

# Anti Bias Programming

Using History as a Foundation for Change

By

Dr. Donald E Grant Jr

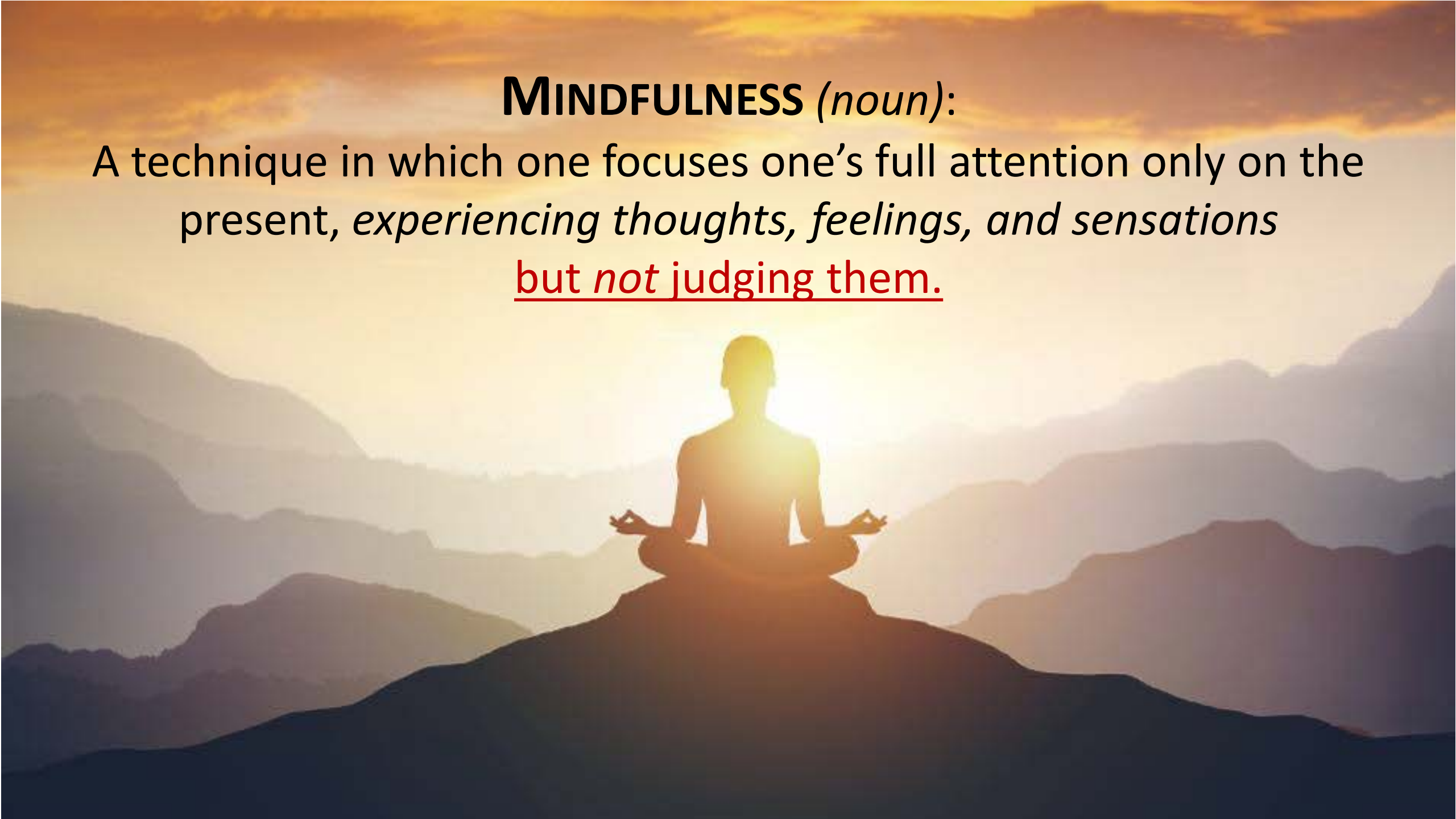
Executive Director: Center for Community & Social Impact



**PACIFIC OAKS**  
COLLEGE & CHILDREN'S SCHOOL

# **MINDFULNESS** (*noun*):

A technique in which one focuses one's full attention only on the present, *experiencing thoughts, feelings, and sensations* but *not* judging them.





This is why people get upset when their beliefs are challenged

## Cognitive Dissonance

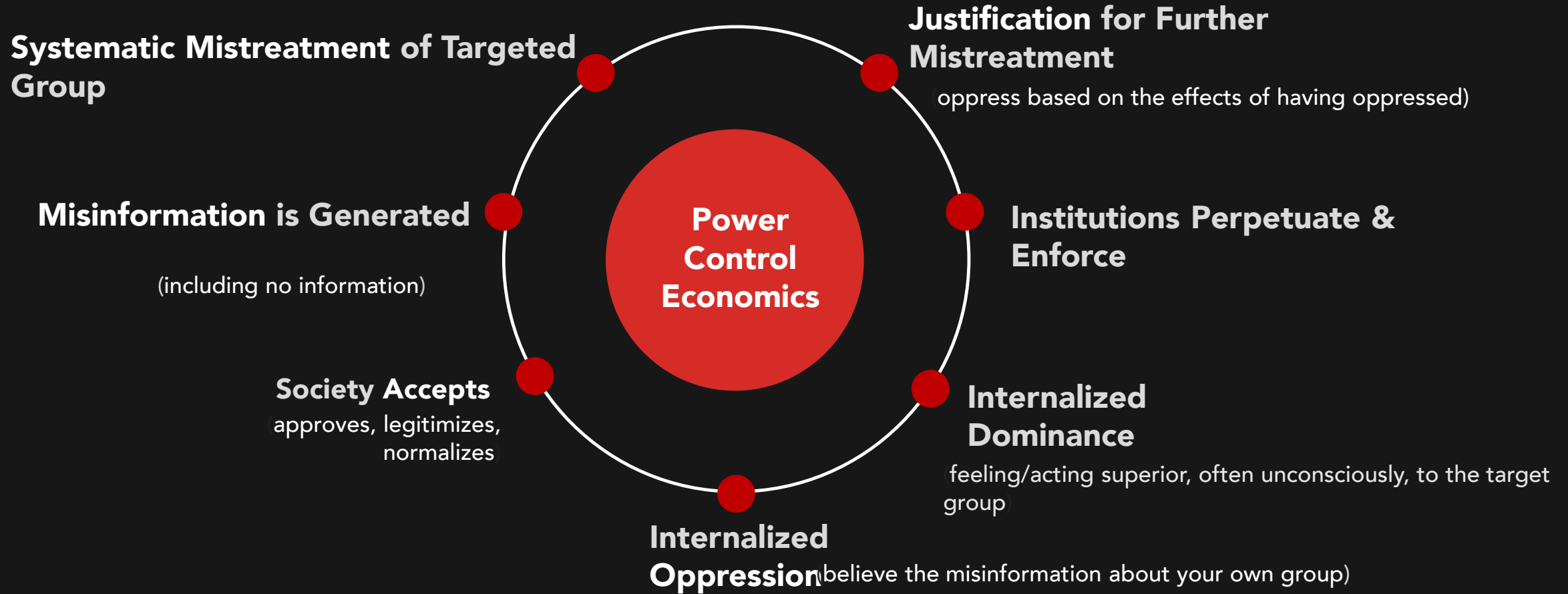
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A mental conflict occurs when beliefs are contradicted by new information.

This conflict activates areas of the brain involved in personal identity and emotional response to threats.

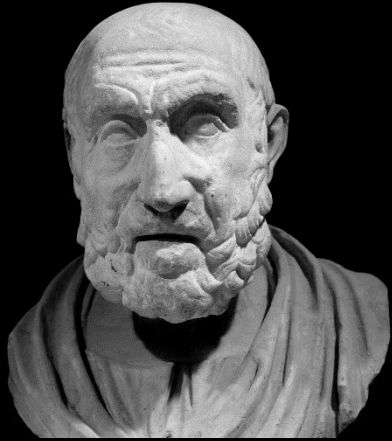
The brain's alarms go off when a person feels threatened on a deeply personal and emotional level causing them to shutdown and disregard any rational evidence that contradicts what they previously regarded as "Truth"

# Cycle of Systematic Oppression



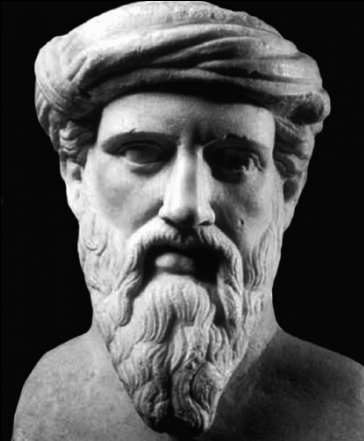
# American Systems of Education

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Hippocrates

1st Philosopher of the Greek Tradition

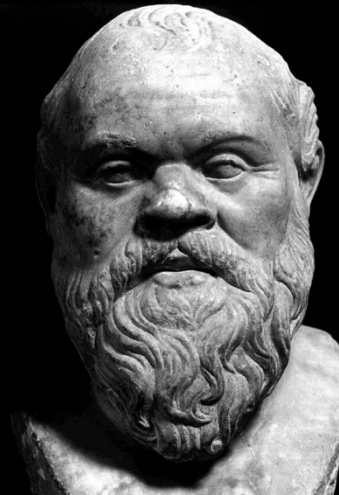


Pythagoras

1st Individual in Western civilization to entertain Scientific Philosophy

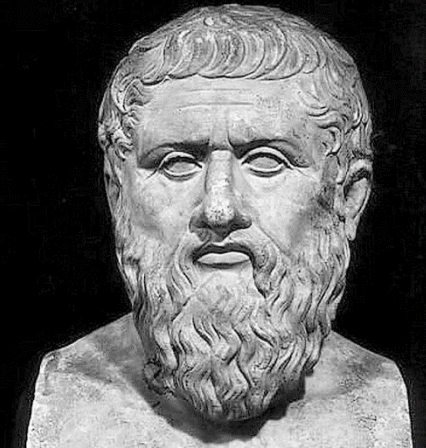
Socrates

Predicted eclipses, Calculated distance and height



Plato

Logical Proof and Abstract Proposition, Isosceles Triangles

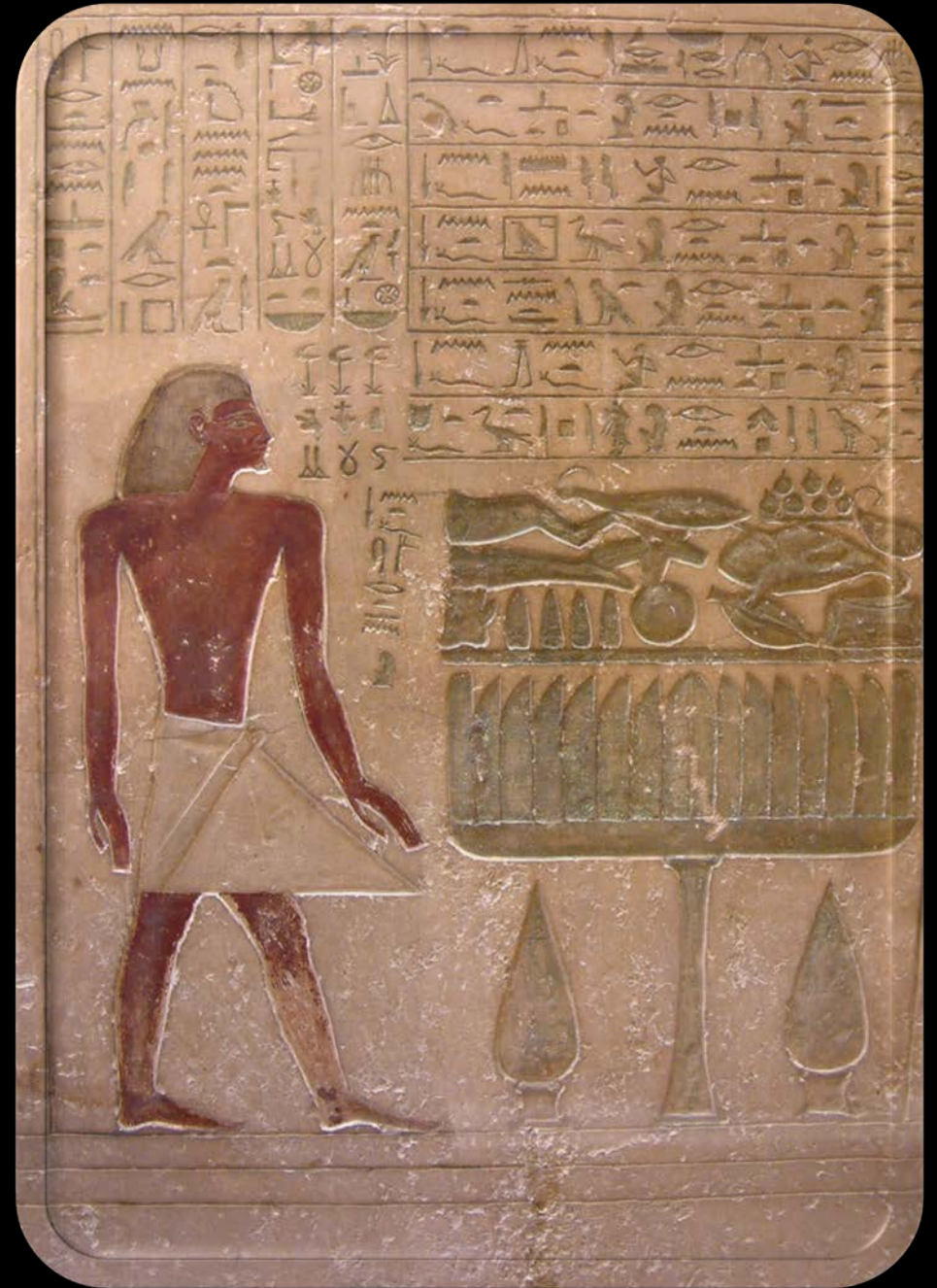




( Egyptian )

# Kemetic Libraries

- 6000 years of continuous Librarianship
- Tombs of Neb-Nufre and Nufre-Heteb (father & Son Library Priests)
- Ramsees II "The Dean of Library Sciences"(1304-1237 BC)
- Hypostyle Hall (Karnak)
- Abu Simbel (rock temple library)
- Abydos, temple library (Luxor)
- Ramesseum funerary temple-library (Thebes).







(liberalis: appropriate for free men)

# Liberal Arts Education

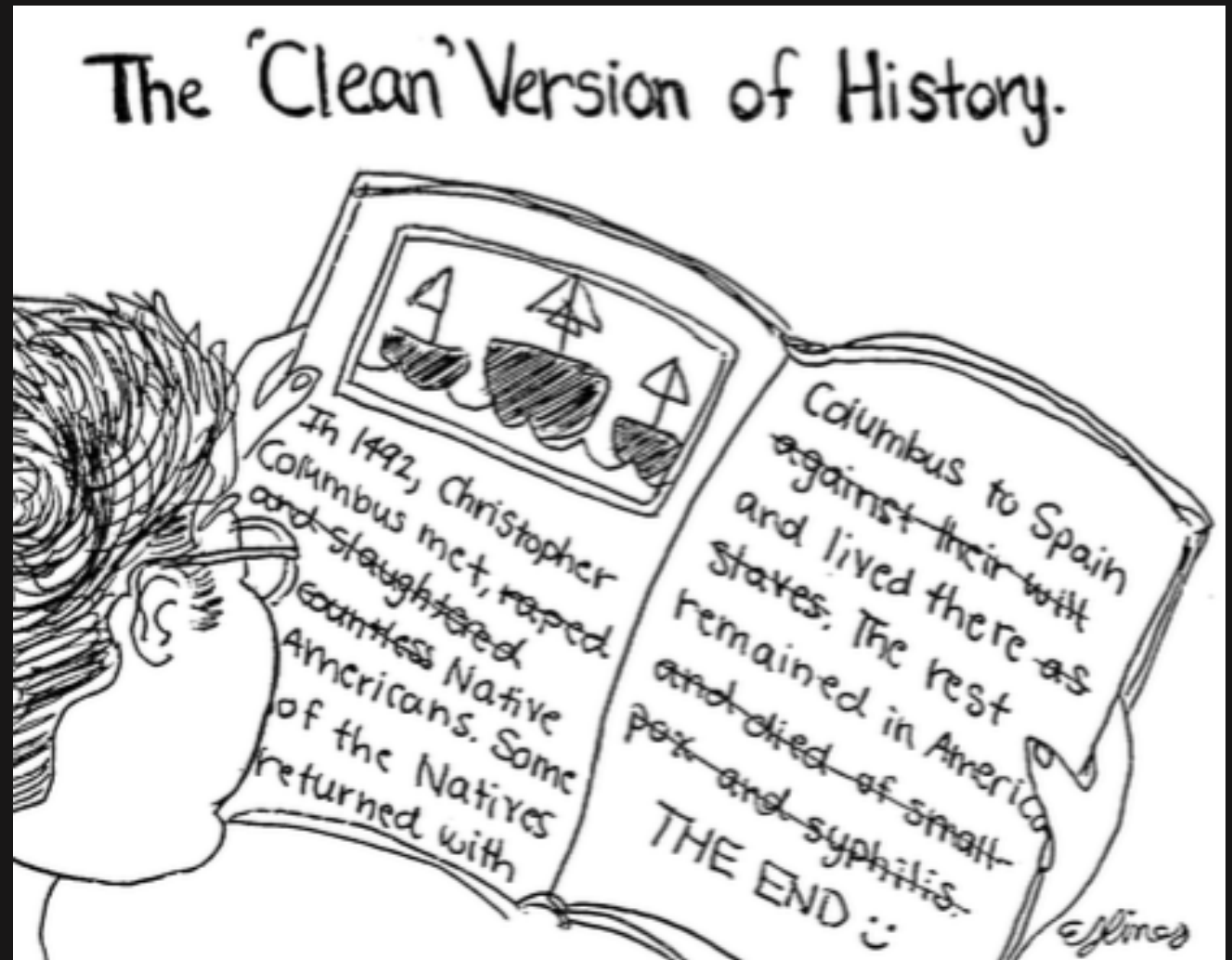
- Grammar
- Rhetoric
- Logic
- Geometry
- Arithmetic
- Harmony
- Music
- Astronomy



# Historical Revisionism & Negationism *(verb)*

Distortion of the historical record such that certain events appear to have occurred and/or impacted history in a way that is in drastic disagreement with the historical record and/or consensus.

Usually meant to advance a socio-political view or agenda.







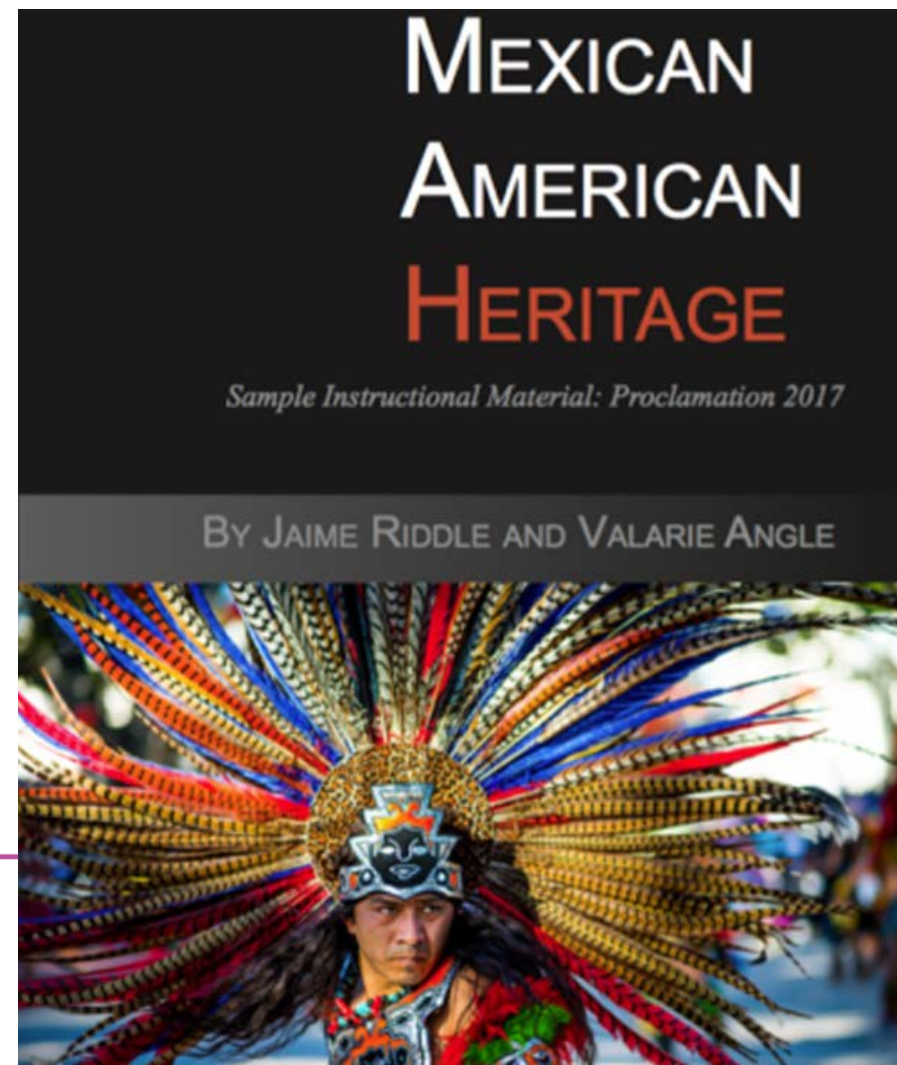
## NEWS

# The Textbook That Calls Mexicans Lazy

Activists and teachers worked for years to get Mexican American Studies into Texas schools, but they don't want the book the board of education is set to endorse.

J. WESTON PHIPPEN SEPTEMBER 9, 2016

- 68 Factual Errors
- 42 Interpretive Errors
- 31 Omission Errors
- Multiple references of Mexicans as "lazy compared to European or American workers"
- Mexican Americans "Chicanos...adopted a revolutionary narrative that opposed Western civilization and wanted to destroy this (US) society."



K-12

# Why Calling Slaves 'Workers' Is More Than An Editing Error

October 23, 2015 · 6:33 AM ET

LAURA ISENSEE

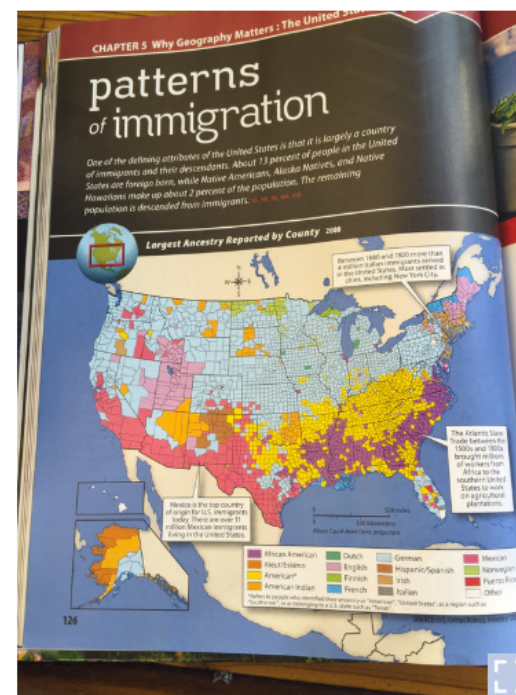
Coby Burren was reading his textbook, sitting in geography class at Pearland High School near Houston, when he noticed a troubling caption. The 15-year-old quickly took a picture with his phone and sent it to his mother.

Next to a map of the United States describing "patterns of immigration," it read that the Atlantic slave trade brought "millions of workers from Africa to the southern United States to work on agricultural plantations."

"We was real hard workers wasn't we," Coby texted, adding a sarcastic emoji.

Coby caught a textbook [error](#) that had been missed by several editorial layers, starting with mega publisher

FROM  Houston Public Media  
News 88.7



In a lesson on the patterns of immigration, a caption

SENSITIVITY TRAINING NEEDED

# For 10 years, students in Texas have used a history textbook that says not all slaves were unhappy

By [Annabelle Timsit](#) & [Annalisa Merelli](#) • May 11, 2018

Teacher asks 8th-grade students to list positives of slavery

APR 21, 2018 5:54 PM EDT U.S.  
CBS/AP



**SAN ANTONIO** -- A San Antonio charter school has apologized after a teacher asked students in an eighth grade American history class to list the positive and negative aspects of slavery. The teacher at Great Hearts Monte Vista who distributed a worksheet titled "The Life of Slaves: A Balanced View" has been placed on leave.



“If, for example, one managed to change the curriculum in all the schools so that Negroes learned more about themselves and their real contributions to this culture, you would be liberating not only Negroes, you’d be liberating white people who know nothing about their own history. And the reason is that if you are compelled to lie about one aspect of anybody’s history, you must lie about it all. If you have to lie about my role here, if you have to pretend that I hoed all that cotton just because I love you, then you have done something to yourself.”

**James Baldwin**

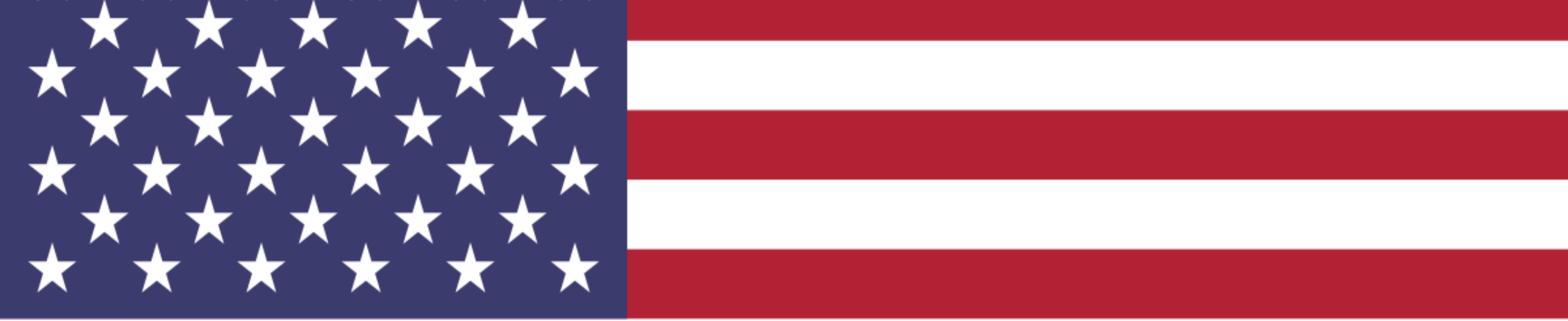
**“The Negro Child...His Self Image”**

**1963**



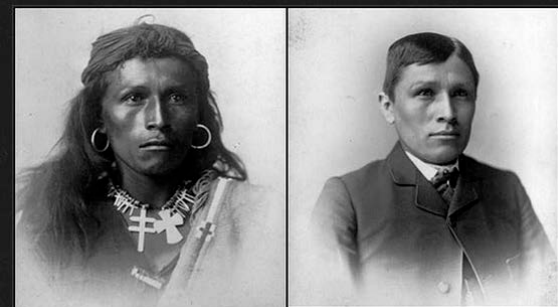


**LISTEN**



# Models of American Ethnic Co-Existence

Assimilation



Segregation



Melting pot



Multiculturalism







# How Did European Immigrants become White?

# Colonialism & Racism

- We must consider history when working to understand racism today.
- Modern racism goes back to the history of European colonization of much of the world.
- The colonizers had strongly ethnocentric attitudes of racial supremacy.
- Those ideologies led to a sometimes **paternalistic** form of racism, linked to developing **scientific racism**.

The Unspoken Truth of  
Our Racial Divide

NEW YORK TIMES BESTSELLER

## WHITE RAGE

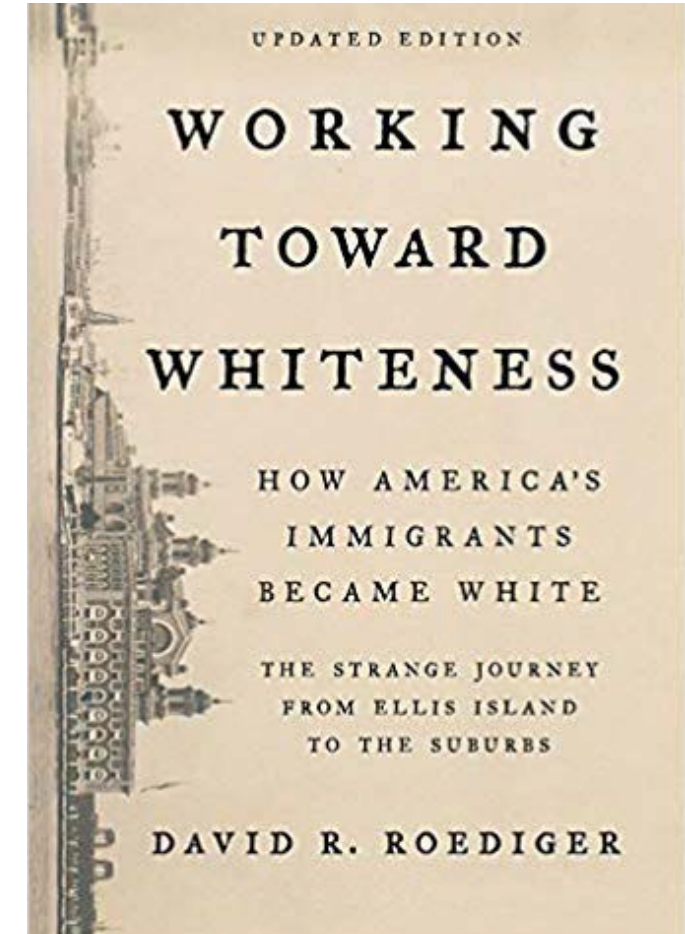
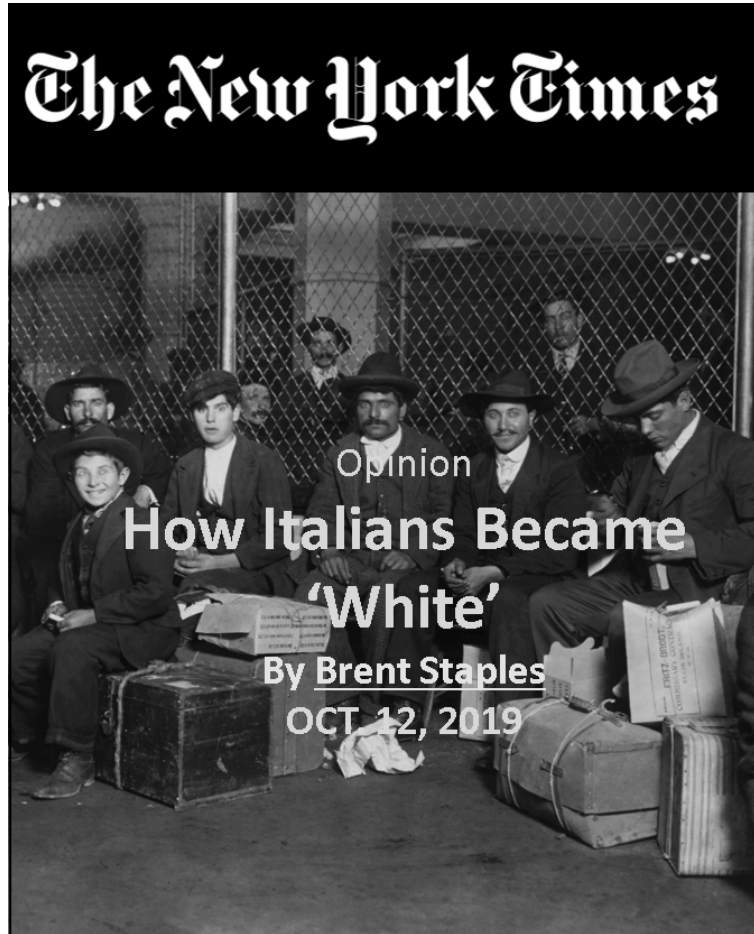
*"An extraordinarily timely and urgent call to confront the legacy of structural racism . . . and to show its continuing threat to the promise of American democracy."*

—NEW YORK TIMES BOOK REVIEW

CAROL  
ANDERSON, Ph.D.

*A new afterword by the author*

# Building Collective Knowledge





A close-up, low-angle shot of a person's legs as they step onto a wooden plank. The person is wearing green cargo pants and dark sneakers with white soles. The wooden plank is part of a set of stairs or a walkway, with other planks visible above and below. The background is a blurred concrete surface. The word "NEXT" is overlaid in large, white, sans-serif capital letters on the left side of the image.

NEXT

STEPS

# Common Language

Are there any  
GOOD  
Stereotypes?

Can People of  
Color be Racist?

STEREOTYPE  
STEREOTYPE



## Discrimination

Not now. Not ever.



Internal Thought

External Behavior

Internal Feeling

Systemically  
Oppressive Behavior

Helping  
understand

kids  
the difference

**INTERNAL**

**V**

**EXTERNAL**

**WORK**

**WORK**



# Internal WORK



- Automatic Thoughts
- Prejudices
- Emotions
- Knowledge Assessment
- Self-Reflection

What is the 1<sup>st</sup> thought that comes to mind?



# What is the 1<sup>st</sup> thought that comes to mind?





# What is the 1<sup>st</sup> thought that comes to mind?



# EXternal WORK



- Exclusion
- Silence
- Discrimination
- Violence
- Rumors

- Protest
- Financial Support
- Work/School
- Volunteer
- Be an Interrupter
- Art
- Education





# Equality



# Equity



# DIVERSITY IN CHILDREN'S BOOKS 2018

Percentage of books depicting characters from diverse backgrounds based on the 2018 publishing statistics compiled by the Cooperative Children's Book Center, School of Education, University of Wisconsin-Madison:  
[ccbc.education.wisc.edu/books/pcstats.asp](http://ccbc.education.wisc.edu/books/pcstats.asp)

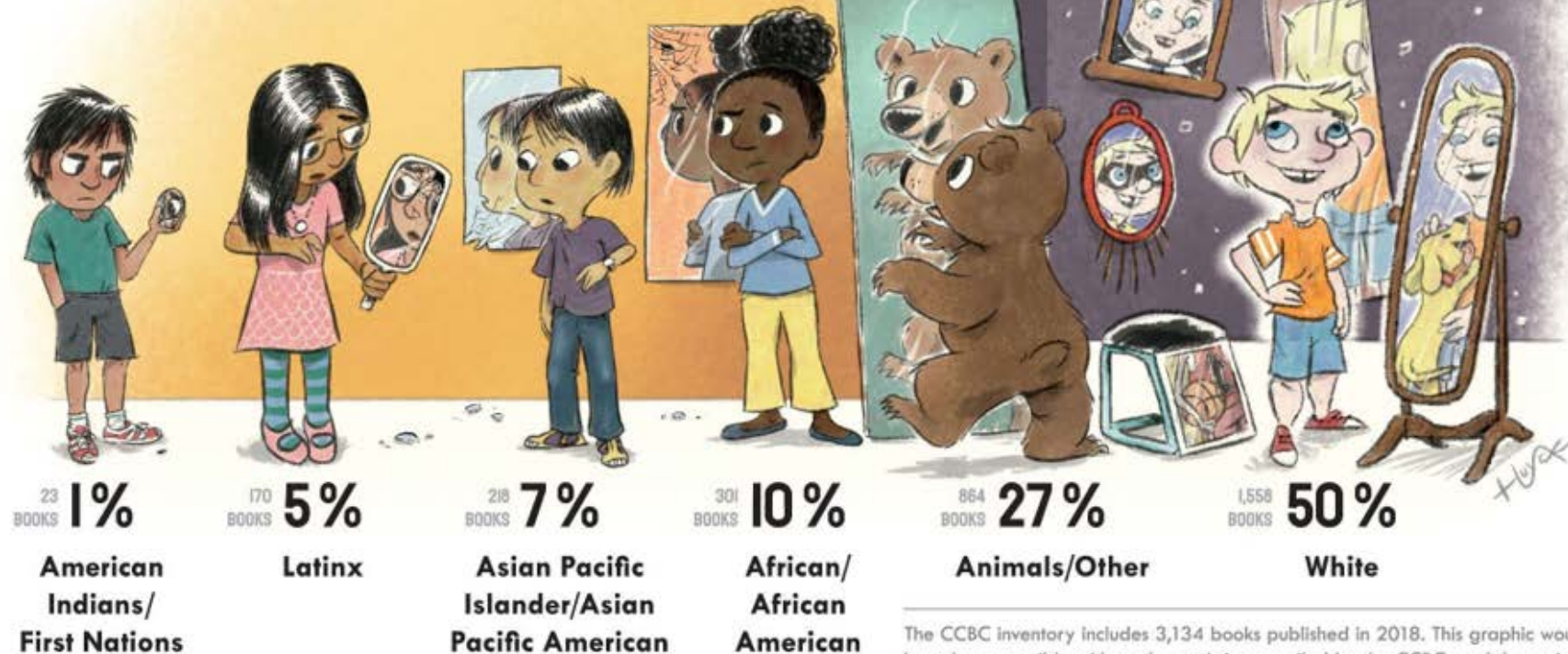


Illustration by David Huyck, in consultation with Sarah Park Dahlen  
Released under a Creative Commons BY-SA license: <https://creativecommons.org/licenses/by-sa/4.0/>

The CCBC inventory includes 3,134 books published in 2018. This graphic would not have been possible without the statistics compiled by the CCBC, and the review and feedback we received from Edith Campbell, Molly Beth Griffin, K. T. Horning, Debbie Reese, Ebony Elizabeth Thomas, and Madeline Tyner. Many thanks.

ACTOR	ALLY	ACCOMPLICE/ CO-CONSPIRATOR
<div> <div></div> <div>→</div> </div> <p>Actions <i>do not</i> disrupt the status quo (like a spectator at a game).</p>	<div> <div></div> <div>→</div> </div> <p>Actions disrupt and educate in spaces dominated by Whiteness.</p>	<p>Actions meant to directly challenge institutional racism and White supremacy by blocking or impeding racist people, policies or structures.</p>
<p>Actions <i>do not</i> explicitly name or challenge pillars of White supremacy.</p>	<p>Actions challenge institutional racism and White supremacy.</p>	<p>Actively listens with respect and understands that oppressed people are not monolithic in their tactics and beliefs</p>
<p>Nominal Systemic Effect</p>	<p>Wisely Disrupts.</p>	<p>Build trust through consent and accountability</p>

Actor to Accomplice

*“If you have come here to help me, you’re wasting your time. If you have come because your liberation is bound up with mine, then let us work together.”* -Lila Watson (2015)



# Accomplice: Demanding Better Representation



“An anti-racist person is on a life-long journey that includes forming new understanding of and ways to live her or his racial identity and then increasing commitment to and engagement in anti-racism actions.”

-Louise Derman-Sparks





**Demonstrate self-awareness, confidence, family pride, and positive social identities.**



**Express comfort & joy with human diversity, accurate language differences & deep, caring human connections.**

**Recognize unfairness, have language to describe it, and understand that it hurts.**



**Demonstrate empowerment & the skills to act, with others or alone, against prejudice and/or discrimination**

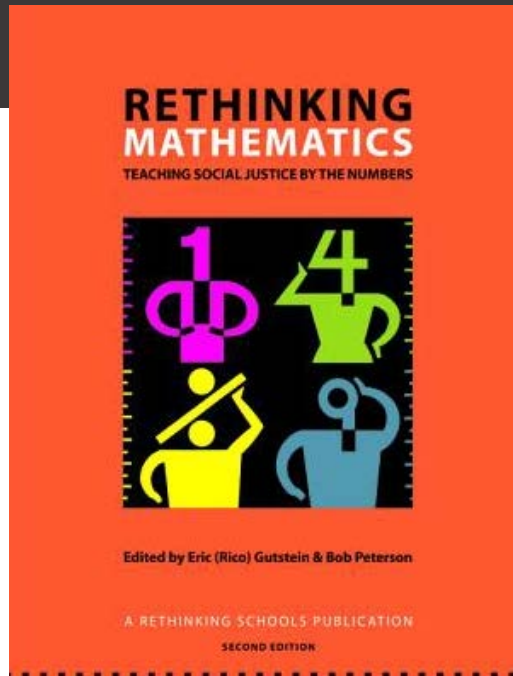


# Anti-Bias Education

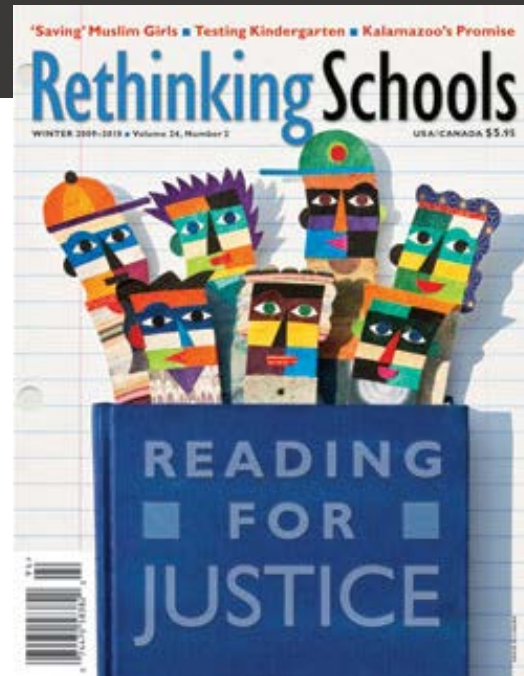
- Is an approach to teaching and learning designed to
  - increase understanding of differences and
  - their value to a respectful and civil society and
  - to actively challenge bias, stereotyping and all forms of discrimination in schools and communities.
- It incorporates inclusive curriculum that reflects
  - diverse experiences and perspectives,
  - instructional methods that advance all students' learning, and
  - strategies to create and sustain safe, inclusive and respectful learning communities.

Four Goals of Anti-Bias Education		
	Goal	Contextualized
1	Each child will demonstrate self-awareness, confidence, family pride, and positive social identities.	Supports outcomes connected to stage theories of development that rely upon positive early experiences to inform future identity explorations.
2	Each child will express comfort and joy with human diversity; accurate language for human differences; and deep, caring human connections.	Supports safe environments with a respectful lexicon to explore difference, decrease difference and enhance human intimacy and connectivity.
3	Each child will increasingly recognize unfairness, have language to describe unfairness, and understand that unfairness hurts.	Creates an equity lens where children not only recognize injustice but have language to employ tools of allyship for marginalized classmates.
4	Each child will demonstrate empowerment and the skills to act, with others or alone, against prejudice and/or discrimination	Children are empowered with a life-long advocacy tool box of advocacy that support healthy communities and outcomes for all groups.

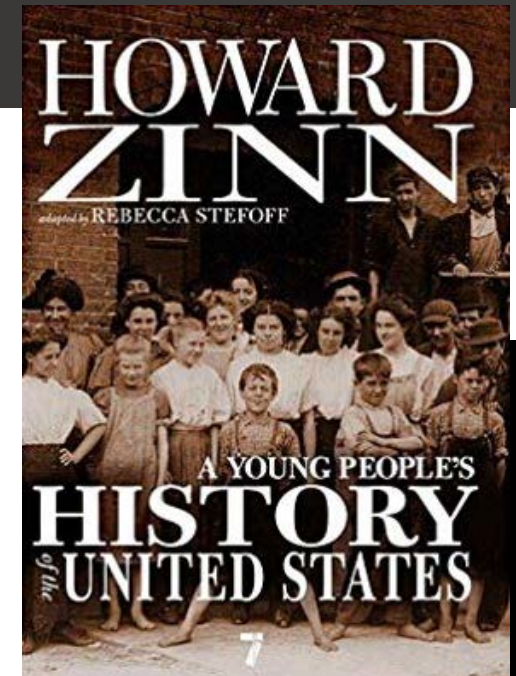
# In the Classroom



Social Justice Math



Social Justice Reading



Social Justice Reading





## Black Men, Intergenerational Colonialism, and Behavioral Health

# A Noose Across Nations

## Donald E. Grant

This book provides an in-depth historical exploration of the risk and protective factors that generate disproportionality in the psychological wellness, somatic health, and general safety of Black men in four industrialized Euronormative nations. It provides a detailed analysis of how nationalism, globalism, colonialism, and imperialism have facilitated practices, philosophies, and policies to support the development and maintenance of inter-generational systems of oppression for Black men and boys. The text juxtaposes empirically-supported constructs like historical trauma and epigenetics with current outcomes for Black men in the US, the UK, France and Canada. It details how contemporary institutions, practices, and policies (such as psychological testing, the school to prison pipeline, and over-incarceration) are reiterations of historic ones (such as convict leasing, debt peonage, and the Jim Crow laws). The text uses paleontological, archaeological, and anthropological research to cover over 200,000 years of history. It closes with strength-based paradigms aimed to dismantle oppressive structures, support the post-traumatic growth of Black men and boys, and enhance the systems and practitioners that serve them.

**Black Men, Intergenerational  
Colonialism, and Behavioral Health**

A Noose Across Nations

Donald E. Grant Jr.

# Concurrent Sessions

**ECE: STAY HERE**

**K-12: Follow your  
registration link**

**Parents: Follow your  
registration Link**



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Black Men, Intergenerational Colonialism, and Behavioral  
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MINDFUL TRAINING SOLUTIONS