


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?

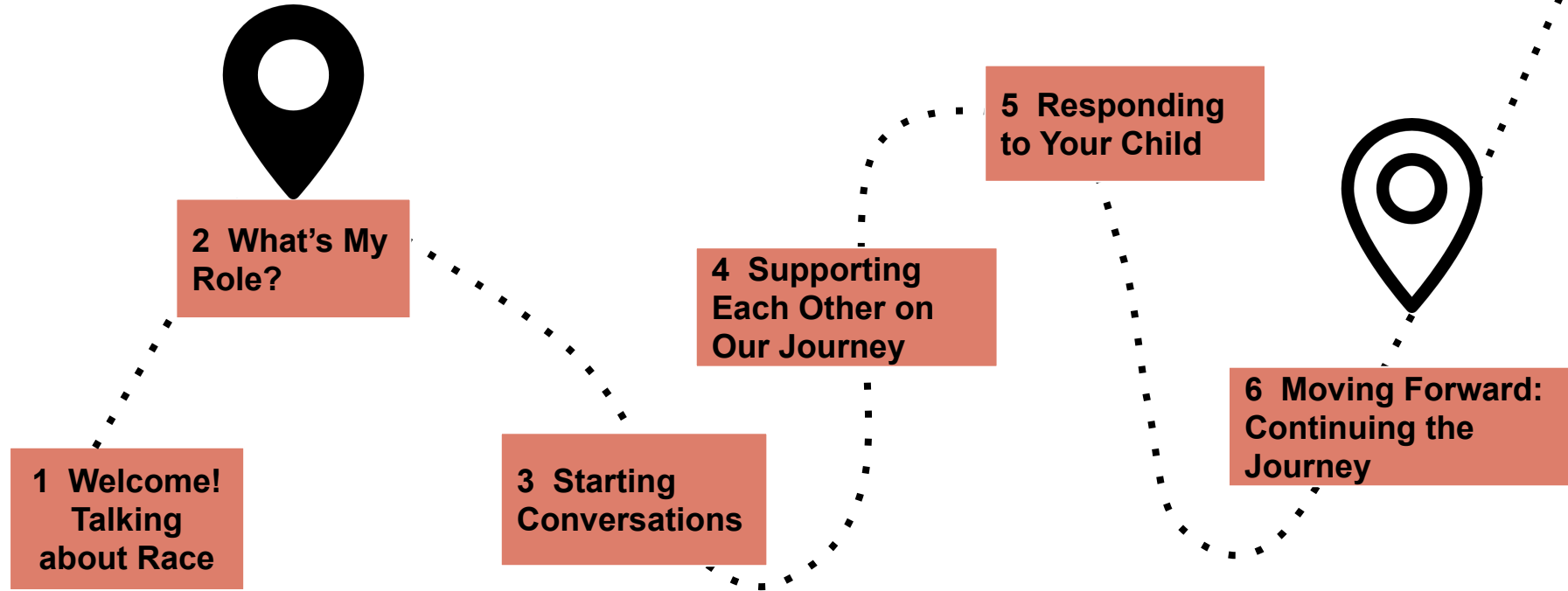


**Check In: Three words that describe
how you're feeling.**

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

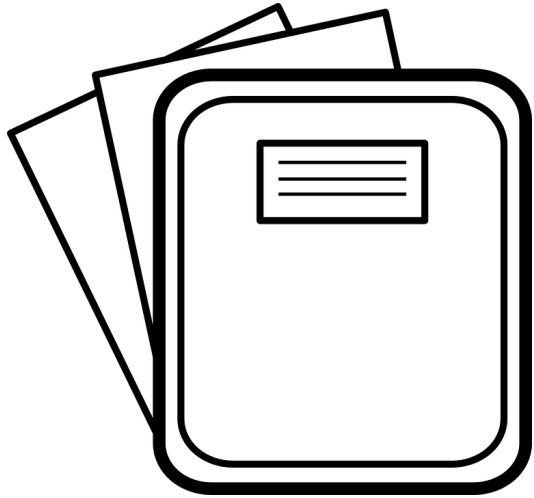
Group Agreements

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

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!



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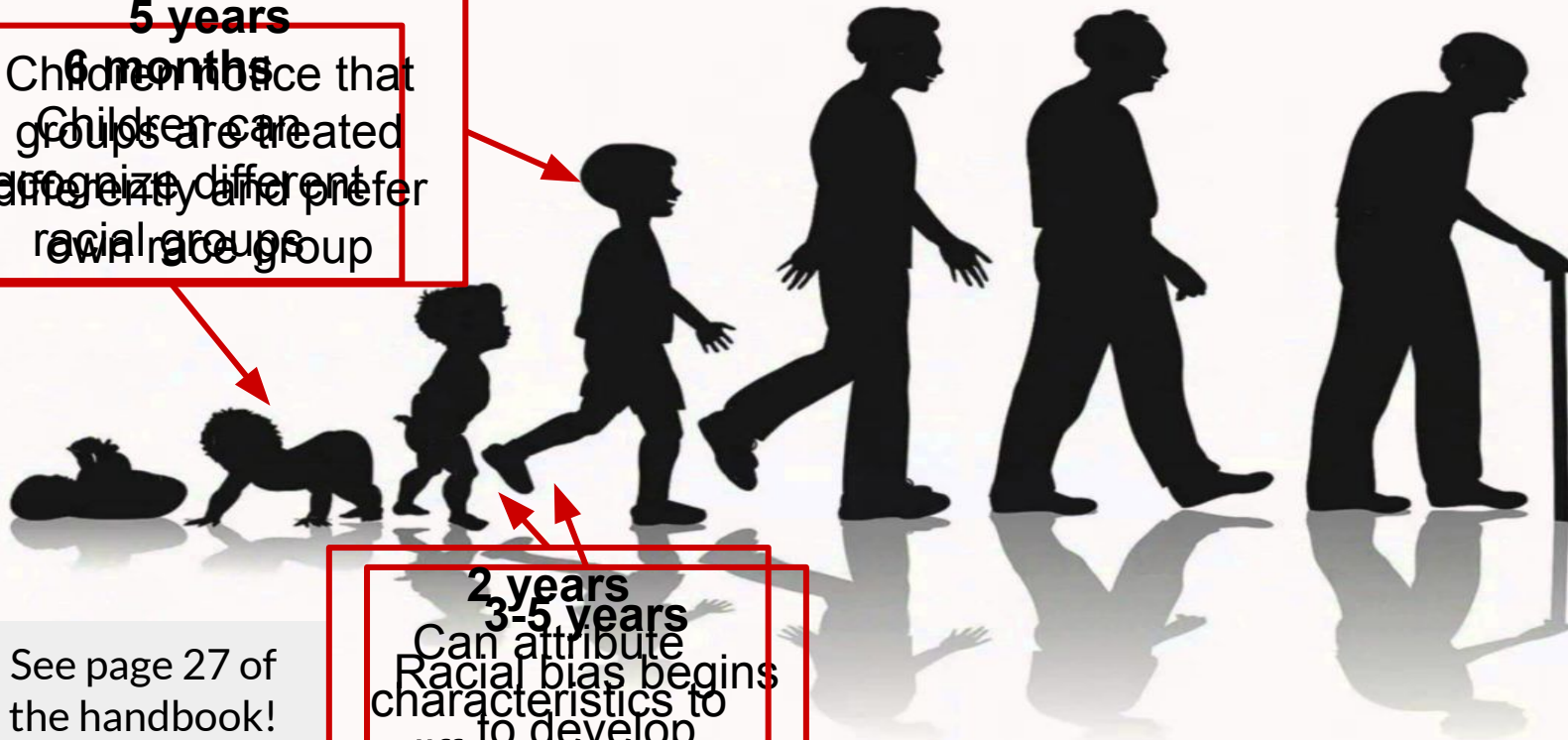


**When do you think children start
noticing racial differences?**

5 years

6 months

Children realize that groups are created differently and prefer one racial group over another



2 years

3-5 years

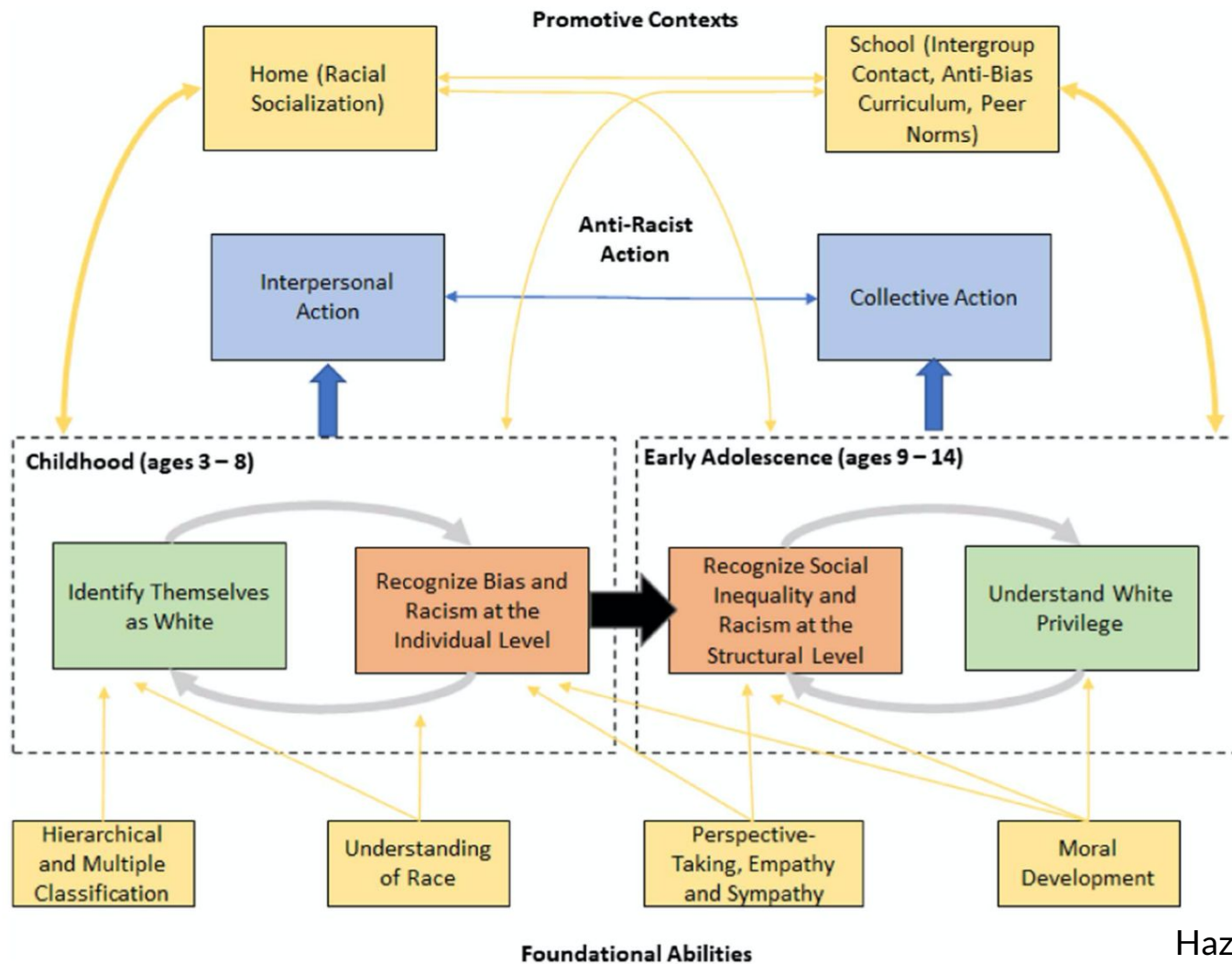
Can attribute racial bias begins to develop characteristics to different races



See page 27 of the handbook!



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Cycle of Socialization



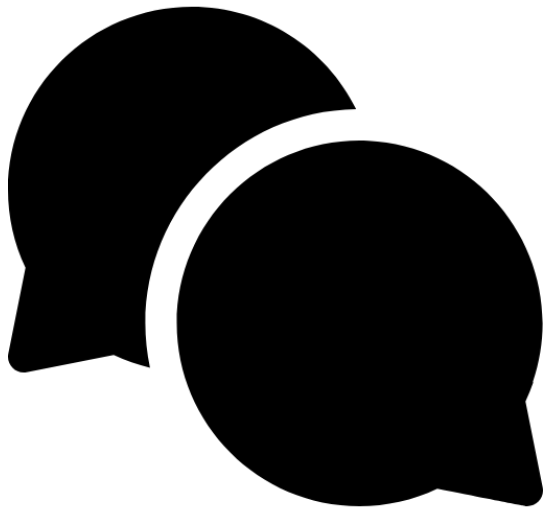
See page 28 of the handbook!

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!



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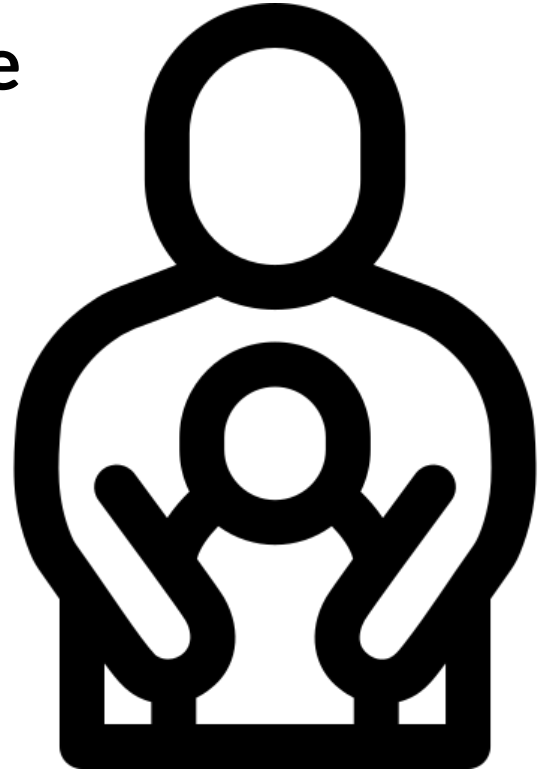
When You Talk About Race

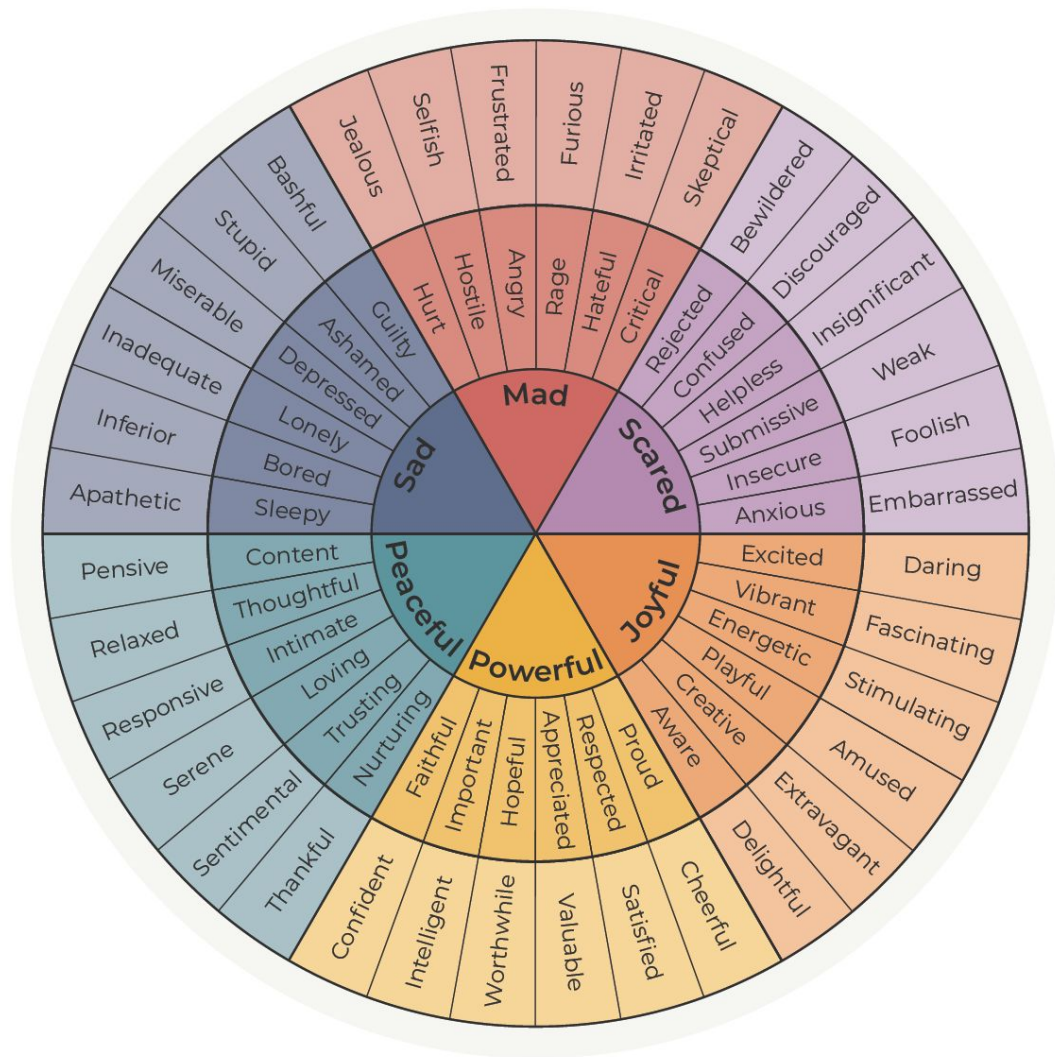
Fill in the chart, reflecting on the following questions:

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.

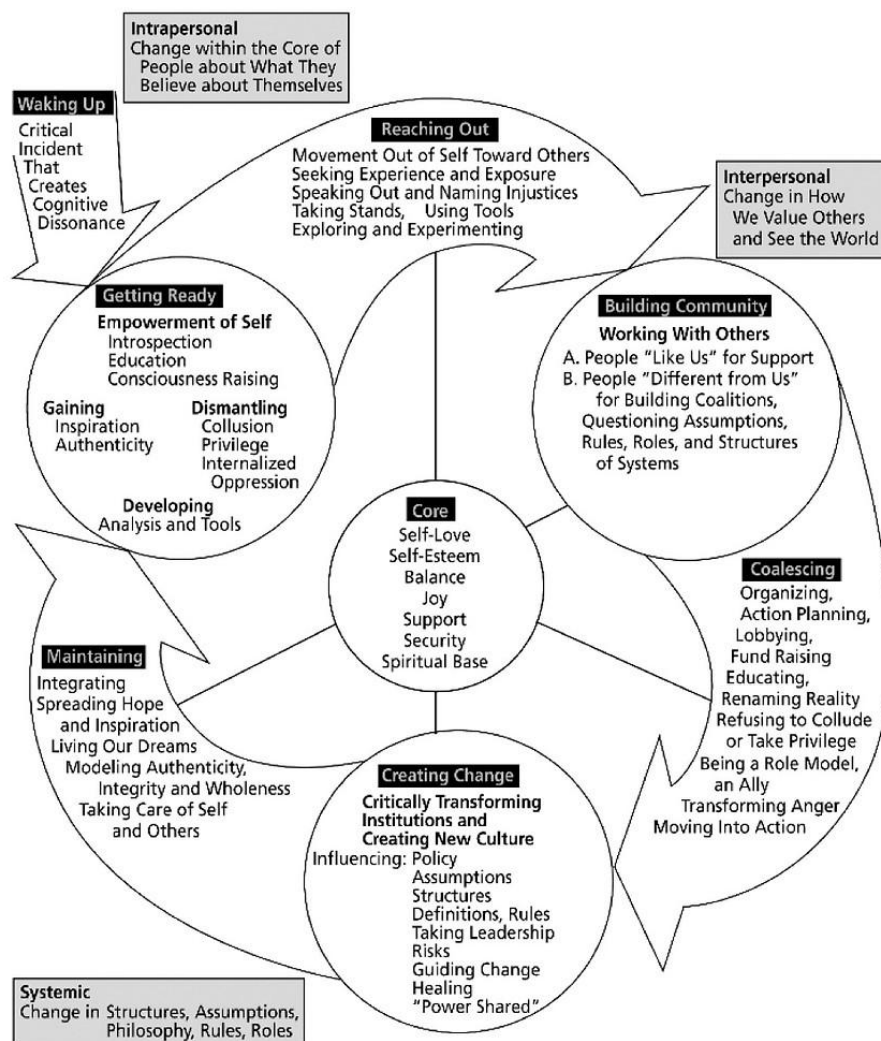
I can use my mistakes to grow stronger.

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

Cycle of Liberation



See page 32 of the handbook!



Source: Developed by Bobbie Harro

**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

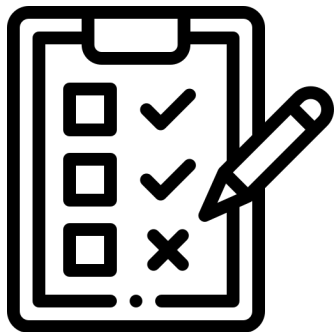


Session 2

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!