

TEAM TALKING POINTS

Activity 1

Have several your own communications - blogs, mailings, social media posts. Ask staff to look at communications and identify any words/phrases that they think may be problematic or portray children as helpless, without agency or in a negative light. They might also want to use the Bond 'Taking Colonialism Out of Our Language' guide to identify problematic language that they may not have previously considered.

<https://www.bond.org.uk/resources/taking-british-politics-and-colonialism-out-of-our-language>

Activity 2

Using the sentences/statements identified above in groups, think about ways you can reframe those statements to use more positive language, that is child centred and acknowledges children's agency.

Example:



"We have been excited to be able to meaningfully involve children and youth living with disabilities in our advocacy work. We have created safe spaces for their experiences, concerns and needs not only with us, but also with senior members of local government."



"We have been speaking with senior members of the Local Government about children with disabilities, who are unable to understand the true challenges of their situation and to speak about this effectively"

Activity 3

Create your own set of communication values! For inspiration, you can listen to Chance for Childhood's in this week's resource video.

Think about:

- HOW should you best represent the communities you work with?
- How to reduce the risk of OTHERING those you work with?
- What do you BELIEVE about those you are representing in your communications

CHILDREN AND YOUNG PEOPLE TALKING POINTS

Activity 1

Ask young people to form groups of 5

Get one young person, that feels comfortable to do so, to lie on the floor and get the others to draw round the outline of their body. Note: if this is not appropriate for the group you work with, they can just draw a person without drawing round anyone!

Ask each group to think about the adjectives they use to describe themselves or the situation you are in? Ask them to write these words on the inside of the body.

As a next step, ask the children and young people to put words on the outside that they hear adults/NGOs/statutory bodies use to describe them.

Ask children and young people to highlight the words that are most important to them (both positively and negatively) and why? Explore the why in depth as this may inform discussions within your team and challenge current preconceptions that you and colleagues may have.

Activity 2

Allow children to read your organisation's current communications - social media posts, case studies, blogs, mailings

- What do they think of the way your organisation portrays their lives?
- What do they like/dislike?
- What would they change and why?