

Session 3: Starting Anti-Racist Conversations




Extension
UNIVERSITY OF WISCONSIN-MADISON



KERR
PARENT
LAB



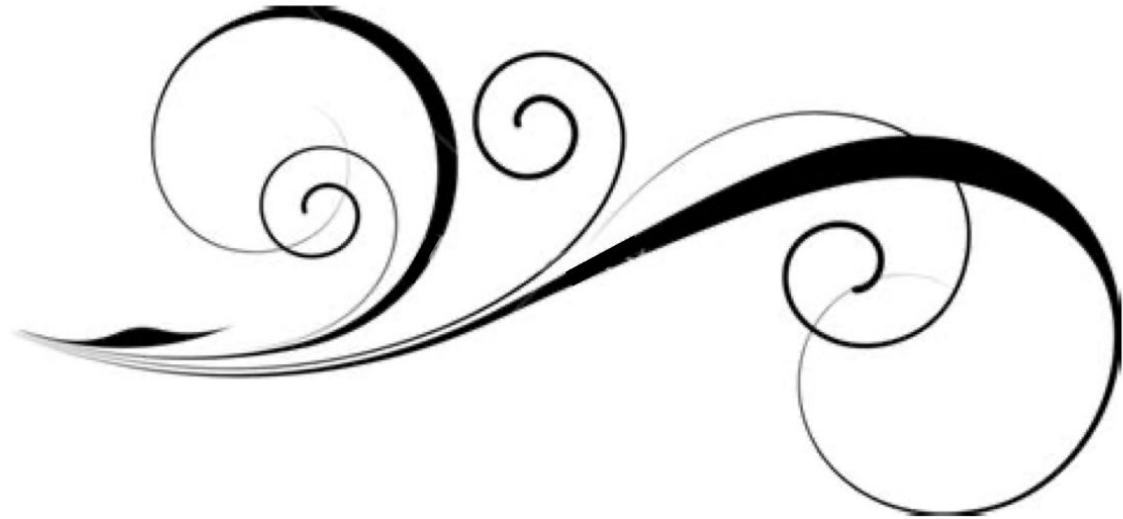



I acknowledge that University of Wisconsin-Madison Extension occupies the sacred and ancestral lands of Indigenous Peoples.

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

Settling In

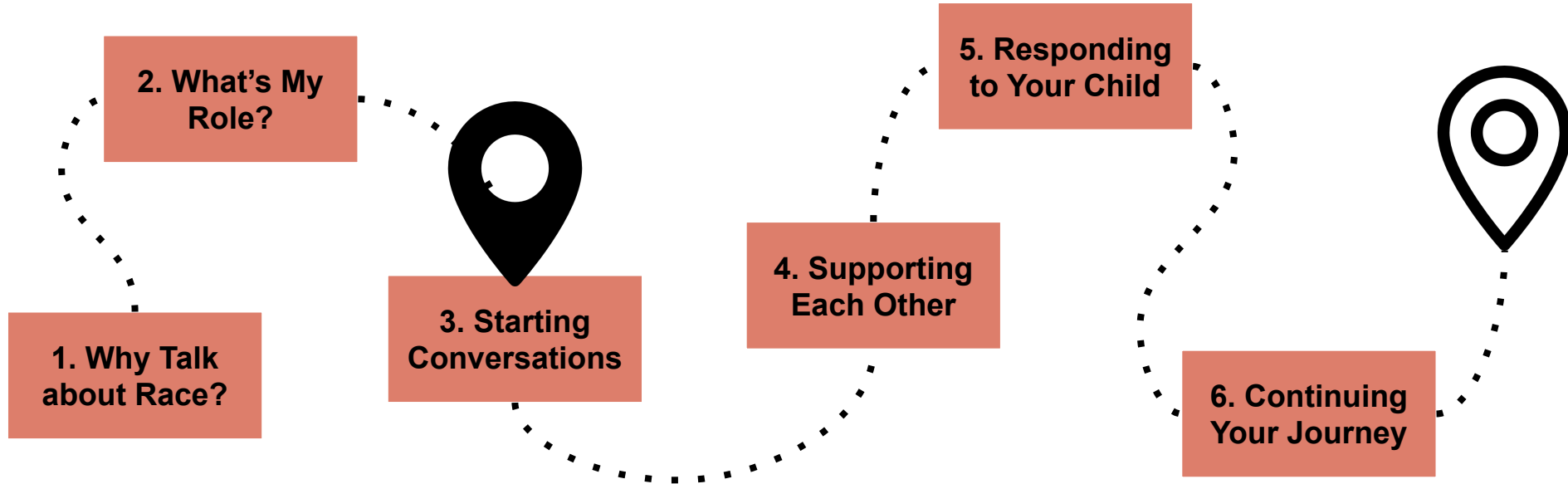
Take a breath





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

Our Anti-Racist Parenting Journey



Where we've been...



- Talked about our own racial upbringing
- Set goals for raising our children
- Discussed barriers to race-conscious conversations and how to persist
- Started having structured conversations about race with our children

Where we're going...



Session 3

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

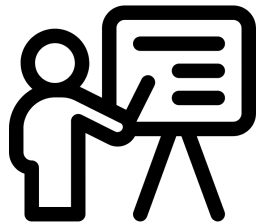
- **Build regular, anti-racist conversations** into your daily lives
- **Learn to use various media** to start consistent, brave conversations about race and racism

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.



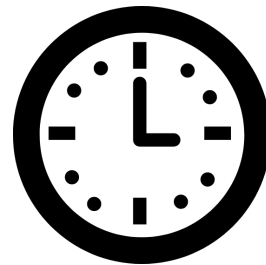
Anti-Racist Parenting is...



Explicit

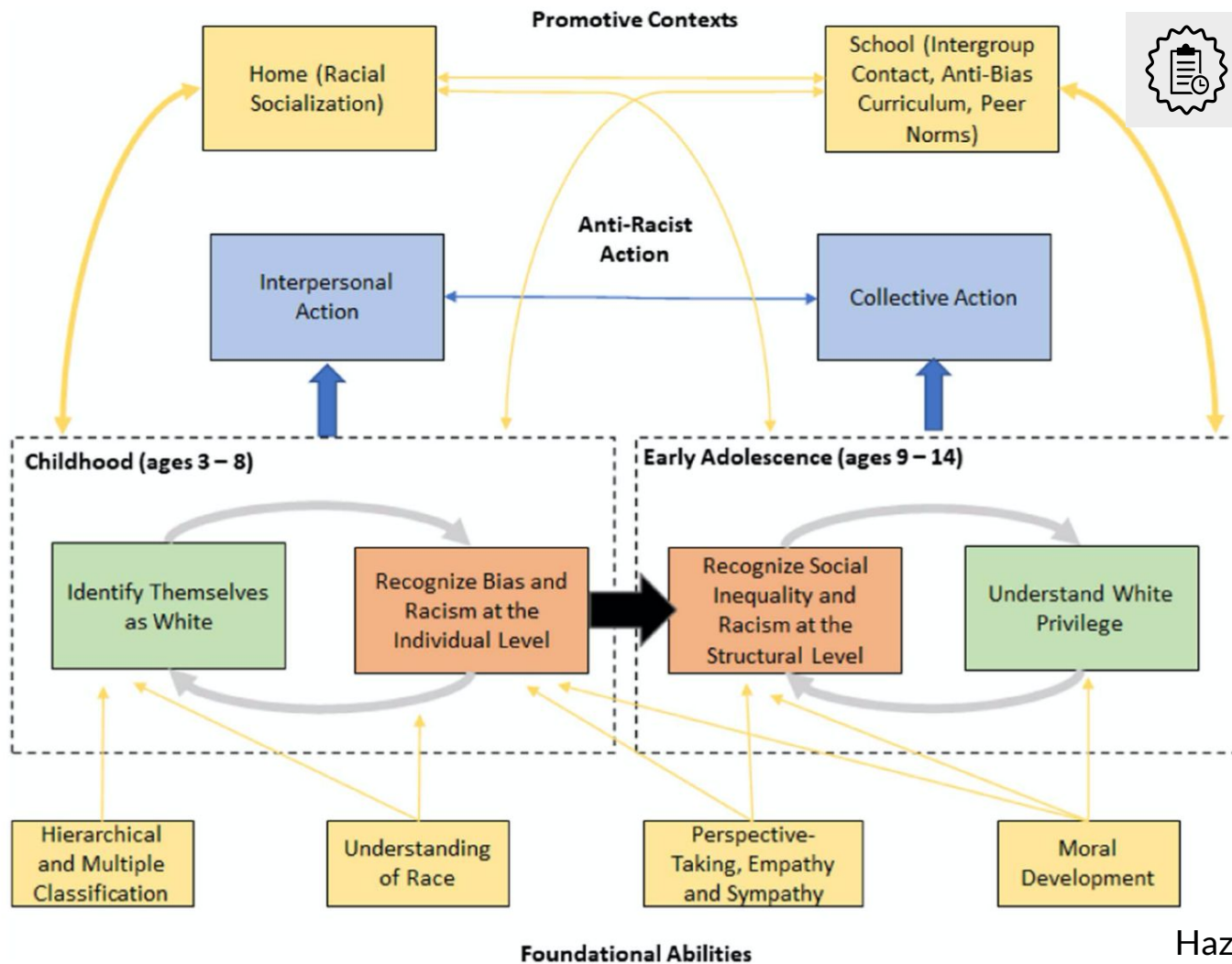


Brave



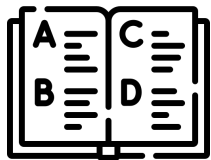
Frequent

What types of conversations is my child ready for?



See page 26 of the handbook!

The Big Four



**Racial
Literacy**



Individuals



Empathy

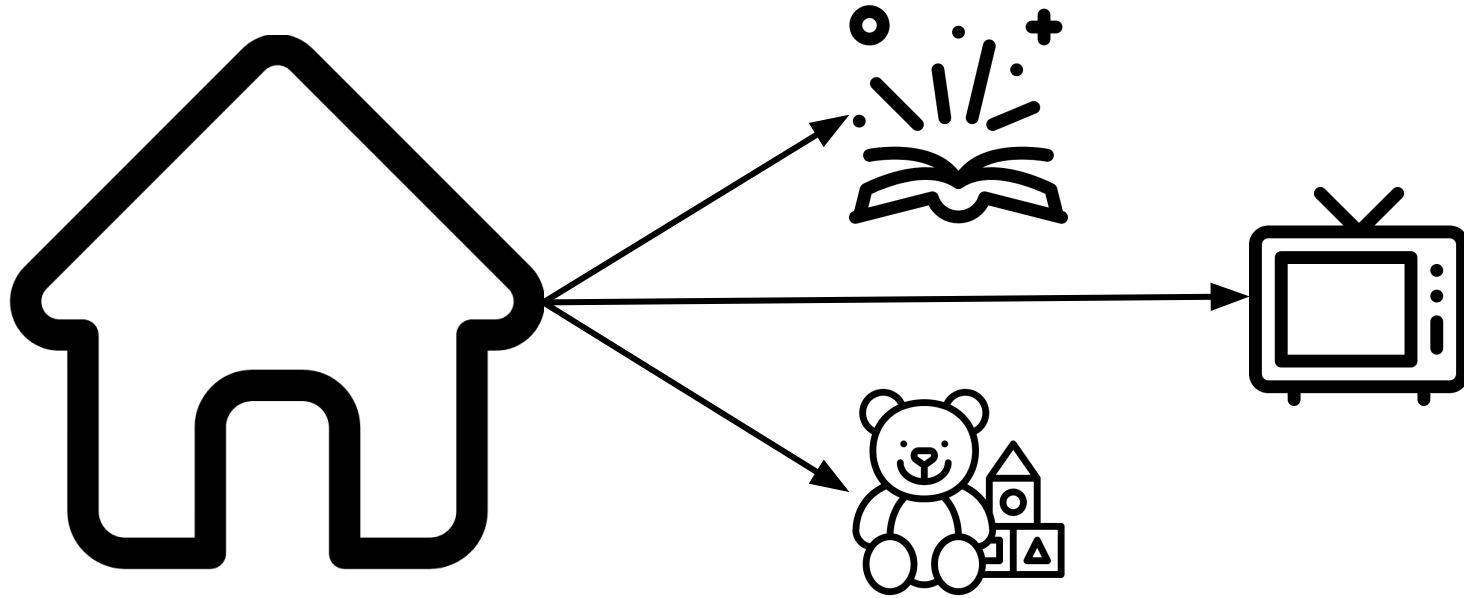


Action

Power

When someone has control and they can do anything they want, and they take more things for themselves and other people don't get as much or they make a decision for themselves and everyone else too.

The conversation starts at home.





It is okay to notice and talk about race!

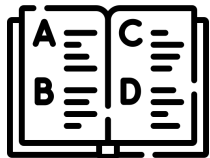
In these conversations...

 **Ask**

 **Affirm**

 **Assist**

The Big Four



Racial Literacy

- Where do skin color differences come from?
- What is “race”?
- What is racism?



? Why do people have different skin colors?

🔍 Yes, like how leaves have different colors, people have different skin colors too.

👤 Our skin colors come from something called “melanin,” which is in your skin. People with more melanin have darker skin, and people with less have lighter skin. How much melanin do you think you have? Who in our family has the most melanin?

The Big Four



Individuals

- Seeing people as unique individuals
- Affirming differences
- Working against stereotypes



From *Doc McStuffins*
© Disney Junior

? What do you and Doc McStuffins have in common? What is different?

🔍 You're right, both you and Doc McStuffins love animals! She seems like a great vet because she's so helpful!

🧐 I also noticed that you have pink skin and like to wear your hair in a bow and Doc McStuffins has light brown skin and likes to wear her hair in braids. Do you remember where we get our skin color from?



From *All the Colors We Are* by Katie Kissinger © 1994



Ask



Affirm



Assist



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From *All the Colors We Are* by Katie Kissinger © DATE



Does her skin look like the color white?

Does his skin look like the color black? Let's find something to compare.



Affirm your child's response:
His skin doesn't look like the color black and her skin doesn't look like the color white to me either!



We all just have skin that is different shades of brown.



From *All the Colors We Are* by Katie Kissinger © DATE

? The book says that we all have skin that's different shades of brown. What shades of skin color do you see in this picture?

🔍 *Affirm your child's response:*
Yes! I see one lady who has light tan skin, one man who has dark brown skin and two kids who have tan skin.

👤 This family has all different skin colors! What skin colors do we have in our family?

The Big Four



Empathy

- Developing sense of racial fairness/unfairness
- Building skills to support those who have experienced racial harm

That summer the fence that stretched through our town seemed bigger.
We lived in a yellow house on one side of it.
White people lived on the other.
And Mama said, "Don't climb over that fence when you play."
She said it wasn't safe.



From *The Other Side* by Jacqueline Woodson © 2001

? White people had to live on one side of the fence, and black people had to live on the other. How would you feel if someone else told you where you had to live?

🔍 I also would feel mad. Why would you feel mad?

👤 We both wouldn't like it if someone made choices for us. But, in the past and still sometimes today, people who have darker skin don't get to make their own choices. What do you think about that?

The Big Four



Action

- Finding role models who stand up for racial equity
- Seeing yourself as an “upstander”
- Imagining a different world



From *Elle crée* © 2021



Ketanji Brown Jackson is the first Black woman to become a judge on the Supreme court. This means that she gets to help make decisions about how things are in our country. Why is it good that Ketanji Brown Jackson will get to help make choices?



Affirm your child's response.



Our country is home to a lot of people who look many different ways. It's important that everyone has a chance to help make important decisions.



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From Sesame Street's #ComingTogether Racial
Justice series



Ask



Affirm



Assist



From Sesame Street's #ComingTogether Racial Justice series

? Why did Kevin say that Brandon couldn't be a superhero?

🔍 Kevin talked about how superheroes have to be white.

👤 In this story, Kevin got to make a decision for Brandon by saying that superheroes have to be white. He tried to use his power to keep Brandon from doing something that he wanted. Is that fair? What should he have done instead?

1. Identify which of the big four conversations you can have using the source material.
2. Brainstorm a question that you could **ask** related to that topic.
3. Imagine what your child's response would be. How would you **affirm** it?
4. Brainstorm what you could say to **assist** your child in connecting with the topic you identified.
5. Practice having that conversation with your partner.

Your Turn



See pages 33-34 of the handbook for worksheet!



See pages 35-37 of the handbook for ideas!



Why is it important to have open and honest anti-racist conversations with your child?

What can you do to make sure that these conversations are happening more regularly?

Building an Anti-Racist World



The Role of Compassion

Cultivating Compassion

- To a loved one
- To yourself
- To a stranger
- To an 'enemy' - those with whom you have difficulties

Self-Compassion Practice



Recap



Session 3

Today you...

- **Practiced building regular, anti-racist conversations into your daily lives**
- **Learned to use various media to start consistent, brave conversations about race and racism**

Dive Deeper

Homework:

1. Select and complete Toolkit Activity.
2. Write a reflection about how it went!

Resources:

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

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