


# Session 5: Being Responsive in your Anti-Racist Practice




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*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.*

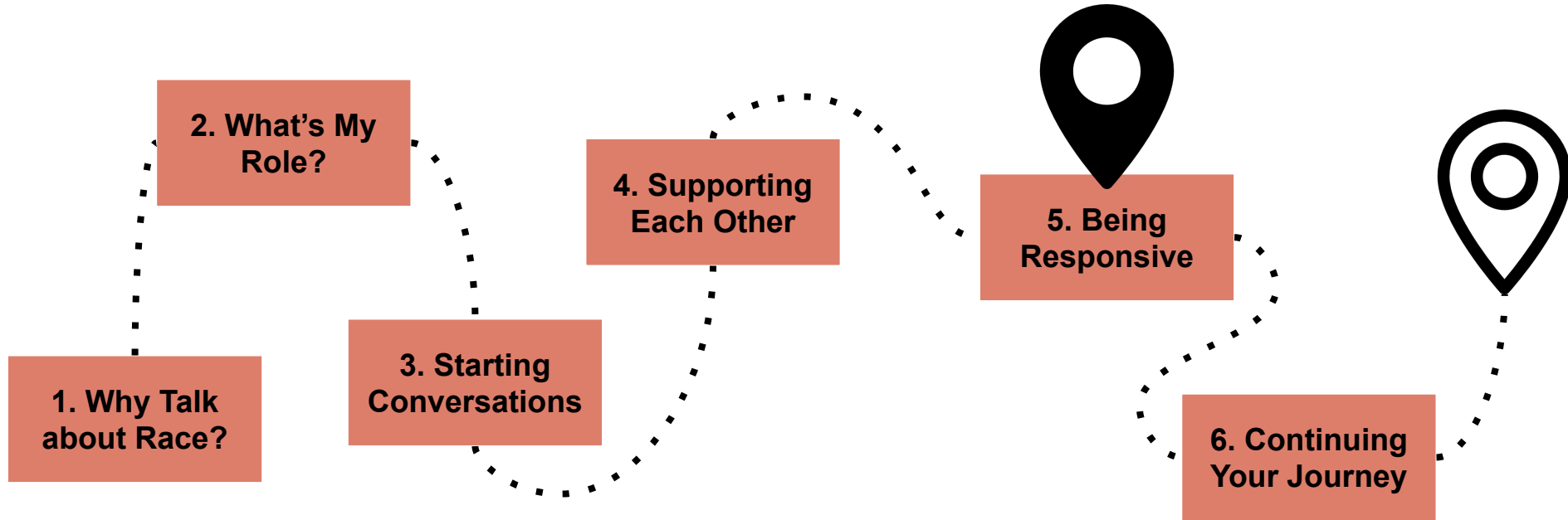


**Check In: Give me three words that  
describe how you're feeling.**

# Settling In



# Our Anti-Racist Parenting Journey



# Where we've been...



- Learned about our children's racial development
- Practiced developmentally appropriate, effective ways to have anti-racist conversations
- Even had some conversations with our own kids!

# Where we're going...



**Session 5**

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

- **Develop skills to respond to spontaneous inquiries and observations** from your kids about race
- **Practice strategies** to use when talking about race and discrimination in the real world

# 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.





# At Home Practice Debrief

1. What went well?
2. What was challenging?
3. Did you try any new strategies?

**We've started talking about race at home, but what happens when it comes up in public?**

# Responding to Your Child



Assess



Ask



Affirm



Assist



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# Assess



Stop. Be calm. Be present.

# Responding to Your Child



Assess



Ask



Affirm

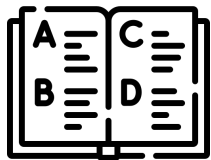


Assist



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# The Big Four



**Racial  
Literacy**



**Individuals**



**Empathy**



**Action**

# Let's Compare

## Situation:

A parent is out grocery shopping with his three-year-old. His white child sees a Black person in the same aisle. She points and says, “Look at that woman’s brown skin.”

**Avoidant response:** The embarrassed father quickly shushes the child and whisks her away from the encounter.

**Race conscious response:** He responds, “Honey, it’s not polite to point at people. But, yes, that woman’s skin is a beautiful shade of brown.”

# What does this look like in action?

“One day at school, my daughter pointed at a Black child who looked to be a couple years older than she.

“Look,” she pointed, “that kid looks like A. [my daughter’s cousin, who also happens to be Black]” I froze.



See pg. 39 of the  
handbook for  
worksheet!



# Response:

**Parent:** “Really? How do they look similar?”

**Child:** “Her hair!”

Parent reflects that both the young girl and her daughter’s cousins have braids, then responds, “You’re right--they do have similar hair. But remember, you wouldn’t like it if someone pointed at you. How do you like to wear your hair?”



**Ask**



**Affirm**



**Assist**

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**Ask**



**Affirm**



**Assist**

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**Ask**



**Affirm**



**Assist**

# Response:

**Parent:** “Really? How do they look similar?”

**Child:** “Her hair!”

Parent reflects that both the young girl and her daughter’s cousins have dreadlocks, then responds, “You’re right--they do have similar hair. But remember, you wouldn’t like it if someone pointed at you. How do you like to wear your hair?”



**Ask**



**Acknowledge**



**Assist**

# Another Scenario



# Better late than never

“That is an important question/observation. Why don’t we talk more about it when we get home?”

# Better late than never

“Remember when X happened? I wanted to talk to you about that.”


One evening, you go for  
a walk in your  
neighborhood. As  
you're walking, your  
child points to a Black  
Lives Matter sign and  
asks, "What does that  
say?"




You and your children  
drive past a protest.  
Your child asks, “Why  
do they look mad?”

You and your child are at  
a family gathering and  
an extended family  
member says something  
about race in America  
that goes against your  
values.

Any scenario you've experienced from your own life  
that you'd like to share with the group?



What have we covered today that seems helpful?  
What questions do you still have?



What message does your child receive  
when you do respond openly and  
honestly?

What's the message they get if you don't?

# Recap



**Session 5**

Today you...

- **Developed skills to respond to spontaneous inquiries and observations** from your kids about race
- **Practiced strategies** to use when talking about race and discrimination in live discussion

# Dive Deeper

## Homework:

1. Keep a record of your conversations with your children over the next week.
2. Respond to reflection questions!

## Resources:

See your handbook for additional information about the topics and content covered today!

<https://parenting.extension.wisc.edu/antiracistparenting/pilot>

**Instructions:** Using the chart below, keep a record of each time you have a conversation with your child about race or racism (either proactive or responsive). Briefly describe each conversation. Then, respond to the reflection questions below. |

"Newspaper Headline"	Was it <i>proactive</i> or <i>responsive</i> ?	Detailed description of conversation	How were you feeling?	How was your child feeling?

**Reflection Questions:**

1. How has your ability to have these conversations changed since you started the program?
2. What has gotten easier? What is still difficult?
3. How can you make sure that you continue these conversations going forward?