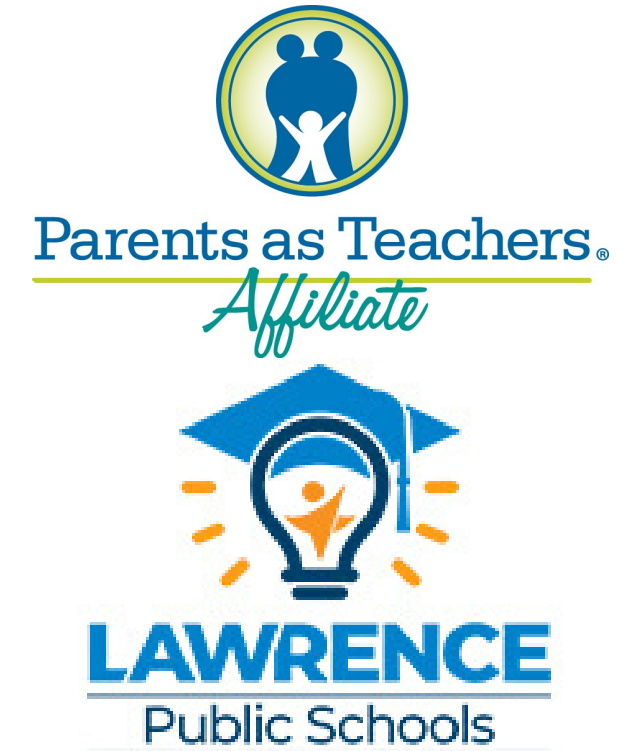


ANTIRACIST PARENTING



ANTIRACIST PARENTING: LEARN, REFLECT, ACT

1

LEARN:

As early as 3-6 months, babies begin to notice & express preferences by race

REFLECT:

What thoughts, feelings or beliefs are coming up for you as you read the above statement?
How do you racially identify?
How does your child racially identify?
As a parent, in what ways does it matter that your infant notices race?

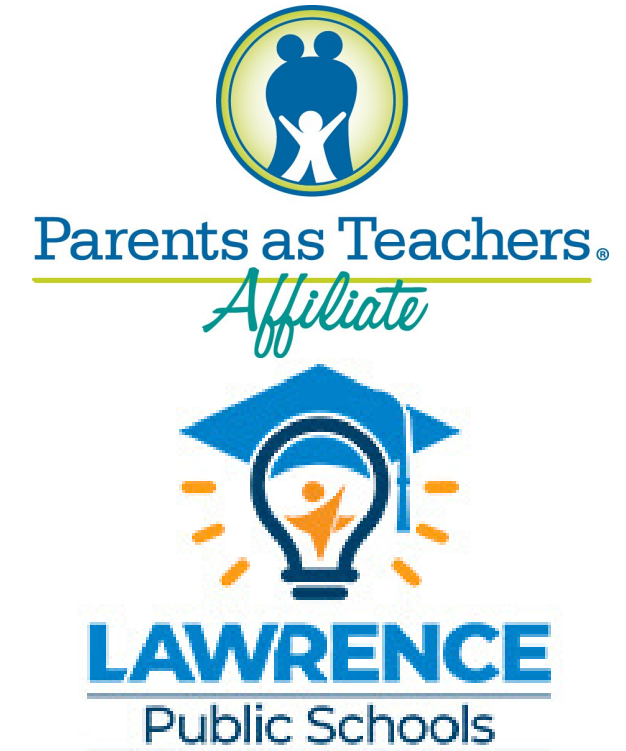
ACT:

Take inventory of what books, toys, and dolls you have in your home. Most books highlight white children. Most dolls highlight white children. Most toys highlight white children. Expose your children to items that feature a racially diverse set of characters and representations.

RESOURCES:

Bar-Haim et al. 2006; Children's Community School, 2018; Kelly et al. 2005.

ANTIRACIST PARENTING



ANTIRACIST PARENTING: LEARN, REFLECT, ACT

2

LEARN:

Melanin is a pigment in our skin, hair and eyes; it is what makes our skin color & what makes skin change color after being in the sun.

REFLECT:

How old were you when you first learned about melanin? What ideas did you have as a young child about why skin color varied? How might you talk about melanin with your child?

ACT:

To decrease racist assumptions about skin color, talk about melanin with your kids! What color is your skin? Is it the same as dad and mom's? Do you know someone with a different skin color? What does our skin do? Don't be embarrassed if your child asks about skin color. By shushing our children when they ask about race, we teach them that talking about race is taboo.

RESOURCES:

Embrace Race, 2020. Kids.Net.Au, 2020; Merriam-Webster, 2020. Sciencing, 2020. B. D. Tatum, 2017.

ANTIRACIST PARENTING



ANTIRACIST PARENTING: LEARN, REFLECT, ACT

3

LEARN:

Silence about race reinforces racism by letting children draw their own conclusions about what they see.

REFLECT:

Being antiracist is a marathon, not a sprint. Breathe & keep going.
Can you think of a time you had a chance to address race and racism with your child and didn't?
What might you do differently in the future and how will you hold yourself accountable to speak up?

ACT:

Let your child know that it's perfectly okay to notice skin color and talk about race. Encourage [them] to ask questions, share observations and experiences, and be respectfully curious about race.

As a parent, you don't have to have all the answers. It is ok to tell your child, "That is a great question! Let me think about it and we'll talk tonight."

RESOURCES:

Embrace Race, 2020. Bronson & Merryman, 2011. Children's Community School, 2018.

ANTIRACIST PARENTING



ANTIRACIST PARENTING: LEARN, REFLECT, ACT

4

LEARN:

Children as young as two years use race to reason about people's behaviors.

REFLECT:

How do you define race?
How does this definition shape your understanding & conversations about race?
How does your definition and view of race impact what your child learns about race?

ACT:

Provide age appropriate definitions of race that separate race from behavior. "Her skin is brown because she has more melanin that we do. Everyone has melanin and it makes the color of our skin depending on how much we have."
"Remember when you got mad this morning? People might respond differently to emotions based on someone's skin color. Has that ever happened to you? Have you seen that happen to someone else?"

RESOURCES:

Embrace Race, 2020. Children's Community School, 2018. Hirschfield, 2008. Raising Race Conscious Children, 2020.

ANTIRACIST PARENTING



ANTIRACIST PARENTING: LEARN, REFLECT, ACT



LEARN:

When children are taught to pay attention to multiple attributes of a person at once, research shows that their levels of bias are reduced.

REFLECT:

What experiences did you have as a young child that informed your concept of race?
Has this view shifted over time?
How so?
What are your family's values?
How do these values influence your perspectives on race?
Your child's?

ACT:

Ask questions and model ways to encourage complex thinking.

For example:

"Look, this baby has peachy skin that people call White. This baby also has blonde hair like your friend Sienna."

"That's right, my skin is brown! What are other things you notice? I also have glasses and some freckles on my face and my hair is curly like yours."

RESOURCES:

Aboud, 2008. Embrace Race, 2020. Raising Race Conscious Children, 2020.

ANTIRACIST PARENTING



ANTIRACIST PARENTING: LEARN, REFLECT, ACT

6

LEARN:

3-5 year olds not only categorize people by race, but express bias based on race.

REFLECT:

What did your caregivers teach you about differences & similarities? Was skin color a part of that conversation? Why or why not?

How did your caregivers teach you to value differences & similarities? Was skin color a part of that conversation? Why or why not?

At what age did these conversations occur?

ACT:

Your child will ask questions about differences. Prepare ahead of time for how you will answer questions and who you will reach out to for support and additional perspectives. A simple, honest answer is best. The more words we use, the more it may be confusing for our little ones.

Check out Raising Race Conscious Kids' "100 Race-Conscious Things You Can Say to Your Child to Advance Racial Justice" for further suggestions and resources.

RESOURCES:

Aboud, 2008. Hirschfeld, 2008. Katz, 2003. Raising Race Conscious Children, 2020.

ANTIRACIST PARENTING



ANTIRACIST PARENTING: LEARN, REFLECT, ACT

7

LEARN:

Around 24 months of age, the child is becoming a thinker... [They are] learning to recognize, apply, and value social rules.

REFLECT:

What parts of our daily routine teach my child about social rules?
Are the social rules in my home the same as the social rules in my community?
Why or why not?
How does race play a role in social rules?
What opportunities help my child learn about social rules from multiple diverse perspectives?

ACT:

Talk about fairness and unfairness.
The concept of fairness is a daily part of a child's life—so it is an accessible and natural way to frame conversations about equity with our youngest children (including toddlers!). Be honest with your child when you see something in the world that isn't fair. Inspire them to want to work toward "fairness" both in their play and in the world.

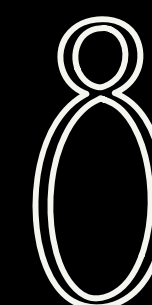
RESOURCES:

Parents as Teachers National Center, 2015.
Raising Race Conscious Children, 2020.

ANTIRACIST PARENTING



ANTIRACIST PARENTING: LEARN, REFLECT, ACT



LEARN:

Around the age of 18-36 months toddlers begin to recognize their own feelings and the feelings of others.

REFLECT:

It's a fallacy to suggest that people don't see race. There is an unconscious bias that we all have. While it lies outside of our consciousness, we have to do the work to bring it to the conscious level. Call out the obvious, that everyone sees race and it's OK to notice that. What matters is that you are aware of your response afterward. What comes up for you when you notice someone's race? You can choose how to shape your response.

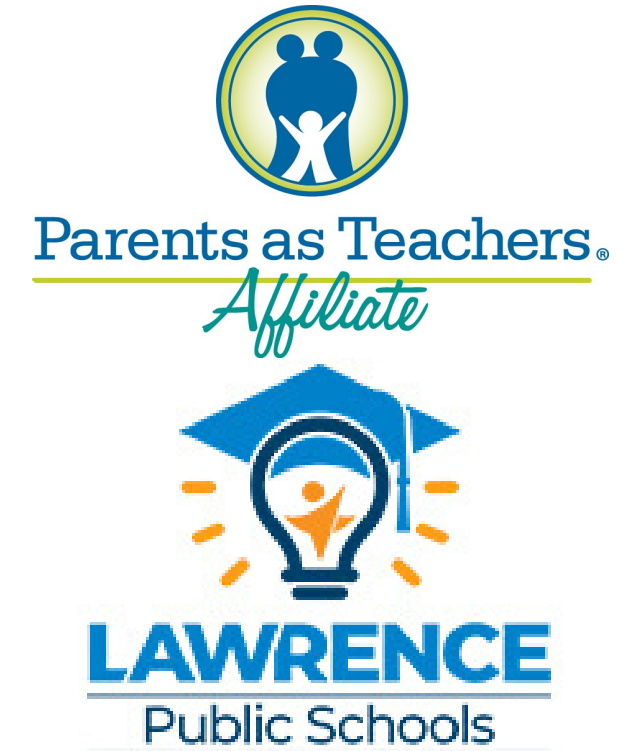
ACT:

As parents, our job is to give children a vehicle for their feelings and trust what our children feel. Let them talk about their observations of current events and ask them questions. Ask if they have noticed that people on TV are upset and angry. Ask if they know why. Tell them it's because not all people have been treated fairly and that some people are protesting and marching because of unfair treatment, especially Black people.

RESOURCES:

Parents as Teachers National Center, 2015. Allen, 2020, from the article *How to talk to kids about Racism*.

ANTIRACIST PARENTING



ANTIRACIST PARENTING: LEARN, REFLECT, ACT



LEARN:

Child development outcomes are based both on individual experiences and group experiences in the child's family, community, culture and society.

REFLECT:

How does your individual racial identity impact your parenting beliefs & values?
How does the racial identity of your family & friends impact your parenting beliefs & values?
How does your community's racial identity impact your parenting beliefs & values?

ACT:

While it is necessary to be honest about the racism of our past and present, it is also necessary to empower children (and adults) with the vision that change is possible. Concrete examples are critical. Find books, resources, shows, podcasts, that provide multiple perspectives. Your local library is a great place to start!

RESOURCES:

Parents as Teachers National Center, 2015.
Tatum, 2017.

ANTIRACIST PARENTING



ANTIRACIST PARENTING: LEARN, REFLECT, ACT

10

LEARN:

Daily interactions between parents & babies lay the foundation in the brain for emotional regulation & connection to other people throughout life.

No pressure, right?!

REFLECT:

Emotional regulation:

How do you model ways to regulate your emotions as a parent? How does your cultural identity and values impact how you learned to regulate emotions?

Connection to others:

What opportunities do you & your child have to connect with others? How do you provide your family with connections that amplify experiences different from your own?

ACT:

Let your child see you do your own work: Talk about your own feelings. Let your child see you face your own biases. Acknowledge when you don't have a good answer, but don't leave it there! When you know better, do better.

For more information, go to Embrace Race, "16 ways to help children become thoughtful, informed, and BRAVE about race"

RESOURCES:

Parents as Teachers National Center, 2015.
Embrace Race, 2020.

ANTIRACIST PARENTING



ANTIRACIST PARENTING: LEARN, REFLECT, ACT

11

LEARN:

June 19th is Juneteenth. The Emancipation Proclamation occurred in 1863. However, it was not until 1865 that word of freedom reached enslaved African Americans in Texas, which became Juneteenth (also known as Freedom Day, Jubilee Day, and Liberation Day.)

REFLECT:

Have you ever heard of Juneteenth before? Why or why not? Did you learn about Juneteenth in school? Why or why not? What are ways you can seek out multiple perspectives & narratives to ensure your child has a full understanding of historical events?

ACT:

If you have not heard of Juneteenth, your action is to *listen & learn*. Continue reflecting. Challenge your assumptions. Be open to new narratives and perspectives. Research the holiday. Consider why you have not known about it before.

RESOURCES:

<http://www.juneteenth.com/history.htm>
<https://nmaahc.si.edu/blog-post/celebrating-juneteenth>
<https://www.pbs.org/.../african-a.../history/what-is-juneteenth/>

ANTIRACIST PARENTING



ANTIRACIST PARENTING: LEARN, REFLECT, ACT

12

LEARN:

Whiteness refers to the way that white people, their customs, culture, and beliefs operate as the standard by which all other groups of are compared.

ACT:

Read “White Privilege: Unpacking the Invisible Knapsack” by Peggy McIntosh

<https://www.racialequitytools.org/resourcefiles/mcintosh.pdf>

REFLECT:

How do you racially identify?
How does your child racially identify?
When you think of race in our society, do you consider whiteness?
What does whiteness and being white mean to you?

RESOURCES:

Smithsonian, 2020. *Talking About Race* from the National Museum of African American History and Culture.
<https://nmaahc.si.edu/learn/talking-about-race/topics/whiteness>
Peggy McIntosh, *White Privilege: Unpacking the Invisible Knapsack*.

ANTIRACIST PARENTING



ANTIRACIST PARENTING: LEARN, REFLECT, ACT

13

LEARN:

Being white does not mean you haven't experienced hardships or oppression. Being white does mean you have not faced hardships or oppression based on the color of your skin.

REFLECT:

*How does being white grant certain privileges?
How might white people experience oppression through other social identities, e.g., class, gender, sexual orientation, religion, ability, etc.?*

ACT:

Work to be continuously self-reflective about your own privilege and power. Write self-reflections and revisit them so that you can seek out resources and supports to stop your own contributions to oppression and be a model of antiracism for your child.

RESOURCES:

from the National Museum of African American History and Culture.
<https://nmaahc.si.edu/learn/talking-about-race/topics/whiteness>

ANTIRACIST PARENTING



ANTIRACIST PARENTING: LEARN, REFLECT, ACT

14

LEARN:

Persons who identify as white rarely have to think about their racial identity because they live within a culture where whiteness has been normalized.

REFLECT:

If you or your family identifies as white, have you ever talked with your child about your racial identity?
Have you talked about white privilege?
Why or why not?
How does white privilege impact your parenting decisions and opportunities?

ACT:

Notice white privilege. Where do you see it and with whom?
How does white privilege function in your life?
How can you use your privilege as a means of creating social change?

RESOURCES:

Smithsonian, 2020. *Talking About Race* from the National Museum of African American History and Culture. <https://nmaahc.si.edu/learn/talking-about-race/topics/whiteness>
Peggy McIntosh, *White Privilege: Unpacking the Invisible Knapsack*.

ANTIRACIST PARENTING



ANTIRACIST PARENTING: LEARN, REFLECT, ACT

15

LEARN:

White privilege is having greater access to power and resources than people of color in the same situation do.

REFLECT:

What is your reaction to the concept of white privilege?
On a daily basis, consider:
What do you have that you didn't earn?
Who built that system?
Who keeps it going?

ACT:

Center the perspectives of people of color in evaluating what to do with this information.

Learn when to listen, when to amplify and when to speak up.

Educate yourself.

Risk your unearned benefits to benefit others.

Find out more here:

<https://www.tolerance.org/magazine/fall-2018/what-is-white-privilege-really>

RESOURCES:

Smithsonian, 2020. *Talking About Race* from the National Museum of African American History and Culture.

<https://nmaahc.si.edu/learn/talking-about-race/topics/whiteness>

Peggy McIntosh, *White Privilege: Unpacking the Invisible Knapsack*.