

# Raising Anti-Racist Children Session#1:

## How do I prepare myself to talk about race with my kid/s?

“Who am I to talk about racism? Who are you not to?”

-Caprice Hollins & Ilsa Govan



Planning Team:  
Amy Christian, Gabrielle Devlin,  
Sabrina Gibson, Erin Sharp,  
Ryan Wallace



Before this week's session, we asked participants to check out...

Mellody Hobson's TEDTalk:  
[Color Blind or Color Brave?](#)

# Tonight's Goals:

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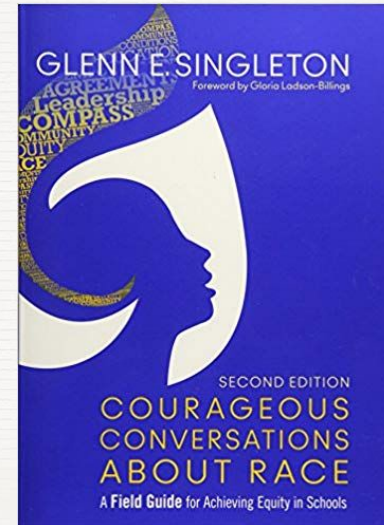
- ❑ Getting comfortable talking about race
  - ❑ Laying out group norms
- ❑ Talking about race
  - ❑ Reflecting on color blindness and color bravery
  - ❑ Identifying hot topics for further discussion



# Group Norms:

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- ❑ Speak from your own understanding (“I” statements)
- ❑ Listen for understanding
- ❑ Experience discomfort
- ❑ Expect and accept non-closure
- ❑ Respect confidentiality
- ❑ Share the air time





# Discussing Mellody Hobson's TED Talk

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## Questions to Consider:

- To what extent has the idea of “color blindness” been present in your life?
- How is the concept of “color bravery” sitting with you right now?
- What gets in the way of “color bravery” for you?
- What might it look like to be “color brave” with your children?



“I realized, the first step to solving any problem is to not hide from it, and the first step to any form of action is awareness. And so I decided to actually talk about race. And I decided that if I came here and shared with you some of my experiences, that maybe we could all be a little less anxious and a little more bold in our conversations about race.”  
-Mellody Hobson

# Thanks!

## Some bonus resources:

- [4-minute video](#) explaining systemic racism
- [Washington Post article](#): “How silence can breed prejudice: A child development professor explains how and why to talk to kids about race”



# Raising Anti-Racist Children Session#2:


## How do I talk about race and racial identity with my kid/s?

“Who am I to talk about racism? Who are you not to?”

-Caprice Hollins & Ilsa Govan



Planning Team:  
Amy Christian, Gabrielle Devlin,  
Sabrina Gibson, Erin Sharp,  
Ryan Wallace



Before this week's session, we asked participants to check out...

[Myth of Race](#)

[Black or African American?](#)

IF you have more time, check out these:

[Race and Racial Identity](#)

[Black or African-American](#)



# Tonight's Goals:

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## Getting comfortable talking about race

- ❑ Reviewing group norms
- ❑ Building vocabulary
- ❑ Start noticing and observing race
- ❑ Add windows through books and media
- ❑ Identifying hot topics for further discussion



# Building Our Vocabulary:

- Race
- Racial identity
  - ◆ white
  - ◆ Black
  - ◆ Latinx
  - ◆ BIPOC

“Definitions anchor us in principles.” -Ibram X. Kendi

## Race

“A socially constructed characterization of individuals based on skin color, culture, etc.” (Glenn Singleton)





# Racial Identity

- Externally imposed: How do others see me?
- Internally imposed: How do I see myself?



# Break Out!

## WE WILL:

- Consider how to talk about race with your child
- Start small with simple comments, questions and observations.
- Start including media of underrepresented stories.



# How to talk about race with Pre-Kinder

- **Recognize and celebrate differences** – If your child asks about someone’s skin colour, you can use it as an opportunity to acknowledge that people do indeed look different, but to point out things we have in common. You could say, “We are all human, but we are all unique, isn’t that amazing”!
- **Be open** – Make it clear that you’re always open to your children’s questions and encourage them to come to you with them. If your children point out people who look different – as young children can often do from curiosity – avoid shushing them or they will start to believe that it’s a taboo topic.
- **Use fairness** – Children, especially those around 5, tend to understand the concept of fairness quite well. Talk about racism as unfair and that’s why we need to work together to make it better.

Adapted from [Unicef.com](https://www.unicef.com)



# Notice and Observe Race - Pre-Kinder



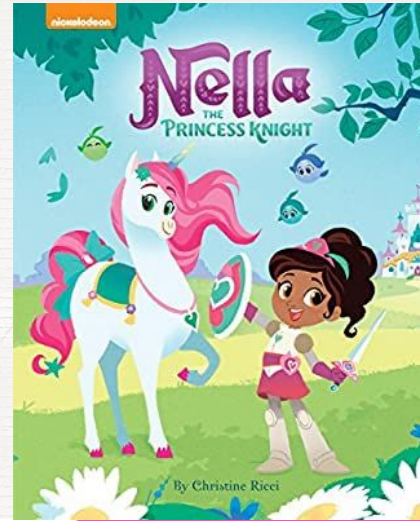
## Question to Consider:

- Is it fair that most of the superheros have light skin?





Add these to the queue



# How to talk about race with Elementary

- **Be curious** – Listening and asking questions is the first step. For example, you can ask what they're hearing at school, on television and through social media.
- **Discuss the media together** – Social media and the internet may be one of your children's main sources of information. Show interest in what they are reading and the conversations they are having online. Find opportunities to explore examples of stereotypes and racial bias in the media, such as "Why are certain people depicted as villains while certain others are not?"
- **Talk openly** – Having honest and open discussions about racism, diversity and inclusivity builds trust with your children. It encourages them to come to you with questions and worries. If they see you as a trusted source of advice, they are likely to engage with you on this topic more.



Adapted from [Unicef.com](https://www.unicef.com)





# Notice and Observe Race - Elementary



## Questions to Consider:

- Why are most the characters white/boys?
- Why are all the black and latinx characters supporting the white men?



Add this to the queue



# How to talk about race with Tweens/Teens

- **Know what they know** – Find out what your children know about racism and discrimination. What have they heard on the news, at school, from friends?
- **Ask questions** – Find opportunities such as events in the news for conversations with your children about racism. Ask what they think and introduce them to different perspectives to help expand their understanding.
- **Encourage action** – Being active on social media is important for many teenagers. Some may have begun to think about participating in online activism. Encourage them to do so as an active way to respond and engage with racial issues.

Strategies for  
Mindful Inquiry

Adapted from [Unicef.com](https://www.unicef.com)





# Notice and Observe Race - Tween/Teen



## Questions to Consider:

- Why are most the characters white/boys?
- Why is a BIPOC depicted as a villain?

# Add this to the queue Tween





Add this to the queue  
Tween

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# Add this to the queue Teens



# Use Books to Center Black Experience

What stories are under-represented in books in your house?

- Buy them on purpose
- Borrow them on purpose
- Read them together

SPARK A LIFELONG LOVE OF  
READING AND SELF-  
DISCOVERY



Get a monthly subscription box with 2-3 children's books featuring characters of color plus fun book swag!

GET STARTED

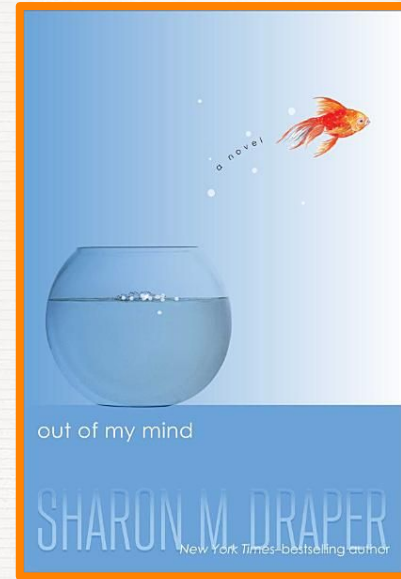


Cook Library @CookLibrary · Jun 18

As the national conversation begins to address longstanding issues of systemic racism, our staff has compiled a list of recommended antiracism resources for kids, teens and adults. [loom.ly/gsowJ6g](https://loom.ly/gsowJ6g)

**ANTIRACISM**  
**RESOURCES**  
**FOR EVERYONE**

CHILDREN | TEENS | ADULTS  
FICTION | NONFICTION | FILMS | PODCASTS





# Thanks!

Some bonus resources:

- [Why the term BIPOC is complicated](#)
- [Anti-Racism Starter Pack](#)
- [Compiled resources](#)
- <http://hereweeread.com>
- [Racial Identity Development](#)



# Raising Anti-Racist Children Session#3: How can I reach my child where they are developmentally?

“Who am I to  
talk about  
racism? Who are  
you not to?”

-Caprice Hollins & Ilsa Govan



Planning Team:  
Amy Christian, Gabrielle Devlin,  
Sabrina Gibson, Erin Sharp,  
Ryan Wallace

# Tonight's Goals:

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- ❑ Building our common vocabulary
- ❑ Understand children's cognitive and moral development
- ❑ Own these stages as assets
- ❑ Leave with ideas for approaching conversations on racism & being antiracist based on this awareness
- ❑ Identifying hot topics for further discussion





# Building Our Vocabulary:

- Racism
- Anti-racism

“Definitions anchor us in principles.” -Ibram X. Kendi

# RACISM

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1: a **belief** that race is the primary determinant of human traits and capacities and that racial differences produce an inherent superiority of a particular race

2: a **system**

a: a doctrine or political program based on the assumption of racism and designed to execute its principles

b: a political or social system founded on racism

3: racial prejudice or discrimination (an **action**)

(from Merriam-Webster Dictionary)



# ANTI-RACISM

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- ❑ A **belief**, a **system**, and an **action**
- ❑ “The idea that racial groups are equals and none needs developing, and it’s supporting policy that reduces racial inequity” (Ibram X. Kendi)
- ❑ “An approach that goes beyond tolerating or celebrating racial diversity and addresses racism as a system of unequal power between whites and people of color” (Robin DiAngelo)



# Human Development

- Cognitive, Emotional, Social
- Moral
- White Racial Identity





## Cognitive, Social, Emotional Development

Preschool and Kindergarten	Concrete thinking continues. Can answer simple questions. Beginning experience of empathy. Plays with other children, enjoys singing, dancing, story telling and acting out roles like "daddy" and "baby" that may include interaction.
Elementary (6-10)	Conceptual thinking developing (space, time, quantity), but not ready for abstract thought. Can Enjoys hearing and writing stories. Begins to see from others' perspectives, more peer pressure, can form opinions based on what they hear, can draw logical inferences.
Middle years (11-14)	Abstract thinking and logic is developing: hypotheticals, if/then, planning and strategy, figurative language. Able to apply things learned in one area to another. Is aware that adults aren't always correct and begins seeking more independence.
Teenagers to Adult	Abstract thinking strengthens. Able to explain their own positions and choices. Increased ability to empathize with others as a sense of community and system expands. Able to modify speech to different audiences - aware of context.

(Based on Piaget's Stages, simplified to fit the age ranges we are working with.)

# Moral Development

Stage	What's Right	Reason to be "good"
Preschool - Elementary	I should do what I am told. Later, I should look out for myself but be fair to those who are fair to me.	Stay out of trouble. Later, because it is in my self interest.
Middle years (9-14)	I should be a nice person and live up to the expectations of the people I know and care about.	So others will think well of me (social approval) and I can think well of myself (self-esteem)
Teenagers to Adult	I should fulfill my responsibilities to the social or value system I feel part of.	To keep the system from falling apart and to maintain self respect as somebody who meets my obligations
Some Adults, but not all	I should show respect for the rights and dignity of every individual person and should support a system that protect human rights	To have integrity in my commitment to universal principles.

(Based on Kohlberg's Moral Stages, but simplified to fit the age ranges we've been working with.)

# Break Outs:

- Identify development stages of your own child/ren
- Consider how to talk about a hypothetical scenario based your own family specific context



## Hypothetical Scenario 1:

Child notices to you that there  
are or are not BIPOC in their  
class

Hypothetical Scenario 2:

Child expresses confusion about whether there is something wrong with being white

# Some Bonus Resources: Videos That Fit Our Kids' "Assets"

Pre-school 3-5 yo:

[I love my hair](#)

Elementary 6-10 yo:

[Systemic Racism Explained](#)

Tween/Teen 11+:

[Conversation with my Black son](#)





# Raising Anti-Racist Children Session#4: Talking about Macro/Micro-aggressions and Privilege with your kid(s)

“Who am I to  
talk about  
racism? Who are  
you not to?”

-Caprice Hollins & Ilsa Govan



Planning Team:  
Amy Christian, Gabrielle Devlin,  
Sabrina Gibson, Erin Sharp,  
Ryan Wallace



Before this week's session, we asked participants to check out...

[NYT Microaggressions](#)

[Color Film Was Built for White People](#)

[White Supremacy Graph](#) - Scroll down a bit and you'll see a teal triangle that will be the image you are searching for.

# Tonight's Goals:

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- ❑ Explore Macro and Micro-Aggressions
- ❑ Begin talking about privilege
- ❑ Work in small groups to practice age conversation around privilege
- ❑ Share resources/activities to do with kids to help further learning
- ❑ Identifying hot topics for further discussion





## Building Our Vocabulary:

- Macroaggression
- Microaggression
- Privilege

“Definitions anchor us in principles.” -Ibram X. Kendi

## Overt White Supremacy (Socially Unacceptable)

Lynching  
Hate Crimes  
Blackface The N-word  
Swastikas Neo-Nazis Burning Crosses  
Racist Jokes Racial Slurs KKK

Calling the Police on Black People White Silence Colorblindness  
White Parents Self-Segregating Neighborhoods & Schools  
Eurocentric Curriculum White Savior Complex Spiritual Bypassing  
Education Funding from Property Taxes Discriminatory Lending  
Mass Incarceration Respectability Politics Tone Policing  
Racist Mascots Not Believing Experiences of BIPOC Paternalism  
"Make America Great Again" Blaming the Victim Hiring Discrimination  
"You don't sound Black" "Don't Blame Me, I Never Owned Slaves" Bootstrap Theory  
School-to-Prison Pipeline Police Murdering BIPOC Virtuous Victim Narrative  
Higher Infant & Maternal Mortality Rate for BIPOC "But What About Me?" "All Lives Matter"  
BIPOC as Halloween Costumes Racial Profiling Denial of White Privilege  
Prioritizing White Voices as Experts Treating Kids of Color as Adults Inequitable Healthcare  
Assuming Good Intentions Are Enough Not Challenging Racist Jokes Cultural Appropriation  
Eurocentric Beauty Standards Anti-Immigration Policies Considering AAVE "Uneducated"  
Denial of Racism Tokenism English-Only Initiatives Self-Appointed White Ally  
Exceptionalism Fearing People of Color Police Brutality Fetishizing BIPOC Meritocracy Myth  
"You're So Articulate" Celebration of Columbus Day Claiming Reverse-Racism Paternalism  
Weaponized Whiteness Expecting BIPOC to Teach White People Believing We Are "Post-Racial"  
"But We're All One Big Human Family" / "There's Only One Human Race" Housing Discrimination

## Covert White Supremacy (Socially Acceptable)



# Macroaggression

- Large scale or overt aggression towards someone of another race, culture, gender, etc.
- Example: Systemic Oppression, KKK, Lynchings





# Microaggression

- Indirect, subtle, or unintentional discrimination against members of a marginalized group
- Example: “You’re the whitest black person I know” or “So where are you really from?” or denying your privilege

# (Social/White) Privilege

- Special or unearned advantages or entitlements used to one's own benefit or to the detriment of others.
- Based on race, social class, age, disability, gender, gender identity, sexuality, religion, etc.
- Just because you have privilege doesn't mean you don't have struggles. It just means your identity doesn't impact your ability to succeed.

## Examples:

- Not being followed in the store based on your skin color
- Band-aids that match our skin
- Less likely to get interrogated by law enforcement for “looking suspicious”



# Break Out!

- How comfortable are you talking about your own understanding of privilege?
- Pick a privilege you didn't know you had; what does that mean to you?
- How do you want to speak to your kids about privilege?



# Thanks!

## Some bonus resources:

- [Don't be a White Savior Be an Ally](#)
- [What is White Privilege Really?](#)
- [White Privilege Check-list](#)
- [How Diverse is Your Universe Activity](#) (elementary and up)
- [Privilege for Sale Activity](#) (middle school and up)
- [Where Are You From-Microaggression Activity](#) (includes a funny video but overall probably easiest to understand for middle school and higher)
- [Teaching Tolerance](#) and [Social Justice Toolbox](#) (Activities and Articles)



# Raising Anti-Racist Children

## Session #5:

How do I talk about  
**UPSTANDING**  
with my kid/s?

“Who am I to  
talk about  
racism? Who are  
you not to?”

-Caprice Hollins & Ilsa Govan



Planning Team:  
Amy Christian, Gabrielle Devlin,  
Sabrina Gibson, Erin Sharp,  
Ryan Wallace



Before this week's session, we asked participants to check out some sources related to UPSTANDING...

1. [That little voice](#) (video for adults to encourage them to speak up about discrimination)
2. [What is an Upstander?](#) (quick explainer for the term upstander)
3. [Comic](#) (example of upstanding in action--scroll down)



# Welcome and Warm-up

- How did it go, talking about microaggression & privilege with your kid/s?!

# Tonight's Goals:

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## Getting comfortable talking about race

- ❑ Reviewing group norms
- ❑ Building vocabulary
- ❑ Preparing our kid/s to be upstanders
- ❑ Planning how to call someone in
- ❑ Identifying hot topics for a future series



# Building Our Vocabulary:

- Upstander
- “Calling someone in”

“Definitions anchor us in principles.” -Ibram X. Kendi



# Upstander

“A person who speaks or acts in support of an individual or cause, particularly someone who intervenes on behalf of a person being attacked or bullied.”

[Infographic](#) (example of upstanding in action)

# How to be an Upstander (kid tips - but all ages too!)

- Be a buddy
- Interrupt
- Speak out - requires the most bravery
- Tell someone - during bullying or afterwards, this is NOT tattling it is telling (reporting), not to get someone in trouble, but trying to keep someone safe)

[Infographic](#) (example of upstanding in action)



# Calling someone in

“Calling in is speaking up without tearing down. A call-in can happen publicly or privately, but its key feature is that it’s done with love.”





# How to Start a Call-in Conversation

- “I used to think that too..”
- “I’m having a reaction to that comment. Let’s go back for a minute.”
- “Do you think you would say that if someone from that group was with us in the room?”
- “There’s some history behind that expression you just used that you might not know about.”

[Calling out vs. Calling in](#)



# Break Out! We Will:

- Plan how to encourage our kid/s to be upstanders.
- Plan and practice how to call someone in.

## Resources to use with your kids:

- [Ned Upstander](#) (video for little kids)
- [Cyber Bullying](#) (video for kids using internet)
- [What is an Upstander](#) (video for older kids)\*\*

## Further learning:

- [Calling out vs. Calling in](#) (suggestions on both)
- [Guide to Calling in](#) (article with an explainer)
- [“How to Raise an Upstander”](#) (quick read)
- [“The Art of Bystander Intervention”](#) (39 minute podcast)
- [Comprehensive Parent Guide](#) (Long, but it has everything broken down by age group!)





## What else is on your mind?

- What do you still need to learn about on your own?
- Who can help you with your goal to raise anti-racist children?
- What actions do you want to take? ([Calendar of Anti-Racist actions](#))
- Grateful for these meetings? Tell [Brian](#) and the pastoral team!

**What can you celebrate about what you've learned these past sessions?**



## Coming up...

First Pres is developing sessions on racism and the Bible - coming in the fall

# Thanks and see you there!