

Good Evening!

As we wait to start our session this evening, introduce yourself by writing your *name*, and *one thing* that you do as a parent to teach your children about diversity, equity, inclusion and justice in the chat box.



An American flag is draped across the top of the image, with its stars and stripes visible. The flag is positioned over a rustic wooden surface.

**Thank You
Veterans**



Let's Talk: Conversations with Your Children About Race

***Facilitated by:
Jay B. Marks, Ph.D.
Diversity and Equity Consultant
Oakland Schools***

Hello! 😊

My name is Jay B. Marks, Ph.D.

I am a Diversity & Equity Consultant.

I want to introduce you to the loves of my life; my daughters, Amari (17) and Jalia Marks (14)! 😊



Goals for Our Time Together

During our time together I **WILL NOT**...

- Provide you with a script for how to talk to your children about race and racism
- BLAME, SHAME, or GUILT anyone because of their racial identity and/or racial consciousness
- Attempt to tell you what you SHOULD do as a parent, but rather offer approaches to consider

Goals for Our Time Together

However, I will...

- Ask you to focus and reflect on your own racial identity, the role you may play in perpetuating racism as a result of your own racial consciousness
- Challenge you to think about deeper issues relative to race and racism
- Introduce some ideas to consider when talking to your children about race and racism



Our Agreements (Rights and Responsibilities)

During our time together, I humbly ask that we agree to...

- ***Listen*** fully with our ears and hearts to seek to understand before seeking to be understood.
- Stay ***focused*** on our task today, and ***take responsibility*** for your own learning.
- Speak from your ***own experience*** instead of generalizing
- Commit to ***doing something*** different in your practice as a result of our learning today.

This is NOT about **BLAME, SHAME** or **GUILT!**

Video: *The Talk*

Chat box reflection.

*What are your thoughts about
what you observed in this video?*



Connector:

Assess Your Comfort Level

Consider the following statements and select the **one** that best describes how you feel when it comes to talking about race/racism:

- I would rather not talk about race/racism.
- I am very uncomfortable talking about race/racism.
- I am usually uncomfortable talking about race/racism.
- I am sometimes uncomfortable talking about race/racism.
- I am usually comfortable talking about race/racism.
- I am very comfortable talking about race/racism.

Connector:

Assess Your Comfort Level

- I would rather not talk about race/racism.
- I am very uncomfortable talking about race/racism.
- I am usually uncomfortable talking about race/racism.
- I am sometimes uncomfortable talking about race/racism.
- I am usually comfortable talking about race/racism.
- I am very comfortable talking about race/racism.

Reflect on your comfort level by responding to one of the following prompts:

- *The hard part of talking about race/racism is ...*
- *The beneficial part of talking about race/racism is ...*
- *My own experiences of race taught me ...*
- *Other people's experiences of race may be different from mine because ...*

Step 1:

What Parents Should Know!

What Parents Should Know!

- The facts about race and the difference between race and racism.
- The history behind race, racism, and other forms of oppression in this country.



Race and Racism

(Trumbull & Pacheco, 2005)

Race

A socially constructed category of people, grouped on the basis of physical characteristics, including skin color, hair, and facial features. Color terms, such as Red, Yellow, White, and Black have often been used to denote racial groups.

Racism

The belief that one racial or ethnic group is superior to another; when a dominant group asserts its power and acts on this belief. It results as a “system of advantage based on race” (Tatum, 1992)

Video

As you view the video, please take notes using the following protocol:

- ⦿ What do you **see/hear**?
- ⦿ What do you **think** about that?
- ⦿ What does it make you **wonder**?



What Parents Should Know!

- What prejudices, biases, stereotypes, dispositions they possess about people who are different than them.
- Where you are in your own racial identity development, and your own consciousness and level of awareness and acceptance relative to racial diversity (i.e. your beliefs, attitudes, etc. about race.)



They're not too young to talk about race!



0

1

2

3

4

5

6+

At birth, babies look equally at faces of all races. At 3 months, babies prefer to look at faces of their own race. (Kelly et al. 2005)

Children as young as two years use race to reason about people's behaviors. (Hirschfeld, 2008)

By 30 months, most children use race to choose playmates. (Katz & Kofkin, 1997)

Expressions of racial prejudice often peak at ages 4 and 5. (Aboud, 2008)

By five, Black and Hispanic children in research settings show no preference toward their own groups compared to Whites; White children at this age remain strongly biased in favor of whiteness. (Dunham et al, 2008)

By kindergarten, children show many of the same racial attitudes that adults in our culture hold—they have already learned to associate some groups with higher status than others. (Kinzler, 2016)

Explicit conversations with 5–7 year olds about interracial friendship can dramatically improve their racial attitudes in as little as a single week. (Bronson & Merryman, 2009)

Young children notice and think about race. Adults often worry that talking about race will encourage racial bias in children, but the opposite is true. **Silence about race reinforces racism** by letting children draw their own conclusions based on what they see. Teachers and families can play a powerful role in helping children of all ages develop positive attitudes about race and diversity and skills to promote a more just future—but only if we talk about it!

Do some learning of your own to get ready for conversations with children.

Here are some good places to start:

- Raising Race Conscious Children — raceconscious.org
- Teaching Tolerance — tolerance.org
- Embrace Race — embracepace.org
- Teaching for Change — teachingforchange.org



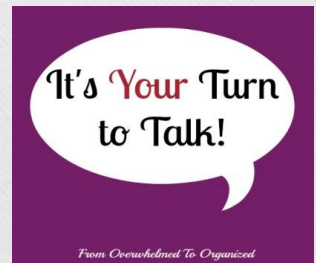
What Parents Should Know!

Nothing in all the world is more dangerous than sincere ignorance and conscientious stupidity.

Martin Luther King, Jr.

Reflection: *Connect-Extend-Challenge*

1. What did you ***connect*** to from what you just heard/saw?
2. What is something that you heard/saw that ***extended*** your thinking?
3. What will you ***challenge*** yourself to do differently as a parent based on what you heard/saw?



Step 2:
What Parents Can Do!

Anti-Racist

An anti-racist is someone who is supporting an antiracist policy through their actions or expressing antiracist ideas. This includes the expression or ideas that racial groups are equals and none needs developing, and is supporting policy that reduces racial inequity.

~ Dr. Ibram X. Kendi, 2019



What Parents Can Do!

- Be aware of what you say and do...remember, our children see and hear everything!
- Help your child feel good about themselves and their own cultural identities (race, ethnicity, language, religion, gender, etc.)
- Acknowledge and respect differences within your own family.
- Provide for opportunities for your child to play and interact with people who are different from them (school, sports, cultural events, family experiences in different communities, etc.)

What Parents Can Do!

- Select books, toys, music, art, movies, and videos that represent non-stereotypical views of diverse groups.
- Talk openly with your child about issues of race and racial diversity, such as unfair bias and stereotypes portrayed in the media
 - Answer their questions honestly and simply...don't overdo it!
 - Don't overreact to comments or questions. Ask your children questions if/when they make statements that may sound biased or stereotypical...take advantage of teachable moments
 - Provide the facts...older children are comforted by facts, but be careful with how deep you delve into details
 - Honor your child's fears...don't dismiss their fears as foolish

What Parents Can Do!

- Don't be a bystander to racial or religious insensitivity, bias, discrimination, hate, etc...take a stand! Do and/or say SOMETHING!!!
- If you find that you have privilege based on your racial identity, model for your child(ren) how you can use your privilege to be an ally to marginalized groups!
- Model anti-racist leadership in your lifestyle for your children

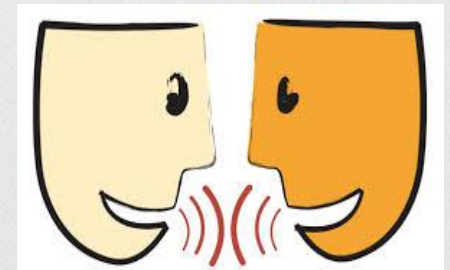
What Parents Can Do!

The ultimate tragedy is not the oppression and cruelty by the bad people, but the silence over that by the good people.

Martin Luther King, Jr.

Reflection: *Connect-Extend-Challenge*

1. What did you ***connect*** to from what you just heard?
2. What is something that you heard that ***extended*** your thinking?
3. What will you ***challenge*** yourself to do differently as a parent based on what you just heard?



Video

*Darkness cannot drive
out darkness; only light
can do that. Hate
cannot drive out hate;
only love can do that.*

Dr. Martin Luther King, Jr.



A Final Thought...

A father says to his son:
Son, be careful where you walk.



A Final Thought...

A father says to his son:

Son, be careful where you walk.

The son replies:

Dad, you're the one who needs to be careful; remember I'm following in your footsteps.



Handouts/Resources



Recommended Readings/Resources

- *White Fragility: Why It's So Hard for White People to Talk About Racism* (Robin Diangelo)
- *So you want to talk about race* (Ijeoma Oluo)
- *How to Be An Anti-Racist* (Ibram X. Kendi)
- *Everyday Anti-Racism: Getting Real About Race in School* (Mica Pollock)
- *Courageous Conversations about Race: 2nd Edition* (Glenn Singleton)
- *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do* (Claude M. Steele)
- *The Emperor Has No Clothes: Teaching About Race and Racism to People Who Don't Want to Know* (Tema Okun)

Questions and Answers



Exit Slip Reflection

In the chat box, please respond to ONE of the following prompts...

- *One thing that I intend to try from our session today is...*
- *One thing that I want to be sure to remember is...*
- *One question that I will explore regarding this topic is...*
- *One thing that I will commit to doing as an ally, advocate or co-conspirator for anti-racism is...*

Exit Slip: *Critical Friend Swap Meet*

1. Identify another parent to share your response with. This person will become your new critical friend in this area.
2. Plan to connect with your new critical friend within the next couple of weeks to check on them to see how they are doing relative to their “One Thing” plan.



Asante Sana!
(Thank You Very Much!)



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