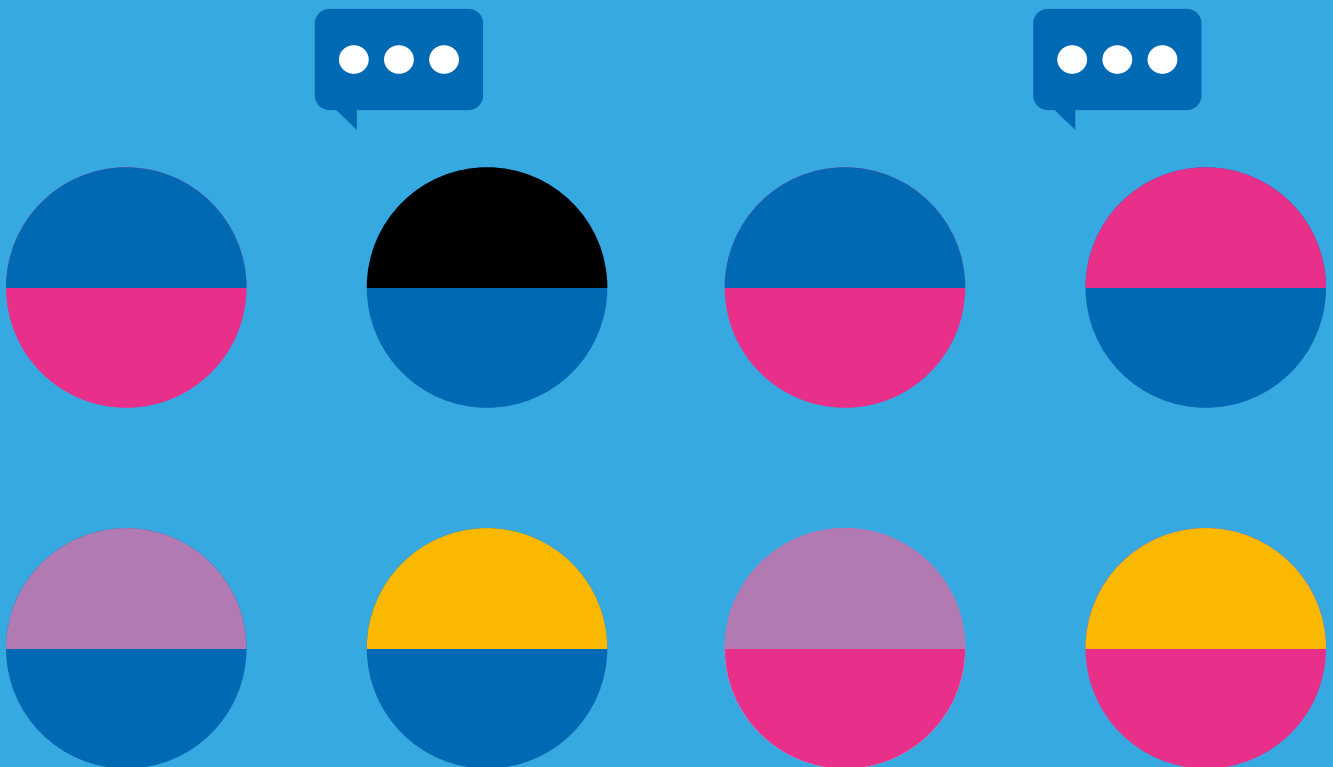


# Coronavirus and Me:

Workshop: experiences of  
Black, Asian and other ethnic  
minority (BAME) people



- To share findings from survey
- To enable children and young people to discuss and reflect on their lockdown experiences with professionals in their setting including the questions:
  - What new challenges are there?
  - What next for young people and those that work with them?

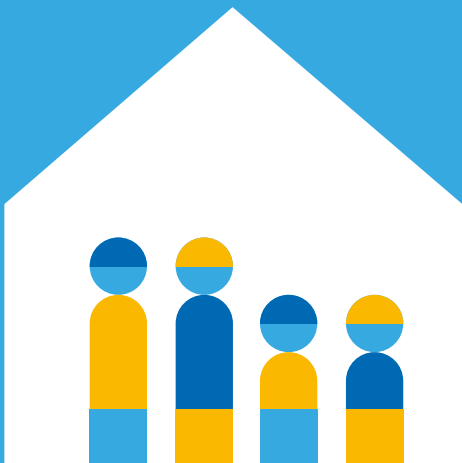


## Who this is for –

Professionals working with children and young people in formal and informal settings. The BAME briefing is based on the experience of 1,496 children and young people aged 7-18 years old who represent 6.6% of the total survey responses. Our survey found that the pandemic has disproportionately affected BAME children overall in a number of ways.

**Note:** This session may involve discussions which bring up difficult experiences and emotions for children and young people. Begin the session with some ground rules for group discussion and ensure that you have information to support the children and young people you are working with.

You may want to do this workshop as a follow-on from our [Student Ambassadors 11-16 workshop](#) on the 'Coronavirus and Me' survey.



# Workshop

Learning outcome	Activity	Time/Resource
<b>Introduction</b>	<p>Sally Holland is the Children's Commissioner for Wales. Her job is to stand up for and safeguard the rights of children and young people in Wales. Everyone under the age of 18 has 42 rights, which you can see using the <a href="#">poster</a>.</p> <p>In May 2020, Sally launched a survey to find out young people's experiences during the coronavirus pandemic. Over 23,000 children and young people responded to the survey. The aim of this workshop is for you to have the opportunity to look at the findings and reflect on young people's experiences.</p>	<p><b>5 minutes</b></p> <p>Verbal feedback</p>
<b>Share key findings of survey</b>	<p><b>Top 5 findings from BAME responses:</b></p> <ul style="list-style-type: none"> <li>• More likely to say they were playing less in lockdown</li> <li>• Less likely to say they were exercising outdoors, but more likely to say exercising indoors</li> <li>• More likely to say they are worried about falling behind with their learning and how their exam results might be affected</li> <li>• More likely to saying closing libraries, community centres and not being able to go outside has affected their learning</li> <li>• More likely to say they are worried about their families having enough food during lockdown</li> </ul>	<p><b>10 minutes</b></p> <p>You can give the statements out and ask people to consider which rights from the UNCRC these affect – using the <a href="#">poster</a></p>

<p><b>Think about experience of Coronavirus in context of rights</b></p>	<p><b>Following on from young people identifying links to rights above - Choose one/more of the following topics:</b></p> <ul style="list-style-type: none"> <li>• Article 2 – Non – discrimination - How do you think the Coronavirus has affected children and young people from the BAME community in particular?</li> <li>• Article 17 – Right to information – Where did you get information from during the pandemic? What sources are reliable?</li> <li>• Article 19 – Right to be safe – BAME young people were more likely to say they need help to stay safe at home – can you suggest what this would be?</li> <li>• Article 24 – Right to best possible health care – BAME young people were less likely to say they knew how to get help for their mental health and wellbeing – can you create a list of places to get help/support?</li> <li>• Article 29 – Right to an education and reach your full potential – what can schools do to support you to be the best you can be?</li> <li>• Article 31- Right to relax and play – What stops children and young people playing? Is this fair?</li> </ul> <p>You could either have a group discussion or, ask children/young people to discuss the question in small groups and feedback to the rest of the group</p>	<p><b>15-25 minutes</b> Children/ young people could use the following to illustrate their arguments:</p> <ul style="list-style-type: none"> <li>• Findings from the survey</li> <li>• Their own experiences</li> <li>• News stories</li> <li>• <a href="#">UNCRC poster</a></li> </ul>
<p><b>Reflect on debate</b></p>	<p>Feedback the key points from the group discussion/debate.</p> <p>Think about how governments can ensure that BAME children and young people are not negatively affected by some of the things discussed. Is there anything that could change in your school/ college/youth setting?</p> <p>Come up with some ideas as a class/ group.</p>	<p><b>10-20 minutes</b> Record ideas</p>
<p><b>End</b></p>	<p>Decide if there are any actions to take following class/ group discussion/plan. You can get ideas from our 'Make a Difference' resource. See <a href="#">here</a></p>	<p><b>10 minutes</b> Record ideas</p>