

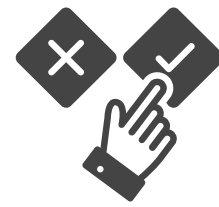
# HELPING YOUNG PEOPLE PROCESS CURRENT EVENTS

Between traumatic events, disturbing images, and rampant misinformation, helping youth process what they see and hear on the news has never been more difficult. These tips will help guide parents, mentors, caregivers, and other caring adults to have conversations with young people who want to discuss current events.



## KNOW YOURSELF

Before talking to the young person about current events, first, explore how you feel and plan how you might approach the topic.



## BE AGE-APPROPRIATE

Discuss these issues with children and other young people by using words, ideas, and relationships that they understand. Simplicity promotes clarity.



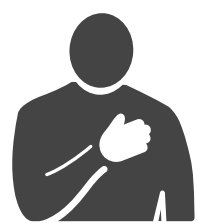
## START THE CONVERSATION

It is important to start by learning what they already know, believe, and feel about the event. Ask gentle open-ended questions that help establish a common understanding.



## LISTEN, DON'T LECTURE

Productive conversations are grounded in empathy and active listening. Seek to understand their perspective before sharing your own.



## ANSWER HONESTLY

While you do not need to be an expert on everything, you do need to respond to your young person's questions about current events.



## DON'T BE AFRAID TO GUIDE

As an adult, you have more experience than the young person you are speaking with. Your age brings wisdom that may help clarify the events.



## CONFRONT RACISM

Negative messages and stereotypes about people of color and other marginalized identities are prevalent throughout our society.



## ACKNOWLEDGE IMPLICIT BIAS

You can use tools like the Implicit Association Test, which measures bias around race, gender, sexual orientation, mental health, etc.



## ENCOURAGE COPING STRATEGIES

Struggling young people also need to be directed towards concrete positive coping strategies for working through their thoughts and emotions.



## EXPLORE ADVOCACY

Current events often reflect oppression. Young people may have to accept there will be no satisfactory closure without social action.

More resources at:  
[GPPCT.org](http://GPPCT.org)