



## Ideas for supporting young people through the protests

With protests and racist rhetoric on the rise, young people are facing increased risks, especially those in hotels or near demonstration sites.

This infographic was designed to offer clear, practical strategies for social work staff to help promote resilience and safeguard young people in our care.

### Toolkit Idea

A printable “My Safe Map” template with space for landmarks, contacts, and calming strategies.

### Safety Mapping

Help young people identify safe routes, spaces, and people in their local area. How to do it:

- Use printed or digital maps to co-create “safe zones” with the young person (e.g. libraries, youth centres, trusted shops).
- Mark protest hotspots and routes to avoid, especially near hotels or council buildings.
- Include emergency contacts and nearby allies (e.g. faith groups, community advocates).
- Practice walking or traveling the route together if possible, especially for newly arrived young people.



# Protest Awareness:

Equip young people with knowledge to navigate and avoid protest areas safely



## Knowledge



Brief them on what protests are, why they happen and how they might feel witnessing one.

## Vigilance



Explain signs of escalation (e.g. shouting, police presence, large crowds) and what to do, e.g. leave calmly, call a trusted adult.

## Update



Share local protest schedules if available and check news and community alerts for updates.

## Practice



Role-play scenarios: "What would you do if you saw a protest near your college?"

**\*Tip\*:** Avoid framing protests as inherently dangerous, focus on empowerment and situational awareness.

# Emotional Check-in

Create space for young people to process feelings and build resilience.



- Use open-ended questions like “What have you heard people saying?” or “How are you feeling about what’s happening?”
- Validate their emotions; (fear, confusion, anger etc) and normalise their reactions.
- Introduce grounding techniques: breathing exercises, sensory tools or journaling.
- Offer consistent, predictable contact (e.g. weekly check-ins or drop-ins).

## Tools

- Emotion scales: develop a personalised emotion thermometer with agreed actions on what they can do at certain points. i.e. on a scale of 1-10 (where 10 is really stressed and 1 is chilled) I feel like a 7. When i get to 7 i can call XX person, I can go to the gym etc
- Progressive muscle relaxation: teaching young people to intentionally tense and relax muscle groups can promote physical calmness
- Animal flow workouts on YouTube: these are short workouts that incorporate bodyweight movements, increasing activity and supporting tension release.

# Community Allies

Connecting young people with safe, welcoming spaces and people.



**Identify** Some young people may want to speak out against the negative rhetoric they're hearing and witnessing.

Where it's safe and appropriate, they should be supported to do so, through encouragement, guidance and access to trusted platforms.

Identify local groups offering solidarity; faith communities, youth clubs, refugee support networks etc.

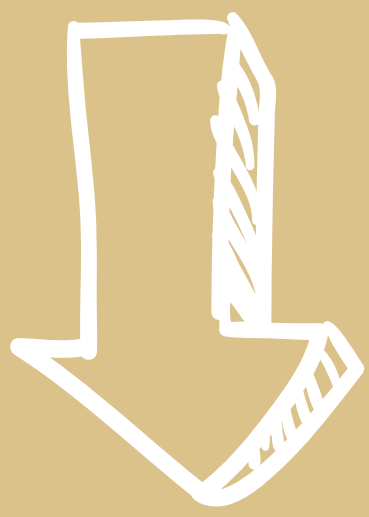
## Support & Share

- Facilitate introductions or accompany them to first visits
- Encourage participation in positive community events (e.g. cultural festivals, youth-led projects).
- Share stories of local support to counter hostile narratives.

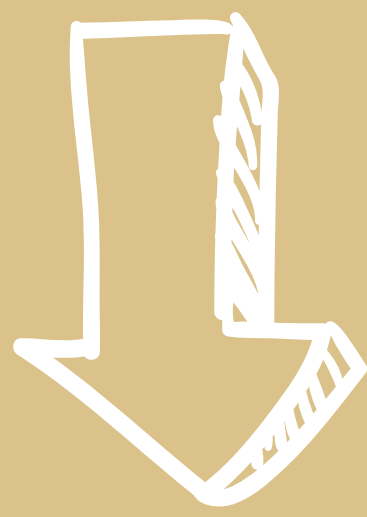


# Language and Framing

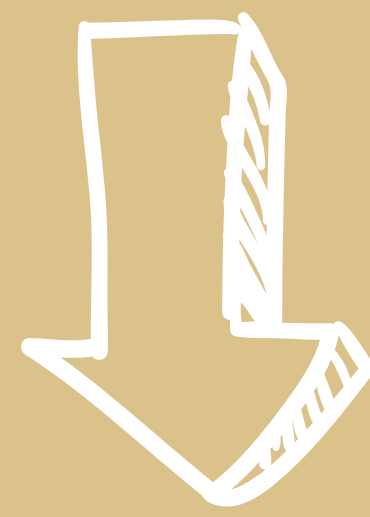
Use empowering, trauma-informed language in all interactions.



Avoid terms like “burden” or “illegal” (no human is illegal!). Use terms such as “people seeking safety” or “new arrivals”



Frame safety planning as a strength based activity, not a reaction to threat



Share rights-based messages such as “you have the right to feel safe” “you are welcome here”.

*\*idea\** Undertake a group activity developing affirmation posters centring young people’s rights..