRIEFING.PDF](https://www.agendaalliance.org/documents/5/girls_at_risk_of_exclusion_briefing.pdf)
-
- I AM NEFERTITI BY ANNEMARIE ANANG
-
- BIG BY VASHTI HARRISON
-
- BIG GIRL BY MECCA JAMILAH SULLIVAN
-
- HOW TO STAY SAFE ONLINE BY SEYI AKIWOWO
-
- YOUNG AND BLACK: THE YOUNG BLACK EXPERIENCE OF INSTITUTIONAL RACISM IN THE UK, OCTOBER 2020: [HTTPS://YMCA.ORG.UK/WP-CONTENT/UPLOADS/2024/08/YMCA-YOUNG-AND-BLACK-2020.PDF](https://ymca.org.uk/wp-content/uploads/2024/08/YMCA-Young-And-Black-2020.pdf)
-
- HI, MY NAME IS AUSTIN AND I HAVE AUTISM BY SELINA JACKSON
-
- M IS FOR MELANIN: A CELEBRATION OF THE BLACK CHILD BY TIFFANY ROSE
-
- DEAR BLACK CHILD BY RAHMA RODAAH
-
- RISE BY MALIHA ABIDI
-
- SUPERHEROES : INSPIRING STORIES OF SECRET STRENGTH BY SOPHIA THAKUR
-
- BLACK, BRILLIANT AND DYSLEXIC: NEURODIVERGENT HEROES TELL THEIR STORIES BY MARCIA BRISSETT-BAILEY
-
- CURLS BY RUTH FORMAN
-
- DON'T TOUCH MY HAIR BY EMMA DABIRI
-
- JOYFUL, JOYFUL : STORIES CELEBRATING BLACK VOICES CURATED BY DAPO ADEOLA
-
- HEY YOU! BY DAPO ADEOLA.
-
- THE BLACK CURRICULUM PLACES : IMPORTANT SITES IN BLACK BRITISH HISTORY BY MELODY TRIUMPH
-
- OUR STORY STARTS IN AFRICA BY PATRICE LAWRENCE
-
- BLACK AND BRITISH: AN ILLUSTRATED HISTORY BY DAVID OLUSOGA
-
- GLORY: MAGICAL VISIONS OF BLACK BEAUTY BY KAHRAN BETHENCOURT AND REGIS BETHENCOURT
-



MODULE ONE: PART ONE BOOK RECOMMENDATIONS, VIDEO LINKS AND RESEARCH INFORMATION

(IN CHRONOLOGICAL ORDER AS REFERENCED IN THE TRAINING)

-
- LIT IN COLOUR: DIVERSITY IN LITERATURE IN ENGLISH SCHOOLS BY THE RUNNYMEDE TRUST:
[HTTPS://CDN.PROD.WEBSITE-FILES.COM/61488F992B58E687F1108C7C/61D6FC0B4A6B8786BD88D10B_LIT-IN-COLOUR-RESEARCH-REPORT-MIN.PDF](https://cdn.prod.website-files.com/61488f992b58e687f1108c7c/61d6fc0b4a6b8786bd88d10b_lit-in-colour-research-report-min.pdf)
-
- COCOA GIRL OR COCOA BOY MAGAZINES BY SERLINA BOYD
-
- COLOURISM A GLOBAL ADOLESCENT HEALTH CONCERN: [HTTPS://WWW.HSPH.HARVARD.EDU/WP-CONTENT/UPLOADS/SITES/1267/2018/10/CURRENT-OPINION-COLOURISM-A-GLOBAL-ADOLESCENT-HEALTH-CONCERN.PDF](https://www.hsph.harvard.edu/wp-content/uploads/sites/1267/2018/10/current-opinion-colourism-a-global-adolescent-health-concern.pdf)
-
- THE IMPACT OF COLORISM ON EARLY CHILDHOOD LEARNERS BY OLIVIA THIBAUT:
[HTTPS://SOAR.SUNY.EDU/BITSTREAM/HANDLE/20.500.12648/7181/THIBAUT.FORMATTED.ACCESSIBLE.PDF?SEQUENCE=1&ISALLOWED=Y](https://soar.suny.edu/bitstream/handle/20.500.12648/7181/thibault.formatted.accessible.pdf?sequence=1&isallowed=y)
-
- WHITE TEARS/BROWN SCARS: HOW WHITE FEMINISM BETRAYS WOMEN OF COLOR BY RUBY HAMAD
-
- DECORATIONS BY MARCH MUSES: [HTTPS://WWW.MARCHMUSES.CO.UK/](https://www.marchmuses.co.uk/)
-
- SULWE BY LUPITA NYONG'O
-
- GLOW BY RUTH FORMAN
-
- MARLEY DIAS GETS IT DONE AND SO CAN YOU BY MARLEY DIAS
-
- NATIVES: RACE AND CLASS IN THE RUINS OF EMPIRE BY AKALA
-
- RUBY BRIDGES FOUGHT RACISM AT 6 YEARS OLD BY GOALCAST: [HTTPS://YOUTU.BE/UKVV8NH6YGK?SI=74POG1UWMAQJ0ZKB](https://youtu.be/UKVV8NH6YGK?si=74POG1UWMAQJ0ZKB)
-
- THIS IS YOUR TIME BY RUBY BRIDGES
-
- STAGES OF CHILDREN'S RACIAL IDENTITY DEVELOPMENT WITHIN PRIMARY SOCIALISATION BY LOUISE DERMAN-SPARKS: [HTTPS://WWW.EARLYCHILDHOODWEBINARS.COM/WP-CONTENT/UPLOADS/2016/02/STAGES-OF-CHILDRENS-RACIAL-IDENTITY-DEVELOPMENT.PDF](https://www.earlychildhoodwebinars.com/wp-content/uploads/2016/02/stages-of-childrens-racial-identity-development.pdf)
-
- RACIAL DISCRIMINATION IN SCHOOLS VOLUME 729: DEBATED ON WEDNESDAY 8 MARCH 2023:
[HTTPS://HANSARD.PARLIAMENT.UK/COMMONS/2023-03-08/DEBATES/8815EE99-2F55-497F-A46E-871B4A000B0D/RACIALDISCRIMINATIONINSCHOOLS](https://hansard.parliament.uk/commons/2023-03-08/debates/8815EE99-2F55-497F-A46E-871B4A000B0D/RACIALDISCRIMINATIONINSCHOOLS)
-
- RACIAL DISCRIMINATION AND HYPOTHALAMIC-PITUITARY-ADRENAL AXIS DYSREGULATION IN ADOLESCENTS WITH OVERWEIGHT AND OBESITY: DOES CONTEXT MATTER? BY JONEL E EMLAW 1, TIWALOLUWA A AJIBEWA, CLAUDIA M TOLEDO-CORRAL, REBECCA E HASSON:
[HTTPS://PUBMED.NCBI.NLM.NIH.GOV/37506297/](https://pubmed.ncbi.nlm.nih.gov/37506297/)
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