

# Session 1: Why Talk about Race? A First Step Toward 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.*

# **Tell us about your child!**

**What's their name, age, and something  
that you enjoy about them?**

# About the Program



**Dr. Maggie Kerr**  
Assistant Professor,  
Human Development &  
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State Specialist, Division  
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**Inés Botto, M.Ed.**  
Ph.D Student  
Human Development &  
Family Studies

- Supporting white parents to start the conversation early and often
- Research-based:
  - Parenting
  - Ethnic/racial socialization
  - White identity development
  - Social-cognitive development
  - Mindfulness

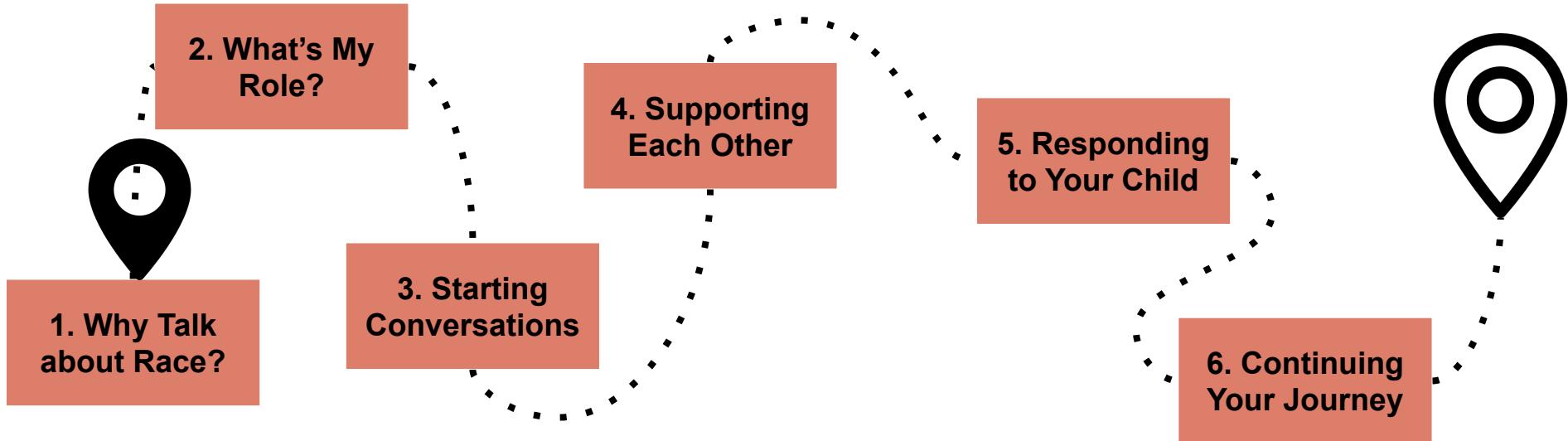


**Dr. Kerry Ann Escayg**  
Assistant Professor  
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Diversity, Equity, Inclusion, and  
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# Our Anti-Racist Parenting Journey



# Where we've been...



Session 1

- What made you decide to sign up for this course?
  - What does it mean to you?
- What do you hope to get out of participating?

# Where we're going in the course...

By the end of the course, you will:



Sessions 1 - 6

- Reflect on your own experiences of learning about race
- Gain skills and practice having conversation with your child about race and racism
- Familiarize yourself with research about anti-racist socialization practices
- Develop a personal mission for continuing your anti-racism journey

# Where we're going today...



Session 1

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

- **Familiarize yourself with definitions of racism, power, and privilege**
- **Reflect on your experiences with race and your racial development**
- **Develop a personal mission for the course**

# 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.
6. Assume positive intent

Race

Power

Anti-Racism

Privilege

Racism

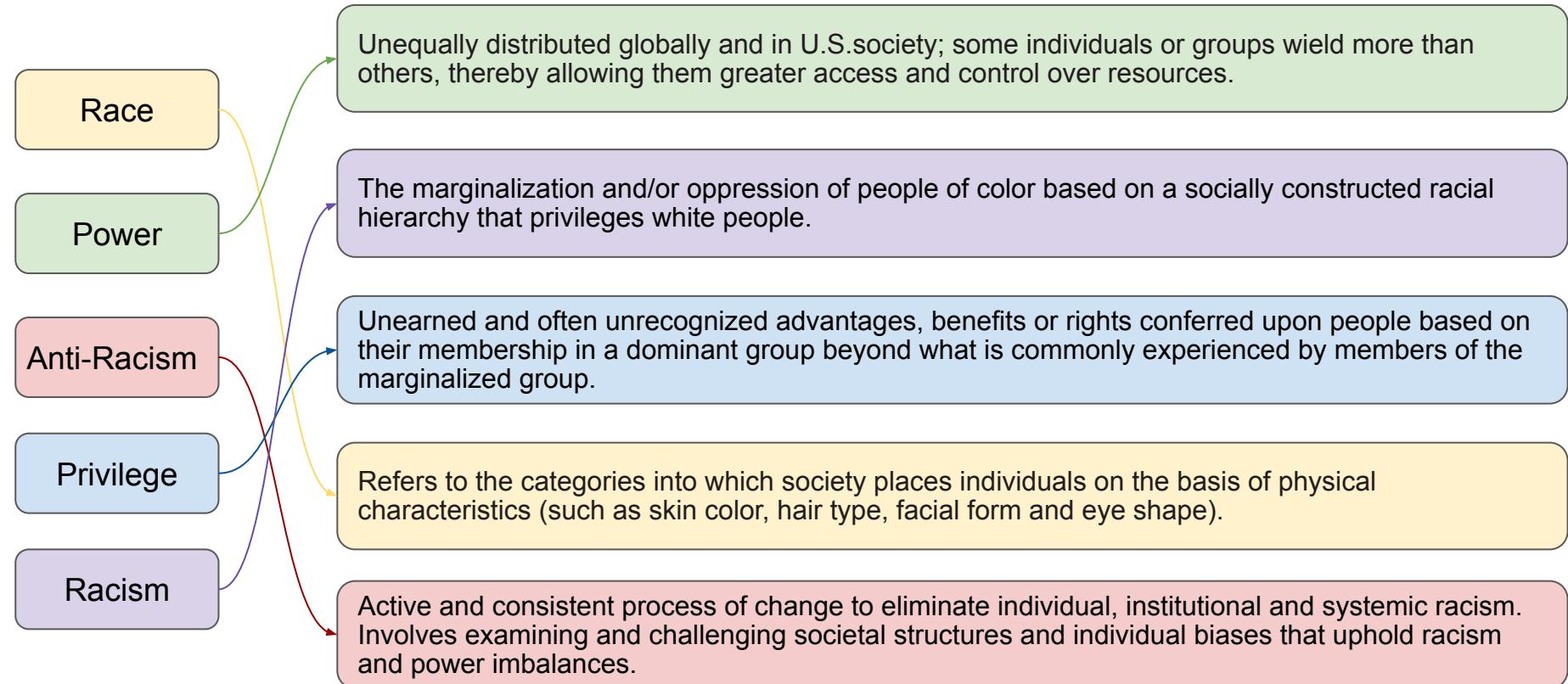
A. Unequally distributed globally and in U.S. society; some individuals or groups wield more than others, thereby allowing them greater access and control over resources.

B. The marginalization and/or oppression of people of color based on a socially constructed racial hierarchy that privileges white people.

C. Unearned and often unrecognized advantages, benefits or rights conferred upon people based on their membership in a dominant group beyond what is commonly experienced by members of the marginalized group.

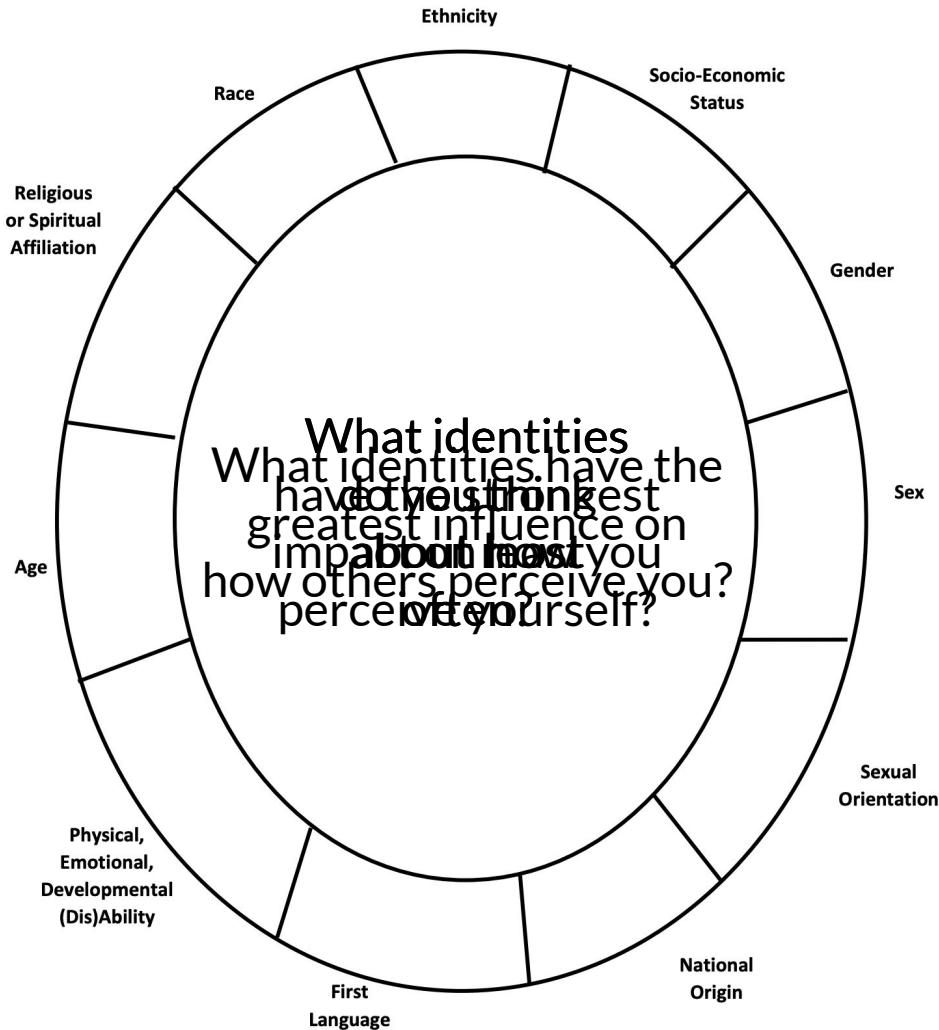
D. Refers to the categories into which society places individuals on the basis of physical characteristics (such as skin color, hair type, facial form and eye shape).

E. Active and consistent process of change to eliminate individual, institutional and systemic racism. Involves examining and challenging societal structures and individual biases that uphold racism and power imbalances.



See pages 16-19  
of the workbook!

# How do I identify?



See page 20 of the handbook!

# Dear White Parents (Video)

During the video, take note of:

- What thoughts and feelings come to mind?
- How do the parents respond when their children ask questions about racism?
- What do you notice about parents during these conversations?



See page 15 of  
the workbook!



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# 5 minute break!



See pages 21-22  
of the workbook!

# Is there a ‘white culture’?

# Whiteness Culture Jigsaw Activity

1. In your breakout rooms, read through the assigned characteristics of whiteness culture.
2. Summarize the key takeaways for sharing with the whole group.
3. Reflect on how the characteristics reviewed relate to yourself, your parenting, and your anti-racist parenting practice.

Reporter: Person with the oldest pet.



See page 14 of  
the workbook!

# Building an Anti-Racist World

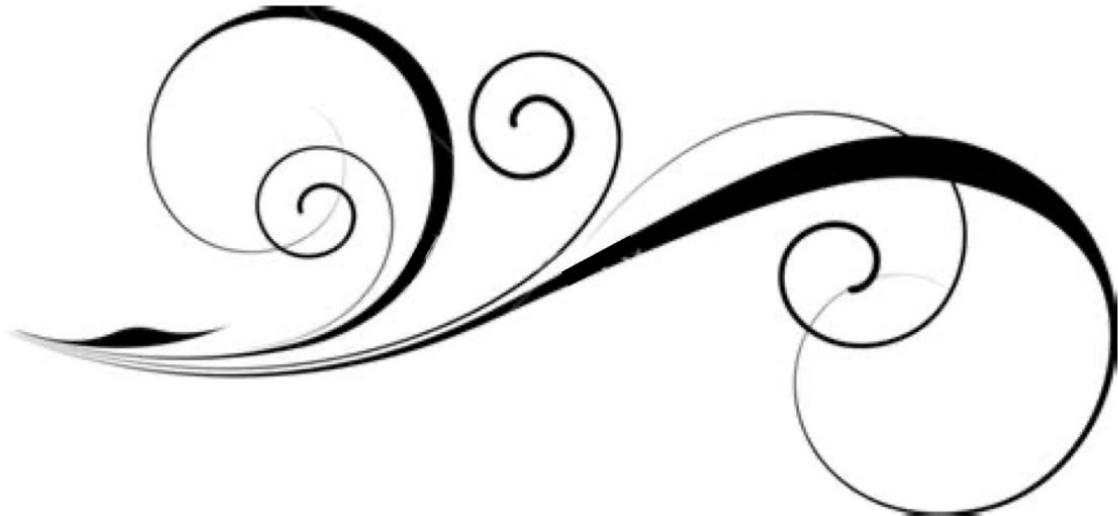


## The Role of Compassion

# Cultivating Compassion

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

# Take a Breath



# Bring to mind a loved one

# Compassion toward a loved one

May you be safe

May you be happy

May you be healthy

May you live with ease

# Self-Compassion

May I be safe

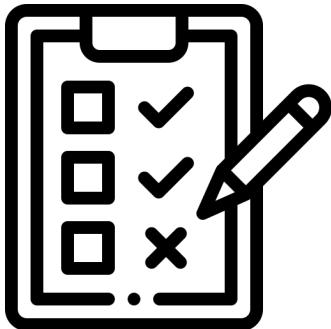
May I be happy

May I be healthy

May I live with ease

**What is one thing you're hopeful for as  
you and your child enter this anti-racism  
journey?**

# Session 1 Evaluation



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

Click on the link sent via chat!

# Recap



Session 1

Today you...

- **Reflected on your experiences with race and your racial development**
- **Familiarized yourself with research about anti-racist socialization practices**
- **Developed a personal mission for the course**

# Dive Deeper

## At Home Practice:

Complete and return a **Letter to Yourself**.

Complete **Glasses for A-Stigmatism Activity**.

Details available on website!

## Resources:

See **Session 1** in the additional resources section of your workbook for additional information about the topics and content covered today!