



# Resources for Additional Learning

[Equity & Expectations](#)<sup>SM</sup>



## Dear Parents and Caregivers,

In the spirit of racial healing and reconciliation, I want to thank you so much for attending Kids, Race, and Racism: Where to Start? Many who attended this presentation have known for some time the reality of racism. However, in the wake of the triple pandemic afflicting our country - COVID, unemployment, and the rash of violent anti-Black racism - there is an urgency felt by many to finally address longstanding racial and social inequities. Parents, caregivers, and others who nurture and support our youth want to know how to help them develop healthy racial identities, interracial relationships, and to be antiracist.

This presentation you attended began to address this very big question, “where to start?” This guide offers additional resources for you to continue this process of antiracist parenting and caregiving. Be realistic and remember this is a continuous process and you will make mistakes. You do not have to have all the answers. Hopefully, this guide will point you towards information that will help you find those answers you seek.

In solidarity with you,

*Melissa Patrick, MSW*



## Previously shared resources:

### Articles

- [It is Never Too Early to Talk to Children about Race](#)
- [The Anti-Racist Reading List by Dr. Ibram X. Kendi](#)

### Websites

- <https://www.theconsciouskid.org/>
- <https://www.embracerace.org/>
- <https://www.apa.org/res/>
- <https://www.open-circle.org/>
- <https://www.weethepeopleboston.org/>
- <https://kitaabworld.com/>

### For educators/professionals:

- [Social Justice Book List](#)

Source used for polls administered during presentation is:

American Academy of Pediatrics published [The Impact of Racism on Child and Adolescent Health](#). The citation for this article is Trent, M., Dooley, D. G., & Dougé, J. (2019). The impact of racism on child and adolescent health. *Pediatrics*, 144(2), e20191765.



## Different Developmental Tasks

The Developmental journeys our youth take as they grow healthy racial and ethnic identities will depend upon whether they are kids of color (i.e. BIPOC\*) or are White.

For BIPOC\* kids living in a society built on ideas rooted in White Supremacy our priority goal is to teach them how to cope with the effects of racism and racial discrimination. We need to equip our kids of color to reject racist ideas and anti-Black racism and to embrace their racial identities.

For White kids, the primary task is different. It is to replace the racist messages they will learn, with antiracist ideas, then to teach them what it means to be White in a society that normalizes and elevates their Whiteness. White kids need to learn how to recognize, resist, and dismantle systemic racism; to be an ally, accomplice, and co-conspirator in the fight to end racism.

\*BIPOC is an acronym that encompasses many racial groups. My intent is not to group all people of color into one group. We are NOT monolithic; we are beautifully diverse. I include a definition of this term in the glossary at the back of the resource guide.

## It Begins with Creating Your Own Racial Story



You need to be aware of the positive and negative messages you learned about race so you can be conscious of what you do and do not pass along to kids.

[Sample 1](#)

[Sample 2](#)

## Uncovering Implicit Biases

A resource I share with groups is the Implicit Association Test. This is a self-assessment that gives you information about your own conscious and unconscious biases. There are various tests to choose from, including race.

Each test takes about 10-15 minutes. Check it out, you might be surprised with what you learn. Participation is voluntary. A valid email is required to participate.

<https://implicit.harvard.edu/implicit/research/>

# Videos



[Dr. Ibram X. Kendi](#) shares his thoughts about talking to kids about race and antiracism. Note his emphasis on dismantling racist ideas. (5:13 mins)



This is a [broadcast](#) from Canada AND it is applicable to the US context. Listen and learn 5 steps. (3:53 minutes).



Dr. Bettina Love, author of *We Want to do More than Survive* describes the difference between an ally and a [co-conspirator](#). (6:45 mins)

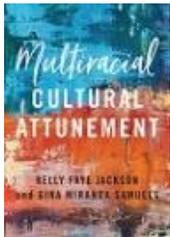


[Danger of a Single Story](#). Ms. Adichie reminds to think about our assumptions and question our beliefs. (20mins)



## For BIPOC Kids

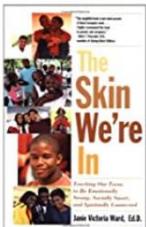
- [Do's and Don'ts of Talking to Kids of Color about White Supremacy](#)
- [Honestly, Sometimes I'm Uncomfortable with my Children Making White Friends](#)
- [Raising Free People](#)
- For [BIPOC](#) adults caring for kids.
- For [Black](#) families.
- For [Multiracial](#) families.
- The [Bill of Rights of Racially Mixed People](#) by Maria P. P. Root



Jackson, K. F., & Samuels, G. M. (2019). Multiracial cultural attunement. Washington DC: NASW Press.



Tovar, MA, V. (2020). The Self-Love Revolution: Radical Body Positivity for Girls of Color (The Instant Help Solutions Series). Instant Help.

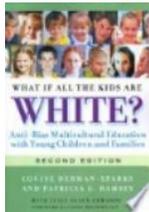


Ward, Ed.D., J. V. (2000b). The Skin We're In: Teaching Our Teens to Be Emotionally Strong, Socially Smart, and Spiritually Connected (First Edition). Free Press.



## For White Kids

- [What is the Talk White Parents Should Have with White Children](#)
- [A Guide to Allyship](#)
- [For Our White Friends Desiring to Be Allies](#)



Derman-Sparks, L., & Ramsey, P. G. (2011). What if all the kids are white?: Anti-bias multicultural education with young children and families. Teachers College Press.



Hagerman, M. A. (2020). White kids: Growing up with privilege in a racially divided America (Vol. 1). NYU Press.



Harvey, J. (2018). Raising white kids: Bringing up children in a racially unjust America. Abingdon Press.

Take her course! <https://jenniferharvey.org/>



## Podcasts



NPR podcast [Life Kit](#) special episode discussion with Jennifer Harvey about talking to kids about privilege. Only 10 minutes and worth a listen.



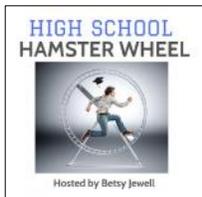
[Kidlit](#) discusses and pairs the best of children's literature with what's going on in the world today.



[Seeing White](#) is a series exploring what it means to be White. If you like history, then tune into this series by John Biewen, with special guest Chenjerai Kumanyika.



This particular [Mind/Shift](#) podcast episode is about talking to 6-year-olds about privilege and power.



[High School Hamster Wheel](#) Podcast episode 34 offers concrete steps to take to talk to your high schooler about racism. Suggestions for talking to Black kids and White kids.

[Talking to teens.com](#) podcast episode 88 is about having conversations with teens about race. This episode



highlights an interview with Dr. Beverly Daniel Tatum, author of *Why are all the Black Kids Sitting Together in the Cafeteria?*



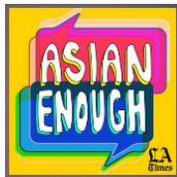
[Other: Mixed Race in America](#) is a podcast that explores multiracial experiences in the US.



This podcast [1619](#), explains the history and legacy of slavery in the US. It starts from the beginning when a ship carrying more than 20 enslaved Africans arrived in the English colony of Virginia



[CODE SWITCH](#)? is hosted by Journalists of color who explore ways race impacts every part of society.



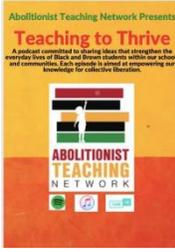
[Asian Enough](#) is a podcast that explores the Asian diaspora and Asian American identity. Hosts Jen Yamato and Frank Shyong invite guests to share their experiences and thoughts on current events.



[Entre Dos](#) Podcast is hosted by two moms raising bilingual and bicultural kids. They explore the bridge between language, culture, and identity.



[Las Doctoras Recomeiendan](#) for Latino parents made by Latina Pediatricians to discuss latest child health issues, including how to fight structural racism.



[Teaching to Thrive](#) is for educators looking for ideas that strengthen the everyday lives of Black and Brown students in schools and communities.



[All My Relations](#) centers on contemporary indigenous experiences and explores relationships with land, family, and community

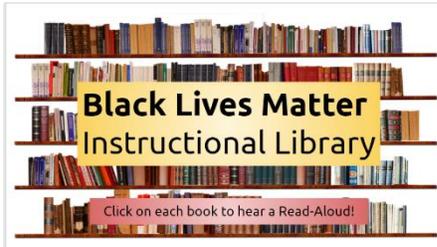
## General

- Greater Good Science Center has lots of resources [here](#) for nurturing all kids.
- [21 Antiracism Videos to Share with Kids](#)
- Anti-Defamation League has great family resources [here](#).
- [In the Thick website of curated news by Journalists of color.](#)
- [The Secret History of South Asian and African American Solidarity](#)



# Developmentally Appropriate Resources

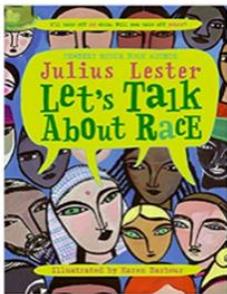
## Preschool / Early Childhood / Elementary



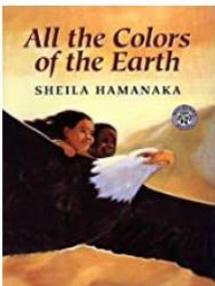
This [Black Lives Matter library](#) is brought to you by Framingham MA Mayor's office! Incredible interactive gift of several books for younger kids, but really kids of all ages.

### Other resources

- [7 Resources for Talking to Elementary Age Kids about Racism and Equality](#)
- [Anti-Bias Leaders in Early Childhood Education](#)
- [National Museum of African American History & Culture - Early Childhood Education](#)
- [Raising Race Conscious Children](#)



[Let's Talk about Race](#), by Julius Lester (author) and Karen Barbour (illustrator) In this acclaimed book, Julius Lester shares his own story as he explores what makes each of us special.



[All the Colors of the Earth](#) is a beautiful book that celebrates multiracial families and people.

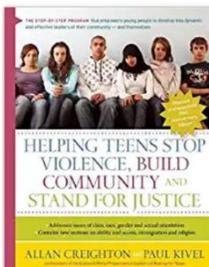


## Middle School & High School

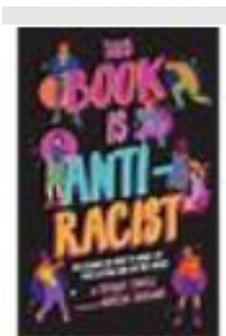
- [National Museum of African American History & Culture Reading Through Galleries](#)
- [Resources for Discussing Race and Racism \(for Educators\)](#)
- [Social Justice & Antiracist Educator Resources](#)
- [Teen Activism](#)
- [Critical Media Literacy Activities](#)



Stevenson, R., & Steinfeld, A. (2019). Kid Activists: True Tales of Childhood from Champions of Change (Kid Legends). Quirk Books.



Creighton, A., & Kivel, P. (2011). Helping teens stop violence, build community, and stand for justice. Hunter House.



Jewell, T., & Durand, A. (2020). This Book Is Anti-Racist: 20 Lessons on How to Wake Up, Take Action, and Do the Work. Frances Lincoln Children's Books.



## Finding More Books:

Zetta Elliott shared in her SPARK presentation how books can offer windows, mirrors, and sliding doors for children to learn about self, others, and generate empathy in readers.

These resources will help you find new books.

Read First: [Guide for Selecting Anti-Bias Children's Books](#)

- [Diverse Book Finder](#)
- [Frugalbookstore.net](#)
- [The Brown Bookshelf offers more books.](#)
- [Just Us Books is a Black-owned publishing company with a great selection of books for all ages.](#)
- [Global Jews list of Books for Children](#)
- By local author and friend, Michelle Chalmers: [The Skin on My Chin](#), [I Am You Are](#), and [Vitamin D and Me How Humans Outsmarted the Sun.](#)



# Glossary

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## Adjacent

Alone this word means positioned next to. Within a racial context refers to people and is used as White adjacent or Black adjacent. White adjacent people are from marginalized groups who receive benefits similar to White people. Black adjacent people are White and because of relationships with Black and Brown people they believe they can get away with “acting Black,” which is often offensive and racist.

## Ally / Accomplice / Co-conspirator

A member of a dominant (non-target) group who works actively as an agent of social change to dismantle oppression from which his/her group benefits. (see Dr. Bettina Love video in this booklet).

## Antiracist

One who is supporting an antiracist policy through their actions or expressing an antiracist idea.

## Antiracism

The active process of identifying and challenging racism, by changing systems, organizational structures, policies and practices, and attitudes to redistribute power in an equitable manner.

## Bias

Preference for, or against, a thing, person, or group. It can interfere with your judgement. It is a universal human phenomenon.



## Unconscious Bias

An unknown, automatic preference for, or against, a person, a group of people, or an entire demographic group. Though unaware you have it, unconscious (or implicit) bias can influence the way you think and behave.

## BIPOC

The term BIPOC stands for 'Black, Indigenous, People of Color,' it is meant to unite all people of color in the work for liberation while intentionally acknowledging that not all people of color face the same levels of injustice. By specifically naming Black and Indigenous people we are recognizing that Black and Indigenous people face the worst consequences of systemic white supremacy, classism, and settler colonialism.

## Colorism

Using White skin color as the standard, colorism is the allocation of privilege and favor to lighter skin colors and disadvantage to darker skin colors. Colorism operates both within and across racial and ethnic groups.

## Discrimination

An action taken based on prejudice or bias.

The denial of justice and fair treatment by both individuals and institutions in many areas, including employment, education, housing, banking, and political rights. Discrimination is an action that can follow prejudicial thinking.

## Erasure

The act of denying, avoiding, or refusing to acknowledge that race matters in our lived experiences in the US. This is reflected in statements like, "I don't see race," "I'm colorblind," "We are all equal," and "But we're all just one human race."

## Culture

A social system of meaning and custom that is developed by a group of people to assure its adaptation and survival. These groups are distinguished by a set of unspoken rules that shape values, beliefs, habits, patterns of thinking, behaviors, and styles of communication.



## Assimilation

To become part of the prevailing culture, adopting the characteristics and values of the dominant group. This process often means giving up dimensions of home culture. An example is changing one's name that is more acceptable to the dominant culture.

## Deculturalization

The intentional process of stripping away the culture of a conquered people and replacing it with the dominant culture. An example are Indian Boarding Schools.

## Cultural Appropriation

Theft of cultural elements for one's own use, commodification, or profit — including symbols, art, language, customs, etc. — often without understanding, acknowledgement, or respect for its value in the original culture. Results from the assumption of a dominant (i.e. white) culture's right to take other cultural elements. An example is use of Indigenous images/names by sports teams.

## Ethnicity

A social construct about where people think their ancestors came from that forms their ideas about heritage/culture. Examples of different ethnic groups are: Haitian, African American (Black); Chinese, Korean (Asian); Cherokee, Mohawk (Native American); Cuban, Mexican, Puerto Rican (Latino); Irish, Swedish (White).

## Equality

The effort to treat everyone the same or to ensure that everyone has access to the same opportunities. However, only working to achieve equality ignores historical and structural factors that benefit some social groups and disadvantages other social groups in ways that create differential starting points.

## Equity

Everyone gets what they need to be safe and successful. It implies that there are differences in what groups and individuals will require to redress the impact of discrimination. What is equal is not always fair and what is fair is not always equal.

## Identity

Meanings that the self acquires (and then internalizes and manifests) through social interactions. Crucial to an understanding of an individual's sense of self. Identities are multidimensional. E.g. A woman, disabled, black, child, etc.



## Intersectionality

First coined in 1989 by Kimberlé Crenshaw, this term refers to the overlapping systems of discrimination and bias present for a person of multiple target identities. In other words, classifications such as gender, race, class, and others cannot be examined in isolation from one another; they interact and intersect in individuals' lives, in society, in social systems, and are mutually constitutive.

## Microaggressions (Subtle Acts of Exclusion)

Brief actions or statements intended or not, that express negative bias and target people in marginalized groups. Micro does not mean insignificant, especially the persistent exposure can be harmful to mental health. An example would be a person clutching their bag as they walk by a black man.

## Othering

The perception or placing of a person or a group outside and/or in opposition to what is considered to be the norm. Othering is based on a conscious or unconscious assumption that a certain identified group poses a threat to the favored or dominant group.

## Oppression

Systemic devaluing, undermining, marginalizing, and disadvantaging of certain social identities in contrast to the privileged norm; when some people are denied something of value, while others have ready access.

## Prejudice

Prejudging or deciding about a person or group of people without sufficient knowledge. Prejudicial thinking is frequently based on stereotypes.

## Privilege

Any advantage that an individual or group has that eases (or does not hinder) their success, advancement, or path in life. White privilege refers more to the phenomenon that social systems award preference based on the presumptions of white as norm.

## Race

A social political construct that divides people up based on their skin color and physical characteristics; it is not based on scientific fact and not grounded in genetics.



## Racist

One who is supporting a racist policy through their actions or inaction or expressing a racist idea. This is what one does NOT who one is. A racist has the choice to be antiracist.

## Racism

The systematic subjugation of members of targeted racial groups, who hold less power and/or are racialized as non-White, as means to uphold White supremacy. Racism differs from prejudice, hatred, or discrimination because it requires one racial group to have systematic power and superiority over other groups in society. Often, racism is supported and maintained, both implicitly and explicitly, by institutional structures and policies, cultural norms and values, and individual behaviors.

## Monoracism

Refers to labels, beliefs, behaviors, policies, and practices that stigmatize and pathologize multiracial people.

## Stereotype

An oversimplified generalization about a person or group of people without regard for individual differences. Even seemingly positive stereotypes that link a person or group to a specific positive trait can have negative consequences.

## White Fragility

The defensiveness and avoidance that arise for white people when facing even a minimum amount of racial stress. The feelings can be so uncomfortable that white people distance themselves from engaging or actively shut down conversations about race. It may surface as the outward display of emotions such as anger, fear, and guilt, and behaviors such as argumentation, silence, and leaving the stress-inducing situation.

## White Supremacy

An institutionally perpetuated and ever-evolving system of exploitation and domination that consolidates and maintains power and resources among White people. White supremacy normalizes Whiteness, so it is supreme to other races.

Sources: Definitions assembled and adapted from various sources:



- Anti-Defamation League, Southern Poverty Law Center, Robin DiAngelo, and White Privilege: Let's Talk.
- CSSP (2019). "Key Equity Terms and Concepts: A Glossary for Shared Understanding." Washington, DC: Center for the Study of Social Policy. Available at: <https://cssp.org/resource/key-equity-terms-concepts/>
- Glossary • Racial Equity Tools. (n.d.). <https://www.Racialequitytools.Org/Glossary#racial-Equity>. Retrieved July 7, 2020, from <https://www.racialequitytools.org/glossary#racial-equity>
- Jackson, K. F., & Samuels, G. M. (2019). Multiracial cultural attunement. Washington DC: NASW Press.
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- Sunrise Movement. (2020). *What is BIPOC?* <https://www.sunrisemovement.org/bipoc-gnd-crash-course>
- Urban Dictionary. (2020) Black Adjacent. <https://www.urbandictionary.com/define.php?term=Black%20Adjacent>
- Urban Dictionary. (2020) White Adjacent. <https://www.urbandictionary.com/define.php?term=White%20adjacent>



# ANTI-RACISM: FIXED TO GROWTH MINDSET

@HOLISTICALLYGRACE

## FIXED - COMFORT

"I DON'T KNOW WHERE TO START OR WHAT TO SAY"

"I DON'T WANT TO GET IT WRONG OR GET CALLED OUT"

"IT WON'T MAKE A DIFFERENCE WHAT I DO, NOTHING IS GOING TO CHANGE"

"I DON'T GET INVOLVED IN POLITICS. I DON'T HAVE TIME"

## GROWTH - COURAGE

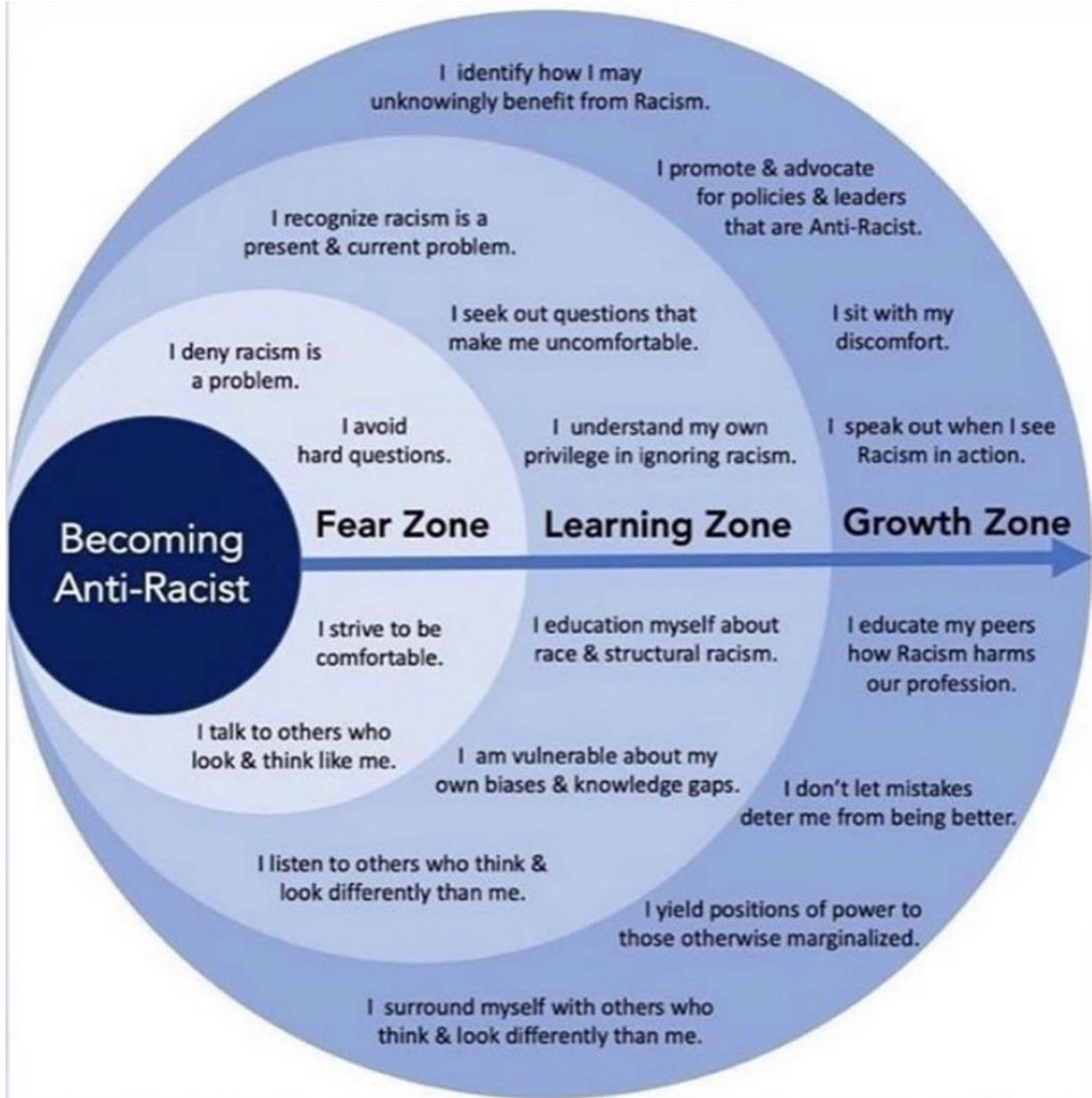
"FIRST I WILL LISTEN/READ/WATCH. I WILL SPEAK AGAINST INJUSTICE"

"I WILL MAKE MISTAKES, NO DOUBT ABOUT IT. I WILL BE GRATEFUL FOR THE LESSON"

"THINGS HAPPEN WHEN I TAKE RISKS AND BECOME PART OF SOMETHING BIGGER"

"THIS IS A HUMAN RIGHTS ISSUE. THIS MATTERS, I WILL MAKE TIME"

Source: <https://workingparenting.com/anti-racism/>



Source: <https://diversity.rutgers.edu/learn/becoming-anti-racist-resource-list>



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