

# Session 2: What's My Role?

## Moving Towards Anti-Racist Parenting



Extension  
UNIVERSITY OF WISCONSIN-MADISON



KERR  
**PARENT**  
LAB



*I acknowledge that University of Wisconsin-Madison Extension occupies the sacred and ancestral lands of Indigenous Peoples.*

*I honor the land of the Dakota, Ho-Chunk, Menominee, Ojibwe and Potawatomi Nations.*



## Housekeeping:

- Everyone has access to folders
- Recording
- Any issues?

**Check In: Three words that describe  
how you're feeling.**

# Take a Breath



# Our Anti-Racist Parenting Journey



# Where we've been...



- **Examined our own racial upbringings**
- **Committed to pursuing an antiracist parenting approach**

# Where we're going...



Session 2

By the end of the session, you will...

- **Build skills to persist in difficult conversations** about race and racism even when they feel uncomfortable.
- **Gain knowledge around children's development** of racial awareness
- **Start developing a growth mindset** toward your anti-racist parenting journey

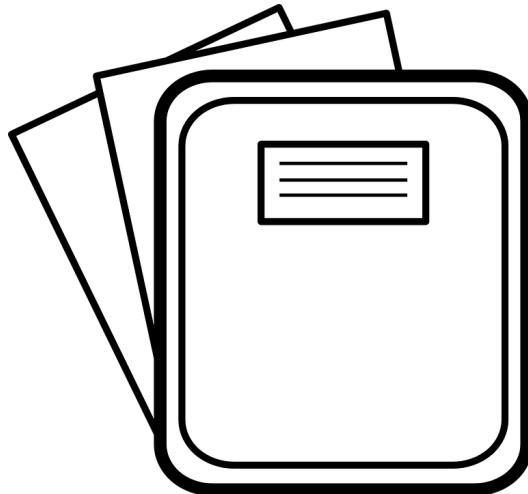
# Group Agreements

1. Listen without judgement: We will have mutual respect for multiple ways of knowing and acting in the world.
2. Create a safe space for learning and uncomfortable growth: tolerance for different levels of experience
3. We will use “I” statements and speak from personal experience.
4. We will all take responsibility for our impact.
5. Step up, and step back.

# Racial Equity Principles

1. Know yourself.
2. Work on all three levels.
3. Be accountable to principles and peoples.
4. Think and act collectively.
5. Honor and build power on the margins.
6. Transparency.
7. Set explicit goals.
8. Use organizing mind and remember circle of influence.
9. Take risks and learn from mistakes.
10. Seek connection and choose love over fear.

# Letter Debrief



- How did writing your letter inform your understanding of your own racial upbringing?
- What parts of your letter brought up the most emotion for you? What were those emotions?
- How do those feelings shape your motivation and goals for being a part of this course?
- How did writing your letter influence how you think about your role as a parent for your own child?



# glasses for a-stigmatism

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## Session 1 - Poem

BY CASSIDY MARTIN

I begged my momma for glasses  
Used my 15 dollar yard sale allowance from my grandma  
to buy a second hand pair  
momma told me I couldn't use them  
thought I just wanted to look like the librarians or friends at school  
who forget where their glasses are as they're wearing them  
determined she had given me all the vision I needed  
And even if I could not see something, a word,  
She would describe it to me herself, using her perspective  
The next time we went to the pediatricians, I insisted they give me

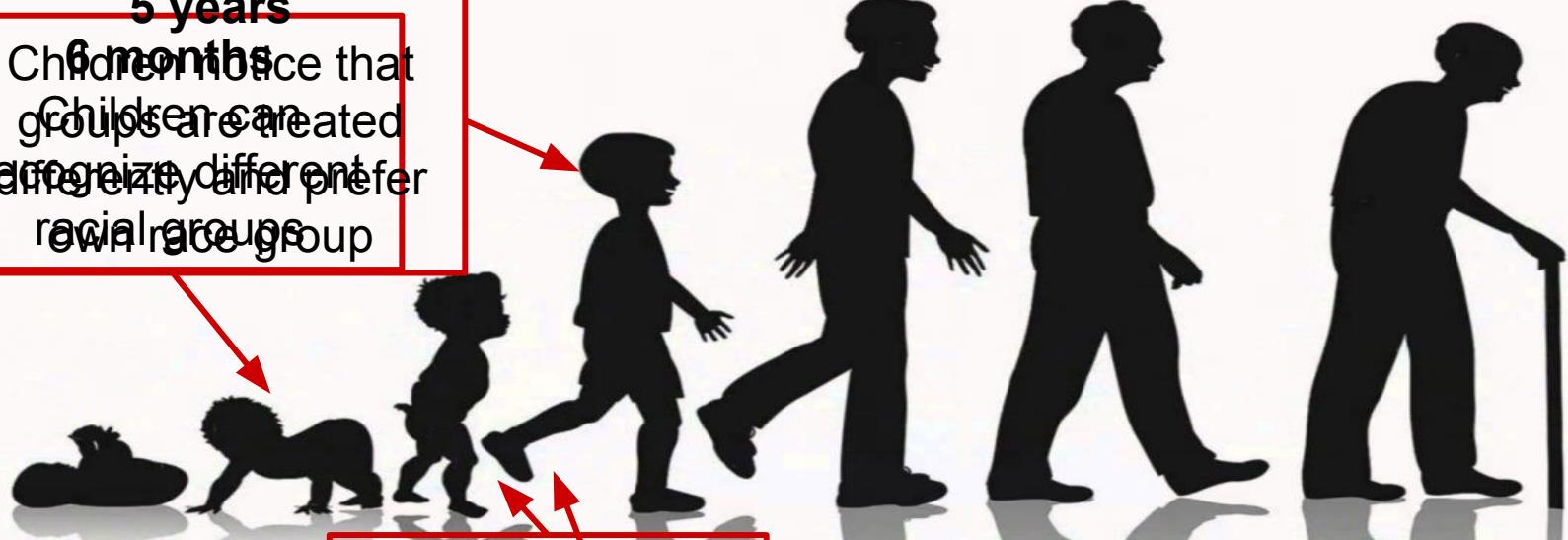


See page 14 of  
the handbook!

When do you think children start noticing racial differences?

**5 years**

Children notice that groups are created  
Children can recognize different racial groups



**2 years**  
**3-5 years**

Can attribute  
Racial bias begins  
characteristics to  
to develop  
different races

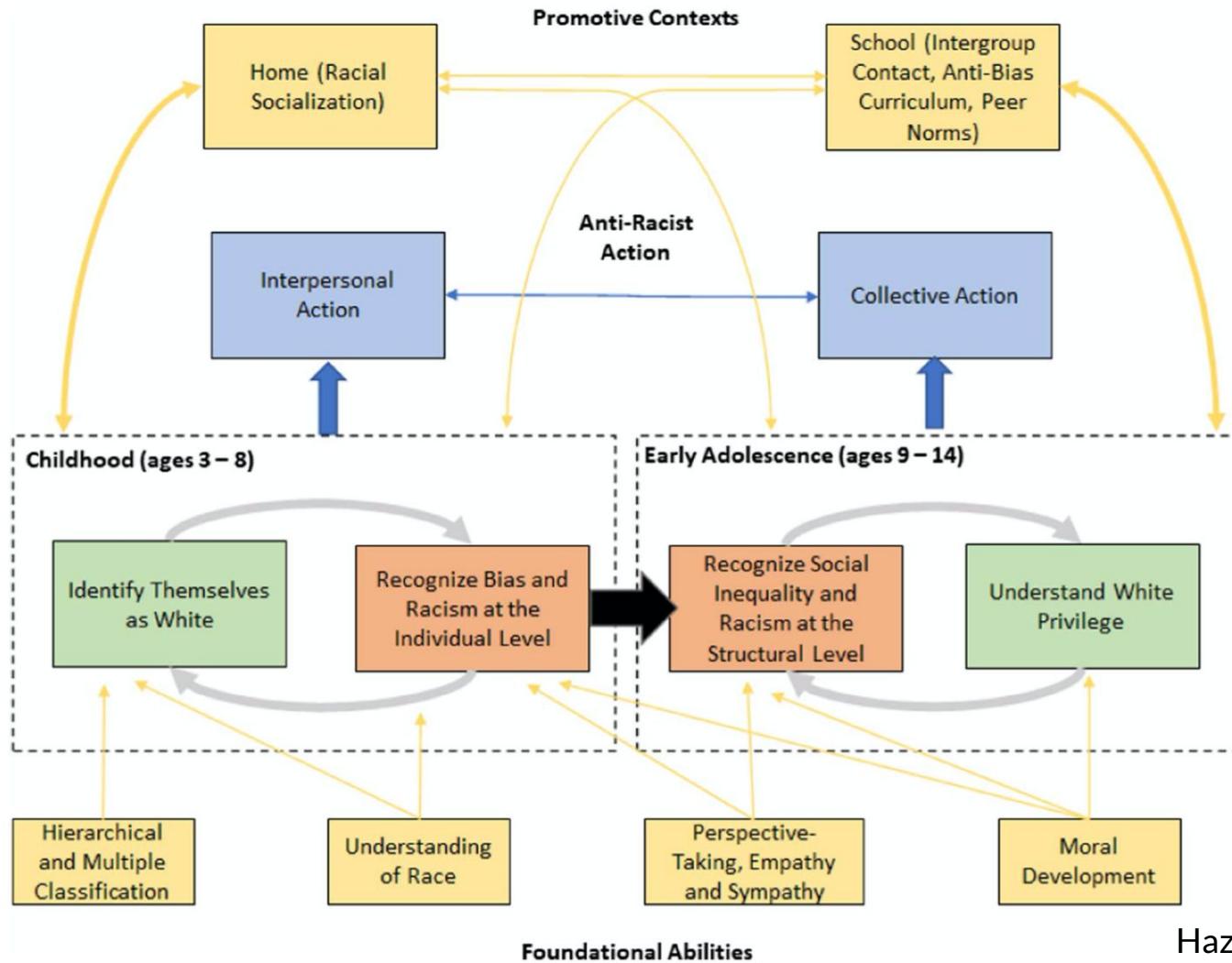


See page 27 of  
the handbook!



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# Cycle of Socialization



See page 28 of  
the handbook!



Research shows that most white families—including those with a stated anti-racist commitment—don't explicitly talk about race and racism.



In fact, we NEED to talk about race and racism with our children. Open, honest conversations are key.

# When we talk about race



# Awareness of Emotions

# Turning *Toward* Difficult Emotions

- suspending judgement
- turning toward the emotion with openness and curiosity:  
*What is going on here?*





# Open

# Flexible



# Persistent



# When You Talk About Race

Fill in the chart, reflecting on the following questions:

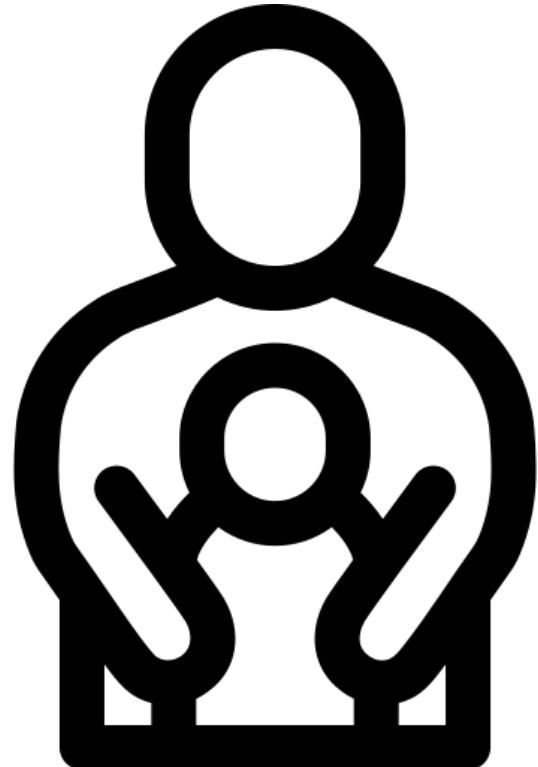
1. When was a time that you didn't talk about race with your child but wanted to?

Describe the situation and your reaction to the situation.

How did it feel?



See page 29-30 of the handbook!



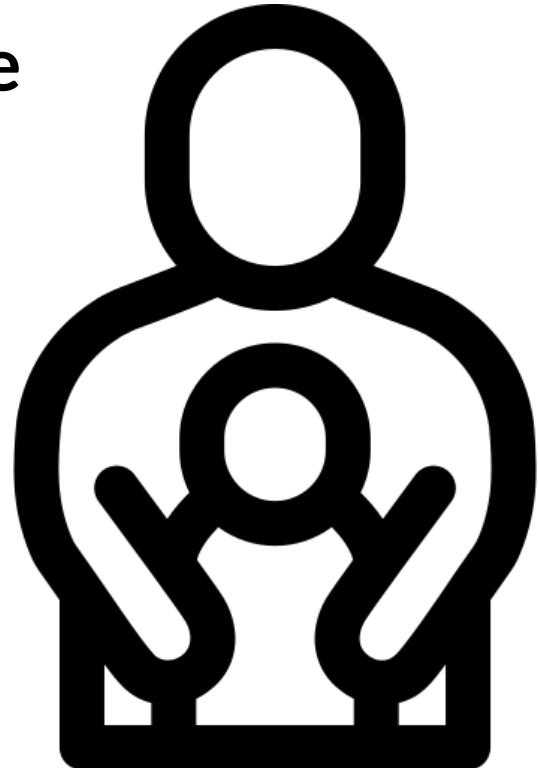
# When You Talk About Race

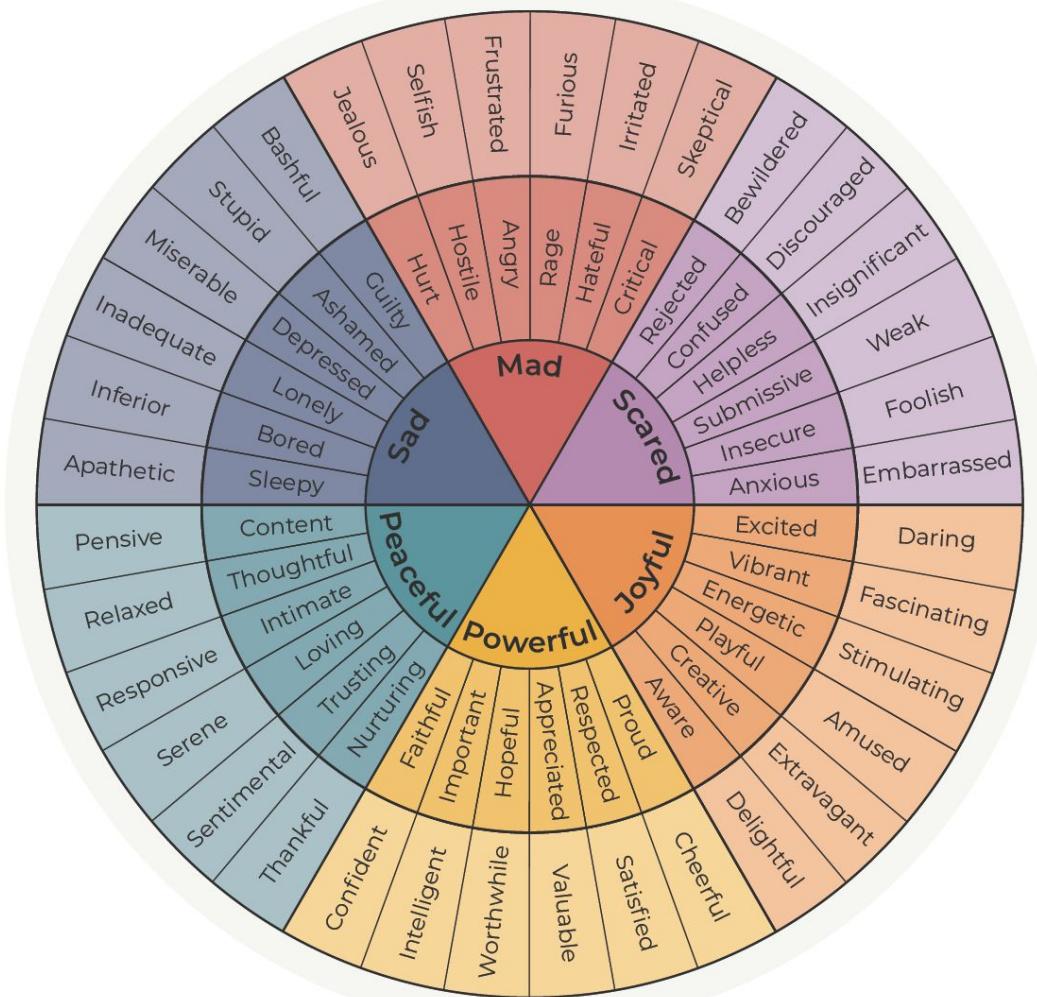
Fill in the chart, reflecting on the following questions:

2. When was a recent time that you did talk about race with your child?

Describe the situation and your reaction to the situation.

How did it feel?





# Awareness of Emotions Practice



# Anti-Racism Affirmations



See page 31 of  
the handbook!

I can do hard things.

This takes effort and it's worth it.

It's better to say something rather than stay silent.

That wasn't how I wanted it to go - what can I learn from this?

Mistakes are a part of learning.

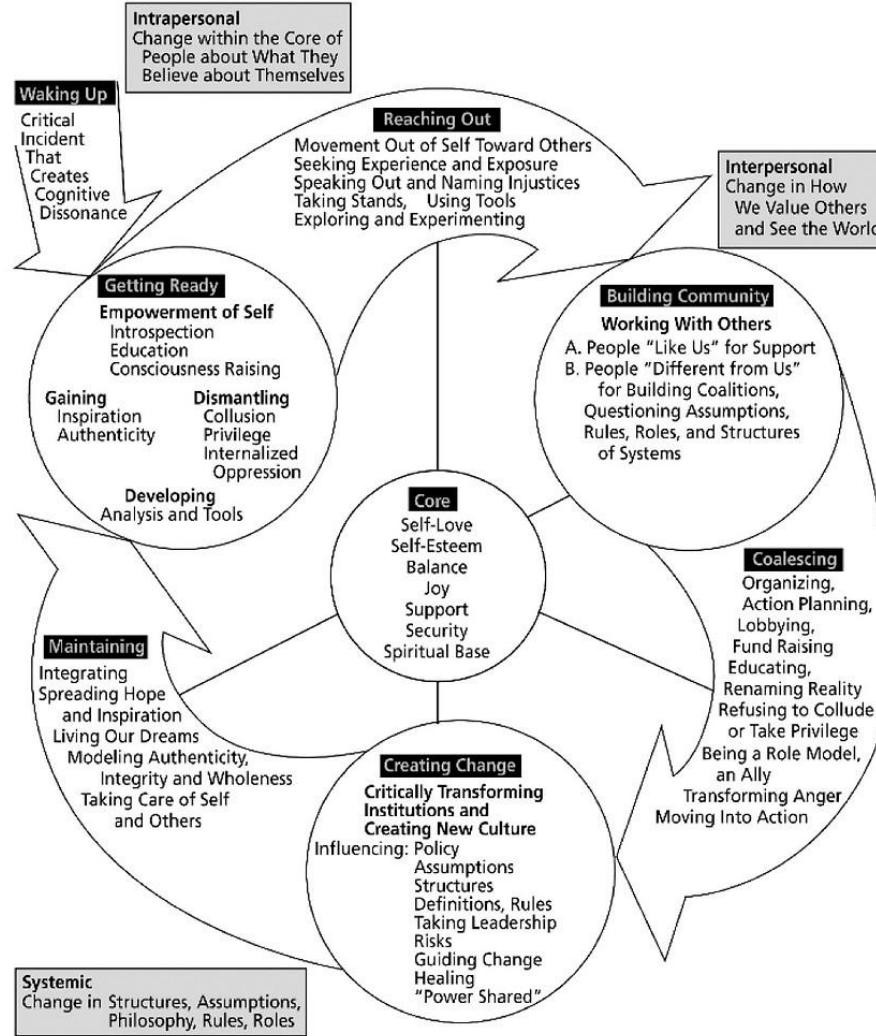
I can use my mistakes to grow stronger.

Anti-racism is a great gift I can give my child and I will persist.

# Cycle of Liberation



See page 32 of  
the handbook!



**What do you see as your role in raising  
an anti-racist child?**

What might be challenging as you work to adopt anti-racist practices?

What can you do to persist?

# Recap

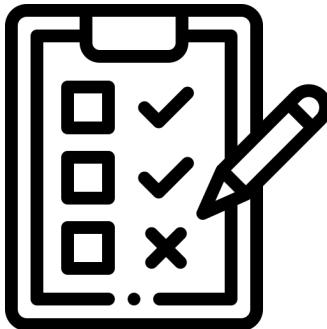


Session 2

Today you...

- **Built skills to persist in difficult conversations** about race and racism even when they feel uncomfortable.
- **Started developed a growth mindset** toward your anti-racist parenting journey

# Session 2 Evaluation



Take a few minutes to offer feedback on today's session.

Click on the link sent via chat!

# Dive Deeper

## At-Home Practice:

1. Intention setting (3 hopes for your child)
2. Read *Our Skin* and reflect.

## Resources:

See **Session 2** in the additional resources section of your workbook for additional information about the topics and content covered today!