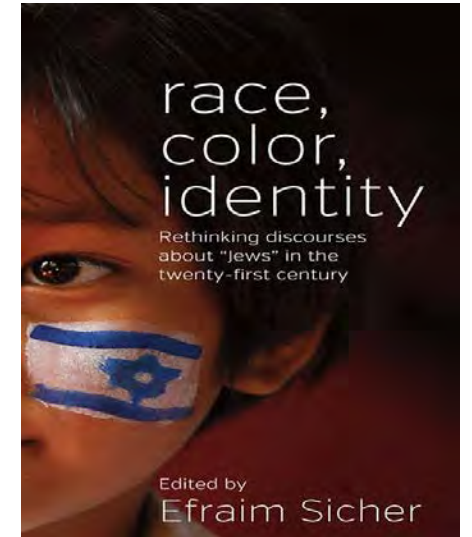
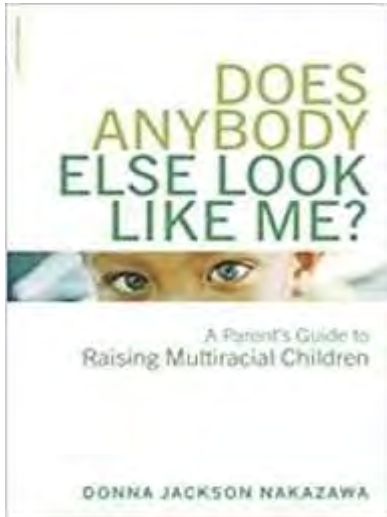
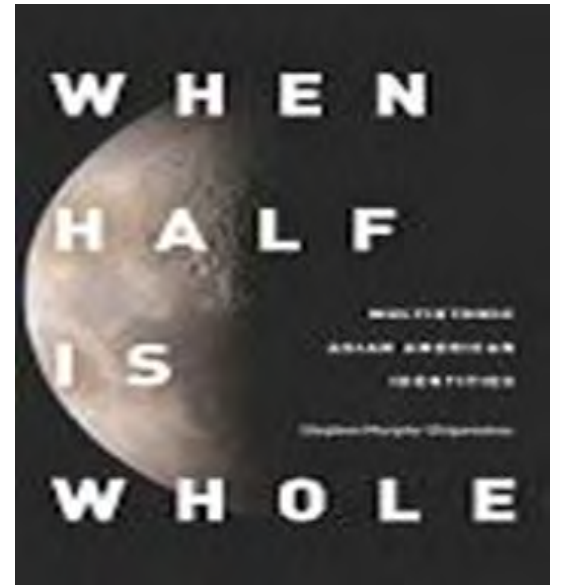


Talking Race with your Child(ren)



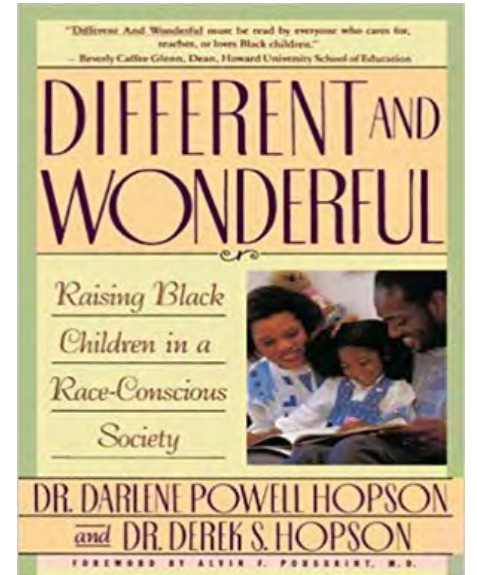
Agenda

1. Welcome/Introduction
2. Guidelines for our Conversation
3. Growth Zone
4. Definitions'
6. Talking Race/Racism



Conversation Guidelines

R espect
O penness
P erspective
E mpathy
S ympathy



Comfort Zone, Learning Zone & Triggers

HELLO
I AM...
LEAVING MY COMFORT ZONE



Amygdala Hijack:
Emotional responses which are immediate and overwhelming, and out of measure with the actual stimulus, because it has triggered a much more significant emotional threat.



MIND ON-Review & Talk

<https://www.youtube.com/watch?v=GPVNJgfDwpw>



Definitions

Race:

- “A socially constructed way of judging, categorizing and creating difference among people based on physical characteristics such as skin colour, eye, lips and nose shape, hair texture and body shape” (TDSB Equity Policy, 2018)

Racism

- Racism is any individual action, or institutional practice which treats people differently because of their colour or ethnicity stemming from the belief that one race is inherently superior to another. This distinction is often used to justify discrimination (Adapted from CRRF)



Definitions

Anti-Black racism

- Rooted in white-supremacy, attitudes, beliefs, stereotyping and discrimination that is directed at people of African descent and is rooted in their unique history and experience of enslavement.
(African Canadian Legal Clinic).

Colorblindness racism

- Colorblindness is the racial ideology that posits the best way to end discrimination is by treating individuals as equally as possible, without regard to race, culture, or ethnicity” Psychology Today, Dec 27, 2011



Definitions

Unconscious Bias

A bias that we are unaware of, and which happens outside of our control. It is a bias that happens automatically and is triggered by our brain making quick judgments and assessments of people and situations, influenced by our background, cultural environment and personal experiences.

Implicit Bias

Implicit bias refers to the same area, but questions the level to which these biases are unconscious especially as we are being made increasingly aware of them. Once we know that biases are not always explicit, we are responsible for them. We all need to recognise and acknowledge our biases and find ways to mitigate their impact on our behaviour and decisions.



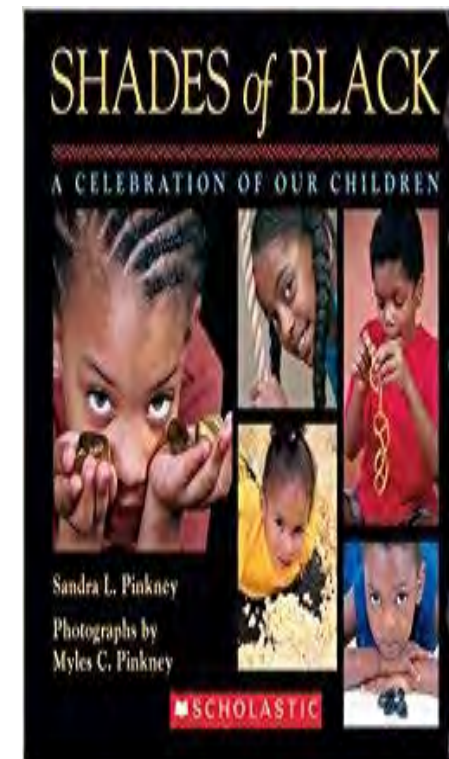
Privilege

- Unearned freedoms, rights, benefits, access, and/or opportunities that provide unfair advantages for members of the Dominant Group(s) in society. Because privileges are granted by mere affiliation with the Dominant Group(s), some people are not always aware of the privileges they have. Examples include: cisgender privilege, straight privilege, male privilege, settler privilege, White privilege

Power

- access to privileges such as information/knowledge, connections, experience and expertise, resources and decision-making that enhance a person's chances of getting what they need to live a comfortable, safe, productive and profitable life. (OHRC)

What Race is not



The Myths about Talking Race

- Talking race with children puts too much pressure on them...grows them up too quick
- Colour does not exist so we don't need to talk about it
- I don't think about race much...Everybody's the same
- Talking about race runs the risk of putting a chip on the child's shoulder



The Facts

- Children's awareness of racial differences and the impact of racism begins quite early (Tatum 2003)
- most children by the age of 9 months, especially those belonging to the dominant group have asymmetrical visual exposure to faces of different races from birth
- they see own-race faces far more frequently than other-race faces (Rennels & Davis, 2008; Sugden, Mohamed-Ali, & Moulson, 2014).



The Facts Cont'd...

- Young children take notice of racial differences and note that as early as preschool
- Children may begin excluding their peers of different race from play and other activities (Winkler 2009)



The Facts Cont'd...

- Children not only readily classify own-race faces into one category and other-race faces into another category but also process own-race faces at the individual level more (Anzures, Quinn, Pascalis, Slater, & Lee, 2010; Quinn, Lee, Pascalis, & Tanaka, 2016)
- talking explicitly about race with children creates more positive attitudes about their identities people of different races. Naming race (and other social realities) can assist in raising race conscious (as opposed to “color blind”) children.
- talking about race does not reinforce racism.
- Racism is a mental health and health issue...it kills



The Facts Cont'd...

engaging in racial and ethnic socialization with racialized children improves academic performance, decreases depression risk, reduces problem behavior, and provides positive racial identity attitudes.

E.g. By talking about race, researchers note that Black parents prepare their children to overcome adversity by challenging stereotypes and allowing Black youth to view their racial identity more positively (e.g., Jones and Neblett, 2017).



The Facts Cont'd...

<https://www.youtube.com/watch?v=McDeTvh9sbU>



Talking Race Tips

Get Comfortable talking and learning about race, racism and racial inequity

- Engage in self reflection about where you stand/sit on race?
- how were you introduced/not introduced to race?
- Can you discuss race with friends/other adults etc
- Do you discuss race in your everyday life?

If you were not taught about race it is not your fault. But it is your responsibility to do the work to learn more

!



Talking Race Tips Cont'd...

Ask Questions

conversations about race have to be explicit, in unmistakable terms that children can understand

- Avoid neutral language (e.g. all equal, we are all people etc.)
- Construct a **positive sense of racial identity** through dialogue, books, videos, toys, tv shows etc. about the child's race
- Discuss physical differences (hair, eyes, body type) using positive and affirming language
- Provide children with language to speak to their racial/phenotypical features (e.g. shades of Blackness,/indigenouness etc.)
- Focus on children's confusion about their own skin color(e.g. why am I Black, I want long hair etc.) without silencing or shame



Talking Racism

Don't Always wait for your children to bring up the subject of Racism

- Ask candid questions about how they are feeling at school in their race (e.g. blackness)
- Don't dodge the difficult statements... I wish I was white with long hair... Or my eyes did not look that way...Ask why do you feel that way...or tell me more about that?



Talking Racism Tips Cont'd...

Use the concept of fairness:

- Children are very aware/keen on what is fair/unfair and a keen sense of justice/injustice
- Use this opportunity to point out everyday things that you believe are unfair and tell them why e.g not enough books with brown/black children,



Talking Racism Cont'd...

Empower Children

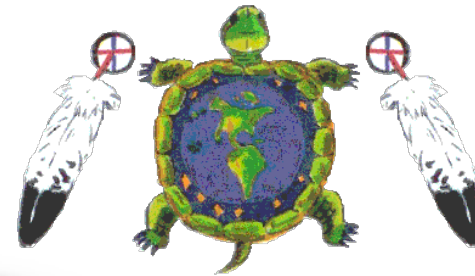
- Expose your children to all races
- Intentionality seek out races/communities different from your own to explore
- Diversity toys/games/books



Talking Racism Tips Cont'd...

Connect Past to the Present

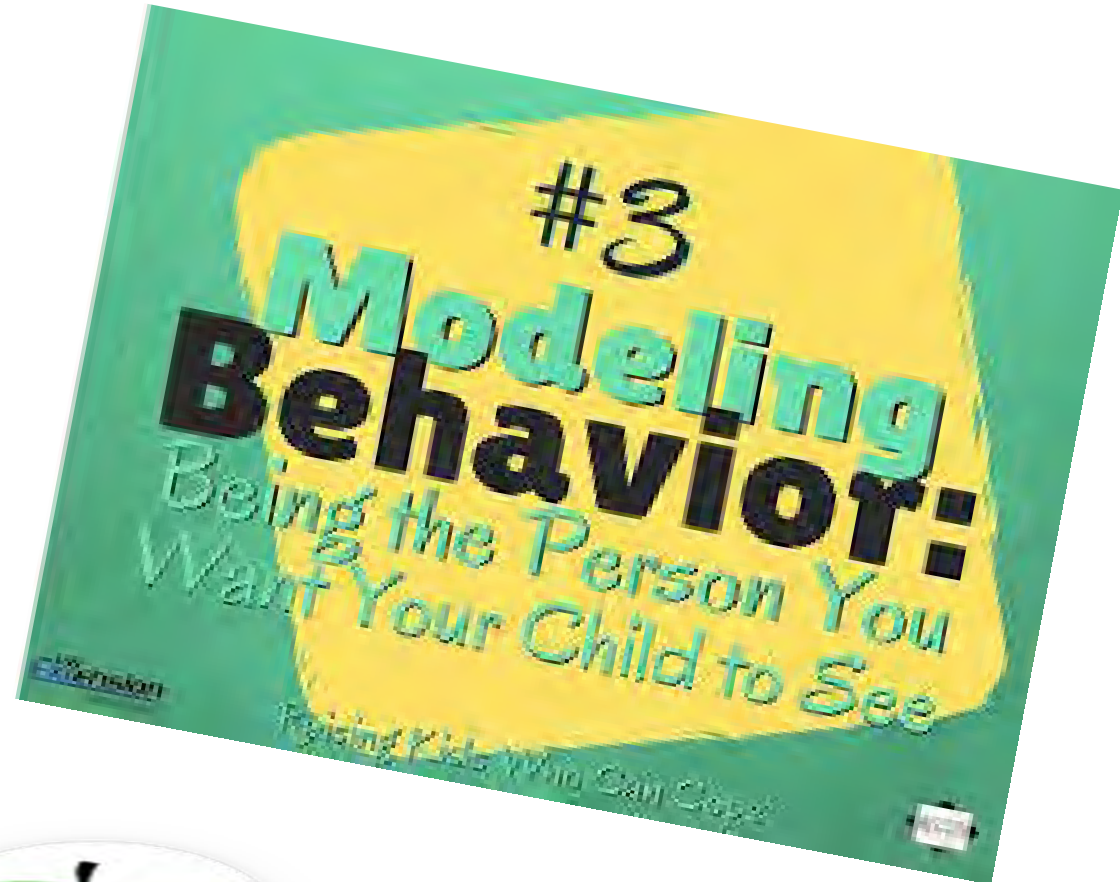
- Talk about the great leaders and what they did to help/address racism
- Help them understand what happened and that although lots of work was done...there is still some work to be done
- Although Maryann Shadd was able to have her own newspaper, and Martin Luther King and Malcolm X helped with policies...and Barack Obama was president...we can see some changes



Talking Racism Tips Cont'd...

Model Behaviors for Children

- Remember children rarely do what you say...but they are always watching
- Be involved in race/racism issues./select tv/radio shows that address the issues
- Read about it..get involved in community issues/conversations/schools etc
- If its important to you it will be important to them



Talking Racism Tips Cont'd...

Encourage Complex, Critical Consciousness/Thinking

Critical consciousness

- expands young peoples commitment to challenging injustice but also increases academic achievement and engagement (Carter, 2008 etc.)
- Gives children/students the ability and language to recognize inequality and injustice...
- Enables children to notice when barriers are at play and be able to communicate and explain what they notice
- Can replace feelings of isolation and self-blame for one's challenges with a sense of engagement in a broader collective struggle for social justice (



Address color blindness

Colorblindness

- foists whiteness on everyone
- strips non-white people of their uniqueness
- suppresses critically important narratives of oppression
- assumes everyone has the same experience here in Canada
- Promotes the idea that non-white races are inferior.

Acknowledging differences is not racist; it is the opposite of racist.

Talking Racism

Racial Profiling

- Children need to understand the environment they move freely around. Talk about walking/driving while Black
- Give tools of how to behave/what to say if stopped by police
- How to behave when out with white and other friends.
- When to and not/to wear hoodies

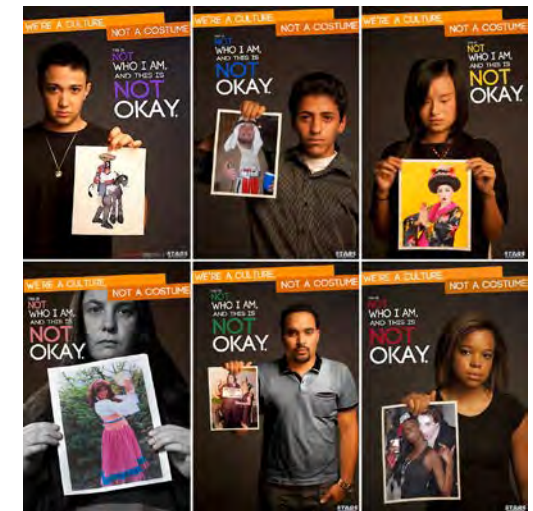
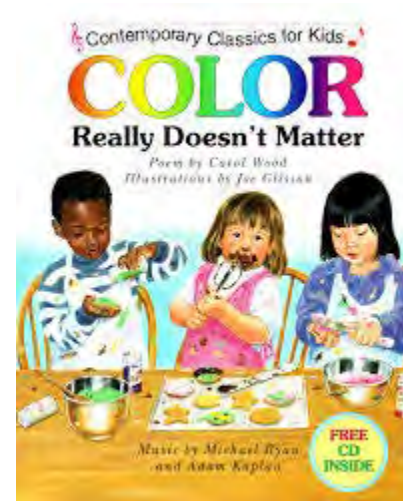


<https://www.youtube.com/watch?v=McDeTvh9sbU>



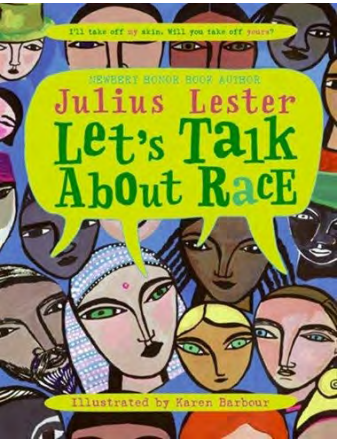
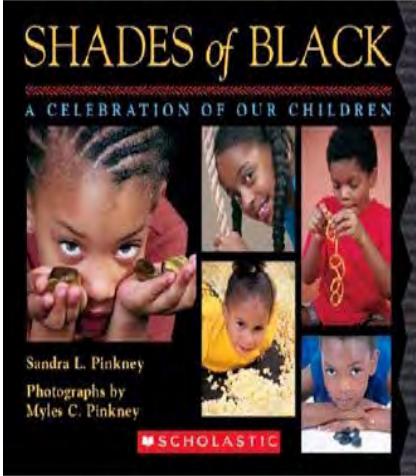
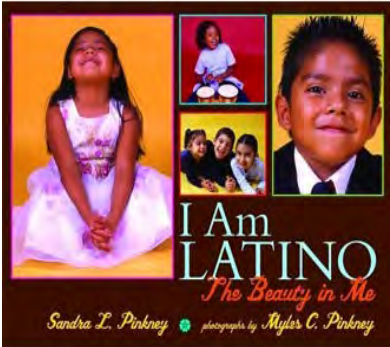
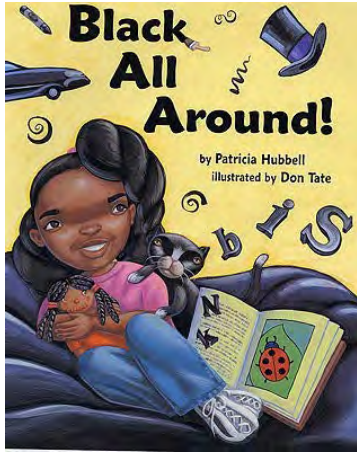
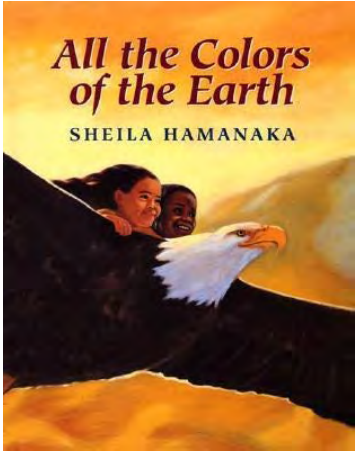
Talking Racism

- Racialized children are living in a white supremacist culture, where all aspects of themselves are devalued. So it is essential that this culture is **constructed deconstructed and challenged everyday**
- There needs to be **ongoing** age appropriate conversation about the images they see, their experiences in school daily, what they see and don't see in their books, communities, neighbourhood, vacations etc. and why?



Summary

Talking Race/Racism



https://www.buzzfeed.com/erinwinkler/tips-for-talking-to-children-about-race-and-racism?utm_term=.timnd6BVd#.sf9xYBjEY



Q & A

