# Pacific Oaks Anti-Bias Education Symposium: Fighting Against Racism

# Raising Inclusive Children: A Guide for Parents

Ted Hamory, Head of School, The Oaks School
Tanynya Hekymara, Director of Admission and Civic Engagement, The Oaks School

## **Agenda**

- Introduction
- Goals for Today
- Foundations of Anti-Racism
- Identity
- Diversity
- Justice
- Action
- Resources
- Questions and Answers

# Introductions Our Why

Our introductions will answer the following two questions:

- Why I am an educator?
- Why I am invested in anti-bias education, justice, equity, diversity & inclusion.

#### Goals

- Further develop a foundational understanding of racism, institutional racism, and systems of oppression
- Acquire the tools to engage in 'self-work' around individual privilege, bias, and ingrained racism
- Develop an understanding of Identity, Diversity, Justice, and Action through the lens of parenting
- Build on the momentum of the moment and leave feeling energized to continue the work

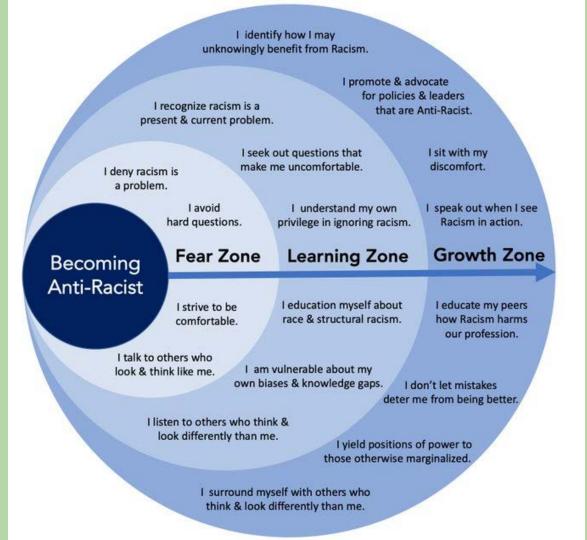


# **Current Context for Anti-Racism**

- Ongoing police brutality and murders of BIPoC
- Nationwide protests
- Political discourse around racism
- Increased interest and activity around anti-racism
- A desire for more tangible information and steps for parents to take



The moving walkway of systemic racism.



This chart is care of Andrew Ibrahim, ideas from Ibram Kendi and adapted by Black Lives Matter

#### MULTICULTURAL PROCESS OF CHANGE

#### Process of Change (at all levels)

Rejection of differences and a belief in the superiority of the dominant group at the following levels:

- Personal
- Interpersonal
- Institutional/Systemic
- Cultural

- Recognize
- Understand
- Appreciate
   Differences and power differentials

Acceptance, appreciation, utilization and celebration of similarities and differences at these levels:

- Personal
- Interpersonal
- Institutional/Systemic
- **♦** Cultural

Oppression
Monoculturalism
"Melting Pot"

"Melting Pot"
Assimilation
Exclusion

<u>"Emancipatory</u> Consciousness" Social / Economic Justice Equity and Inclusion
Pluralism
("Salad Bowl/Fruit Salad")
Diversity

# Focus of Change Strategies

#### Personal:

→ Aim is to change thoughts and feelings; increase awareness & openness to learning.

#### Interpersonal:

Aim is to enhance skills, communication patterns; impact behavior and relationships.

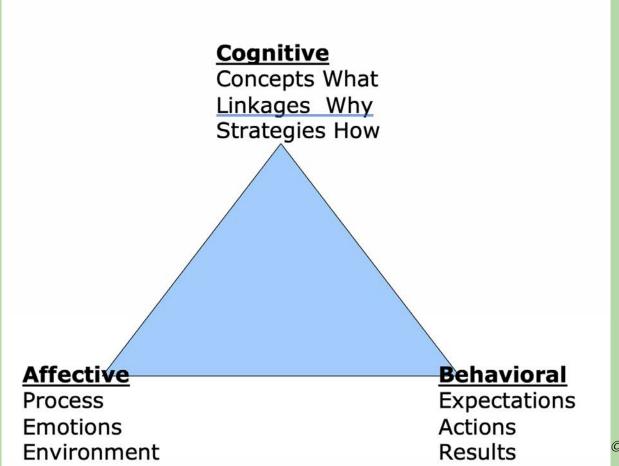
#### Institutional:

Aim is to identify structural barriers and create policies, practices, programs & processes that support equitable outcomes.

#### Cultural:

Aim is to create environments representative of & welcoming to the organization's diversity, celebrate & utilize differences.

# Three Dimensions of Change Individual and Organizational



©VISIONS, Inc. 2015

#### **Definition of Oppression**

- Historical, over time, on going, systematic targeting of certain groups as "less than"
- Supported institutionally in policies, laws, representation in top-level
- Decision-makers
- Personal costs to everyone

# Target Groups (Historically Excluded)

- Statistically less likely to succeed
- Deprived systematically of benefits

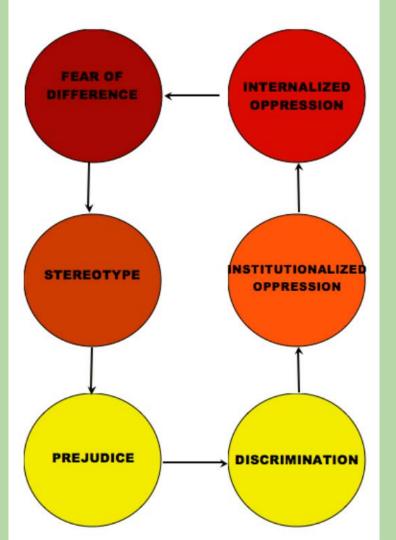
# Non Target Groups (Historically Included)

- Statistically more likely to succeed
- Unearned benefits and privilege

#### Historically Excluded and Included Groups

Types of Oppression	Variable	Non-Target Group(s)	Target Groups
Racism	Race/Color/Ethnicity	White	People of Color (African, Asian, Native, Latino/a Americans)
Classism	Socio-Economic Status	Middle, Upper Class	Poor, Working Poor, Working Class
Elitism	Education Level and/or Place in Hierarchy	Formally Educated, Managers, Exempt, Faculty	Informally Educated, Clerical, Non-Exempt, Students
Sexism	Biological Sex	Men	Women, Intersex
Genderism	Gender Identity/ Gender Expression	Cisgender: Appearance and behaviors are congruent with the Gender Binary System	Transgender: Gender Non-conforming; Gender Queer; Androgynous
Heterosexism	Sexual Orientation	Heterosexual	Gay, Lesbian, Bisexual, Pansexual, Asexual, Queer, Questioning
Religious Oppression, Anti-Semitism	Religion	Christian	Muslim, Jewish, Catholic, Agnostic, Hindu, Atheist, Buddhist, Spiritual, LDS, Jehovah's Witness, Pagan (and more)
Militarism	Military Status	World War I & II, & Gulf War Veterans	Vietnam, Iraq, Afghanistan Veterans, Pacifists
Ageism Adultism	Age	Young Adults Adults	Elders (40+ by law) Children Young Adults
Ableism	Physical, Mental, Emotional, Learning Ability	Currently "Able-Bodied"	People with a Physical, mental, emotional, and/or Learning Disability
Xenophobia Linguistic Oppression	Immigrant Status and/or Language	US Born English	Immigrant English as a Second Language Non-English
Political Affiliation			
Lookism	Body Image, Body Type, Hair Color, Eye Color, Height, Skin Color	Slim/Athletic Body, Light Straight Hair, Green or Blue Eyes, Light Skin	Heavy-Obese, Dark Hair, Curly Hair, Dark Eyes, Dark Skin, Short
Family Make-up	Parent	Heterosexual Mother & Father Married & Living Together	Same Sex Parent(s), Single Parent(s), Divorced Parent(s), Separated Parent(s), Foster Parent(s), Adoptive Parent(s)

# Cycle of Oppression



# Some current forms of oppression

- Blaming
- Avoidance of contact
- Denial of differences
- Denial of the social, economic, psychological, and political significance and impact of oppression
- False equivalence

# Fig. 3

#### **Prejudice**

A preconceived opinion of another person not based on reason or experience.

Can be positive or negative.

Some (but not all) are racial in nature, and have racist outcomes.

Unlikely to impact people as negatively as racism.

#### Racism

Belief that race is equated with particular traits.

Belief that some races are superior to others.

Results in an unequal distribution of power on the basis of race.

VS

## **Anti-Black Racism/Anti-Blackness**

The personal, cultural, social, legal, and structural attacks on Black people. This term highlights the unique and disproportionate amount of racism that Black people face. This term is unique because colorism, white supremacy, and structural racism work in tandem to specifically marginalize Black people. Anti-Blackness is not limited to Black people, it impacts all dark-skinned people.

## Colorblindness/Race Evasiveness

This racial ideology that suggests that the best approach to racism is to disregard racial differences and treat everyone equally, regardless of race ("I don't see color"). Colorblindness reinforces a perspective that race is insignificant, does not limit a person's opportunities, and does not matter. It ignores race, racism, and the social, historical, and present effects they have, including the cultural wealth of communities of color (Ansell; Yosso, 2005). The transition to the term race evasive expands the framework of colorblindness by acknowledging the intentionality in avoiding substantive discussion or acknowledgment of race and it's connection White Supremacy, power and/or privilege and ableist language.

#### **NEW YORK TIMES BESTSELLER**

"Conversational... easy to read, and best of all, it has the potential, at least, to change the way you think about yourself."

—LEONARD MLODINOW, The New York Review of Books

# HIDDEN BIASES of GOOD PEOPLE

MAHZARIN R. BANAJI ANTHONY G. GREENWALD

## **Implicit Bias**

- Our ideals and intentions often don't correspond to our behavior and actions
- We are usually not aware of this disparity
  - For example the Race Implicit Association Test shows a consistent automatic White preference among White respondents (and sometimes among other groups as well)
- We can develop the ability to critically observe ourselves
- There are steps we can take to align our conscious and unconscious selves.
- Implicit Bias is fed by the information we receive daily.
- Thus Diversity matters in all corners of our lives.

# Race Implicit Association Test (IAT)

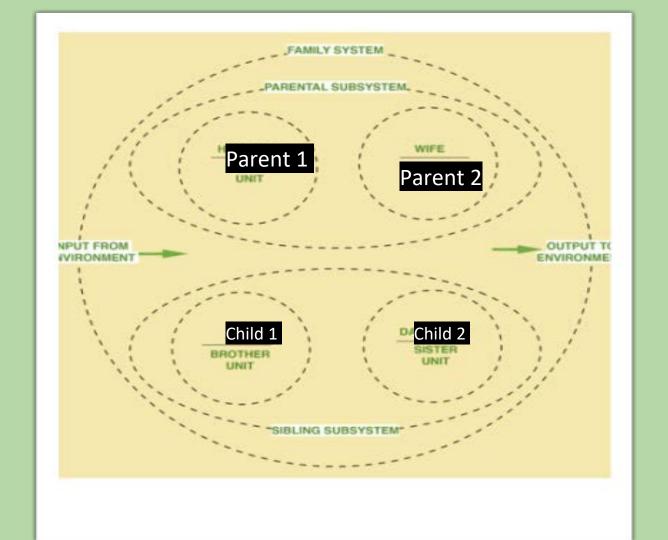
https://implicit.harvard.edu/implicit/taketest.html

## **Self-Reflection Questions**

- Have you done an audit of your own media consumption?
- How 'well read' are you?
- What history have you learned? Have you started to unlearn some of these lessons?
- What opinions do you absorb? Do you place weight in certain group's opinions?
- Who is in your life?
- Who do you break bread with? Go out with?
- How broad is your worldview from personal experience?
- What about that of your children?

# **Family Systems Theory**

- Family systems theory is a theory of human behavior that views the family as an emotional unit and uses systems thinking to describe the complex interactions in the unit.
- It is the nature of a family that its members are intensely connected emotionally.
- Families so profoundly affect their members' thoughts, feelings, and actions that it often seems as if people are living under the same "emotional skin."
- People solicit each other's attention, approval, and support and react to each other's needs, expectations, and upsets. The connectedness and reactivity make the functioning of family members interdependent.
- A change in one person's functioning is predictably followed by reciprocal changes in the functioning of others.





#### **Anti-Bias Education**

"An anti-racist person is on a lifelong 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

# **Questions and Answers**

# Foundations

# Identity

#### **IDENTITY**

- 1.1 Students will develop positive social identities based on their membership in multiple groups in society.
- I.2 Students will develop language and historical and cultural knowledge that affirms and accurately describes their membership in multiple identity groups.
- 1.3 Students will recognize that peoples' multiple identities interact and create unique and complex individuals.
- 1.4 Students will express pride, confidence and healthy selfesteem without denying the value and dignity of other people.
- 1.5 Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.



# Intersectionality

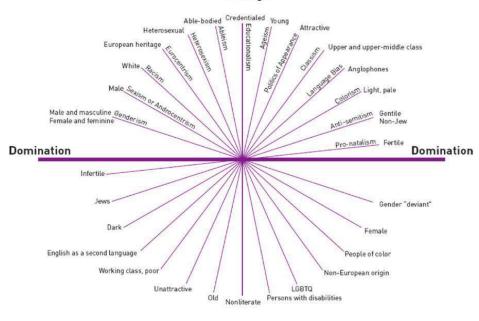
Introduced by legal scholar Kimberlé Crenshaw, intersectionality is a framework for understanding the ways that the multiple aspects of



our identities intersect, influence one another, and compound to create unique experiences. The concept is regularly used to describe the ways that societal privilege and oppression is complicated by the different parts of our identity that are marginalized or privileged in society.

#### Intersectionality

#### Privilege



#### Oppression

# INTERSECTIONALITY a fun guide



Jessis a stripey red triangle

AND SHOULD BE PROUD.



SADLY SOME PEOPLE DO NOT LIKE JESS JESS FACE'S OPPRESSION FOR BEING ATRIANGLE, & FOR HAVING STRIFES

LUCKILY THERE ARE LIBERATION GROUPS! BUT THEY ARENT INTERSECTIONAL

SOTHEY LOOK LIKE



THEY DON'T TALK TO EACH OTHER

JESS LAN'T WOFF OUT WHERE TO





JESS WISHES THAT THE TRIANGLES AND STRIPES - COULD WORK TOGETHER



INTERSECTIONALITY IS THE BELIEF THAT OPPRESSIONS ARE INTERLINKED AND CANNOT BE SOLVED MONE

OPPRESSIONS ARE NOT ISOLATED. ERSECTIONALITY NOW!

Reproduced in Hankovsky (2014) from Miniam Doboon's website: http://miniamdobson-wordpress.com/2013/04/24/incorpertionality-afon-guide/ AND ADAPTED BY VIMH (2017)

JUST ABIT

#### WHO AM I? NAMES

Activity #1: Names	We suggest starting with some work on Names as these are very important to us as a part of our identity. You can choose whether to do some or all of the following, but it is important to do something about this before moving onto further discussions about identity.		
	1. Open a discussion to ensure that there is some understanding of the following:		
	Why we need names		
	Why our names are special to us		
	Why we usually have a first name and a surname		
	2. To develop this further, for homework, ask the children to find out who gave them their name, why it was chosen and		
	what it means. (They may already know but if they don't it gives them a chance to find out.) If there are children for		
	whom you know this will be upsetting because they do not live with the person who gave them their name, be		
	sensitive and think of other ways to find out, e.g. looking up meanings of names together.		
	3. Following the homework, ask children to work in pairs or small groups to interview each other about their names. You		
	could give them the following questions:		
	Who gave you your name?		
	Does your name have a meaning?		
	Do you like/dislike your name?		
	Have you ever chosen to be called something different?		
	Have other people ever called you something different?		
	Discuss different naming traditions from around the world		
	Traditions where names are symbolic of people's qualities		
	4. Discuss the following		
	What it feels like to be called names we don't like		
	Why we should not make fun of people's names		
	The sorts of things people get called names about		
	What we can do to stop name-calling		
	Develop the discussion to ensure some understanding of the following:		
People can feel very sensitive about their name(s)			
	People sometimes choose to change their names (you may want to link this to famous people you have learned about, e.g. pen names)		

#### WHO AM I?

To follow this you will need to carry out further identity work using the different aspects to guide children's thinking. The aspects could include; our physical appearance (eye colour, hair, glasses, etc), facts about ourselves and what we are like on the inside (Religion, age, hobbies, personality, etc), our experiences (in terms of people and places) and our hopes and fears.

When carrying out activities on identity it is effective if you participate while you facilitate. If you are willing to share your own experiences, the children are more likely to feel open and willing to share their own.

Throughout your work on identity discuss labelling and stereotyping with the children. Could someone else do any of the activities, for them without asking them? Would they like someone else to label them/choose their identity? Is it ok to label other people? What kind of effect could this have?

#### **IDENTITY CIRCLES**

Children could draw a large circle in the middle and five outer circles. They then draw a picture of themselves in the centre circle and write about the different aspects of their identity in each of the outer circles, starting with information about their name.

#### **PIECES OF A PUZZLE**

Children could make a jigsaw puzzle of themselves, by drawing a self portrait and cutting it up into five or six pieces. On the back of each piece they could write about an aspect of their identity. This activity is a good way to open a discussion about how complex identity can be, due to the many factors shaping it, a bit like pieces of a puzzle.

#### **STORYTELLING**

Deepening an understanding of who am I? Who are we?

"The more you refuse to hear my voice the louder I will sing!" Labi Siffre

Sharing stories is a powerful tool, to enable children to develop a deeper understanding of their own identity and heritage, making them feel valued and giving them a voice. It also opens an opportunity for them, to begin to understand the diversity, within their own class, through hearing the stories of others. Give the children opportunities to share stories, about themselves with their class, e.g, a story about a time they felt proud/achieved something, a story that reminds them of a family time, a story about a journey they have taken. Ask the children to find out stories from their parents, grandparents or other family members to share in class. Ask the children where possible to bring in objects or photos to support their storytelling. Make a class display with their stories, objects and photos.

### WHO ARE WE? WHAT COMMUNITIES DO WE BELONG TO?

Once the children have had the opportunity to explore the theme – Who am I? They are ready to begin to explore the idea of community – Who are we? This work can begin with a focus on the groups and communities the children feel they belong to (school, home, their street, class etc).

Ask them – How and where do you feel *you* belong within this *local* community? (e.g. your school and where you live) Imagine the triangle in the box represents you. Give them stickers to write the names of the communities and groups they belong to, and ask them to stick them inside or outside the box, to show how strongly they feel they belong to that particular community. Explain the closer they stick the stickers to the triangle the stronger their sense of belonging. E.g. school, street, family, clubs, place of worship, friends etc

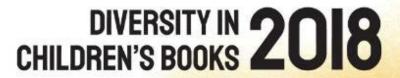
Stories discover Story Participate About Q

www.storycorps.org

# Diversity

## **DIVERSITY**

- D.6 Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- D.7 Students will develop language and knowledge to accurately describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
- D.8 Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- D.9 Students will respond to diversity by building empathy, respect, understanding and connection.
- D.10 Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.



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



American Indians/ First Nations Latinx

Asian Pacific Islander/Asian Pacific American

African/ African American

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

Animals/Other

White

The CCBC inventory includes 3,13.4 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 Compbell, Mally Beth Griffin, K. T. Harning, Debble Reese, Ebony Elizabeth Thomas, and Madelline Tyner. Many thanks.



### What is the Diverse BookFinder?

The Diverse BookFinder is a comprehensive collection of children's picture books featuring Black and Indigenous people and People of Color (BIPOC). We've cataloged and analyzed trade picture books fitting this criteria, published since 2002, to surface and create:



#### We strive to collect all depictions of BIPOC characters in trade picture books published since 2002. Anyone can check these books out at any time

through Interlibrary Loan.

A UNIQUE CIRCULATING COLLECTION:



#### A SEARCH TOOL:

We offer a first-of-its-kind online, searchable database of our collection that makes it easier for everyone to locate and explore children's picture books featuring BIPOC characters.



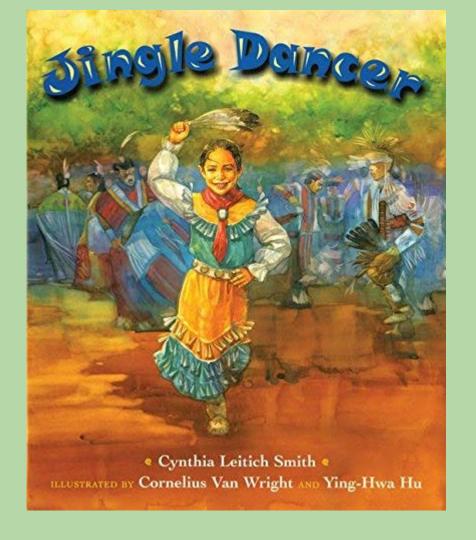
#### A SOURCE OF CRITICAL DATA:

We provide real-time data on who (which BIPOC characters) is depicted in trade picture books, and how (what messages these stories send), to enable deeper conversation and change.

## #ownvoices

#ownvoices is a hashtag movement, started on Twitter, used to recommend books about diverse characters that have been written by authors from that same diverse group. In 2015, Young Adult author Corinne Duyvis posted on Twitter a suggestion that people use the #ownvoices hashtag to recommend books. Originally, the conversation stemmed from her frustration as a bisexual, disabled person that most emphasis was being placed on diverse books, rather than diverse authors. She wanted to highlight authentic voices.

An example of how this can work



## Choose Books that are Tribally Specific

- Website of National Congress of American Indians
- Website of Smithsonian Museum of the American Indian
- Jenna is a citizen of the Muscogee Nation, pertinent to children in Georgia, where the Muscogee people originated, or in Oklahoma, where they are today.
- Focusing on the local context empowers tribal nationhood within the states of origin rather than focusing on politically constructed holidays like Thanksgiving.
- Learn geography together. Look for maps of Tribal Nations
- Whose land do you live on?

# NATIVE AMERICAN NATIONS TRADITIONAL NAMES & LOCATIONS & PARTIES Anishinaabeg www.Numumuu

### Use Present Tense Verbs to talk about Native Nations

- "Today, the Muscogee Creek Nation is in Oklahoma. Before Europeans arrived on what became known as the North American continent, the Muscogee Creeks were in Georgia."
- To go even further, use the provocative but accurate word "invaded" instead of "arrived."
- While reading Jingle Dancer, which is set in the present day, show the Muscogee Nation website as a complementary source. Jenna's house is in an everyday neighborhood and she is wearing clothes similar to kids in other parts of the country
- She is a person of the present day.

## **Choose Books by Native Writers**

- Smith is Muscogee Creek. Introducing her as the author is another opportunity to use a present-tense verb.
- Because Smith and her character are Muscogee Creek, Jingle Dancer is an #OwnVoices story.
- As such, Smith is writing from her personal knowledge of Muscogee families and communities as they come together to help a child prepare and participate in a ceremonial dance for the first time.
- Jenna needs specific clothing, learns the steps and music, and understands the meaning of the dance from her tribal community.
- At one point in the story, Jenna is feeling overwhelmed by all that she has to do. In a matter-of-fact way, Jenna's great-aunt tells her about the story of Bat, which is a Creek creation story.
- As a result, we learn that Creek families share creation stories with each other to instill strength and as a way to carry on when feeling low or overwhelmed.

## Use Books by Native Writers all year round

- We tend to only think of Native Peoples in relation to Thanksgiving
- Thanksgiving is a politically created holiday, and a myth
- Tell the truth in a developmentally appropriate way
- Don't perpetuate misinformation and sterotypes
- Most significant to the first Thanksgiving story: According to the Wampanoag and the ancestors of the Plymouth settlers, no oral or written account confirms that the first Thanksgiving actually occurred between them in 1621. The Wampanoag, however, did participate in daily and seasonal thanksgivings for thousands of years prior to the Pilgrims' arrival.
- Beyond the inaccuracy of the first Thanksgiving story itself are its omissions:
   Colonists initially stolebushels of corn buried and stored by Wampanoag families for
   their own use, robbed graves and homes, and left diseases that devastated (albeit
   unintentionally) Native American communities, subsequently enabling European
   settlers to overtake Indian land.

## **Questions and Answers**

## Justice

## JUSTICE

- J.11 Students will be recognize stereotypes and relate to people as individuals rather than representatives of groups.
- J.12 Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
- J.13 Students will analyze the harmful impact of bias and injustice on the world, historically and today.
- J.14 Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.
- J.15 Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

## Interrupt

## Interrupt = Personal & Interpersonal

- White Advantage
- Microaggressions
- Cultural Appropriation
- Theories and Beliefs in Colorblindness & Assimilation
- Unconscious Bias
- Freezing
- Confirmation Bias
- White Centering
- False Equivalencies
- Oppressive Language

## Action

## ACTION

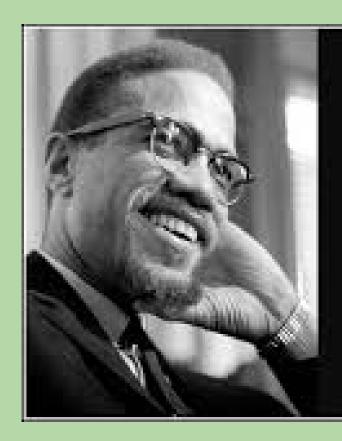
A.16 Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.

A.17 Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.

A.18 Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.

A.19 Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.

A.20 Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.



We need more light about each other. Light creates understanding, understanding creates love, love creates patience, and patience creates unity.

- Makolm X -

AZQUOTES

# Interrupt, Disrupt, Deconstruct, Reconstruct

Interrupt = Personal & Interpersonal

Disrupt = Interpersonal & Institutional

Deconstruct = Institutional & Cultural

Reconstruct = Personal, Interpersonal, Institutional,

& Cultural

Note: Reconstruction is not a persuasion space.

## **Personal Change**

- Acknowledge
- Learn
- Stay Curious
- Break Cycles of Monoculturalism
- Allow Your Child's Curiosity to Lead
- Join & Contribute
- Be a Critical Contributor
- Teach Pre-oppression History and Ancestral Resistance



There is a continuum of growth yet only two sides of the coin, you are or you are not.

James Baldwin

# Determine your School's Anti-Bias Capacity

- Does the school have an anti-bias scope and sequence?
- What is the process for resolving bias/racial incidents?
- Are new staff and faculty screened for their knowledge of anti-bias & JEDI?
- How does the school hold faculty and staff accountable for JEDI?
- Tell me about a racial incident and how it was resolved.
- Share an incident that was not resolved to your satisfaction and what has been changed?
- Do you have gender neutral bathrooms?
- How many BIPoC are represented in faculty, staff, and students? Please provide numbers not percentages per group.
- What are the schools strategic goals surrounding JEDI?
- How does the school foster a culture of belonging?
- How does the school support the community with continued JEDI learning?

Diversity asks: Who is in the Room?

Equity responds: Who is trying to get in the room but can not? Whose presence in the room is under constant threat of erasure?

Diversity asks: How many more of (choose a marginalized identity) group do we have this year that last year?

Equity responds: What conditions have we created that maintain certain groups as the perpetual majority here?

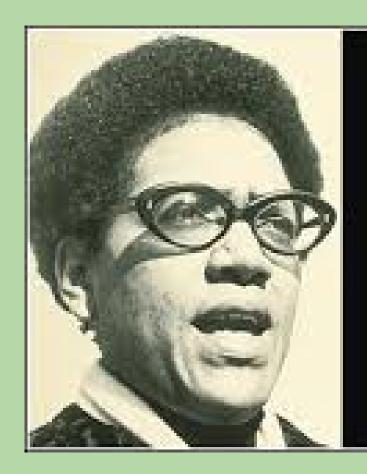
- Dafina-Lazarus Stewart

Inclusion asks: Have everyone's ideas been heard?

Justice responds: Whose ideas will not be taken as seriously because they are not in the majority?

Inclusion asks: Is this environment a culture of belonging for everyone?

Justice challenges: Whose safety is being sacrificed and minimized to allow others to be comfortable maintaining dehumanizing views?



The master's tools will never dismantle the master's house. They may allow us temporarily to beat him at his own game, but they will never allow us to bring about genuine change.

— Audre Lorde —

AZ QUOTES

## Ally, Co-conspirator, Accomplice

Ally: An ally participates in learning about marginalized groups through reading, podcasts, classes, groups etc.

Co-Conspirator: When a person has moved through the ally stage which is working through learning, guilt, and shame to take responsibility for is the power that one holds to transform our conditions. This stage is about the actions of said person. Proof exists that this person is for JEDI.

Accomplice: An accomplice puts their body in the fight for justice and works to dismantle the structures that oppress marginalized groups and has skin in the game. Understands the concept that as long as groups of people are oppressed that they are oppressed even as they benefit from their privilege.

"I'm no longer accepting the things I cannot change.

I'm changing the things I cannot accept."

-Angela Davis



## **Questions and Answers**

# Resources and Final Thoughts

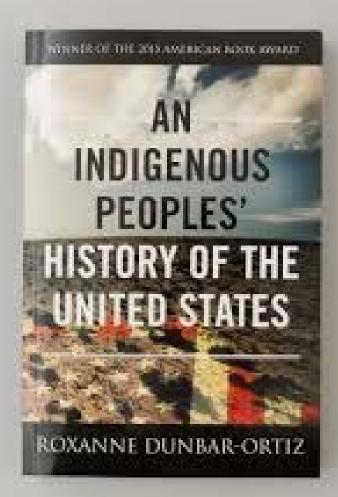
		Personal Growth Goals
Action	What, Why, How	STOP: List the behaviors and actions you are going to stop now that you know what you know.  START: List the actions and behaviors you are going to start now that you know what you know.  CONTINUE: List which behaviors and actions will you continue.
STOP		
START		
CONTINUE		
CHANGE		CHANGE: List which behaviors and actions will you change.
		Modified from American University Summer Institute on Education, Equity, & Justice

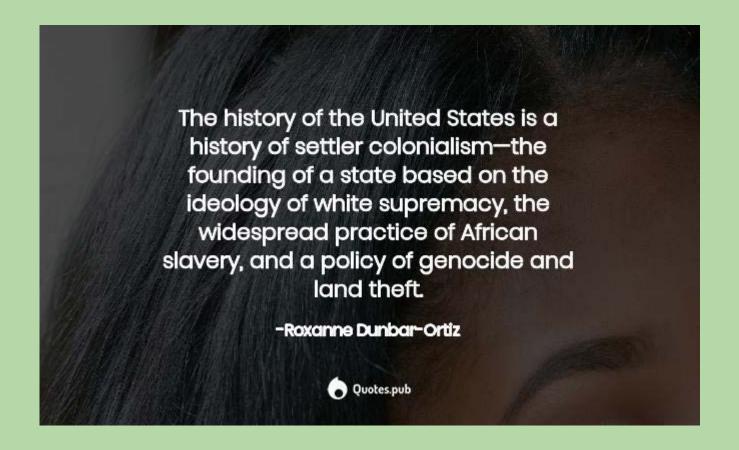
To achieve the goal, I need to:

Stop-Start-Continue-Change

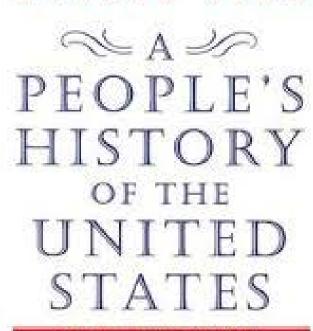
Antiracist Pedagogy, Practice and Policies

Personal Objective:





### howard zinn

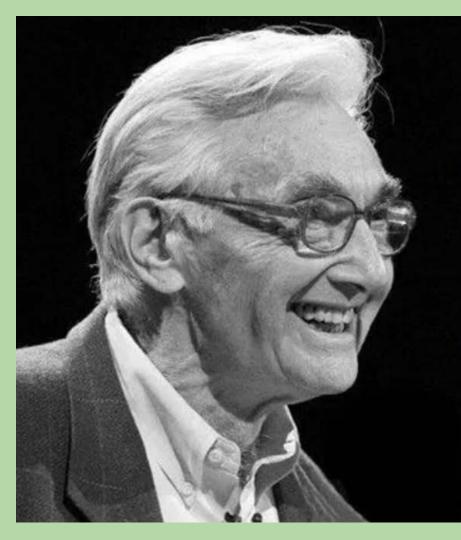


#### 1492-PRESENT

"Blatterians may well view it to a stop toward a coherent new version of American bistory." — Eric Fones, New York Town Book Seview







"History is important.

If you don't know history it is as if you were born yesterday.

And if you were born yesterday, anybody up there in a position of power can tell you anything" - Howard Zinn

### **Websites**

Common Sense Media: www.commonsense.org

Teaching Tolerance: www.tolerance.org

Embrace Race: www.embracerace.org

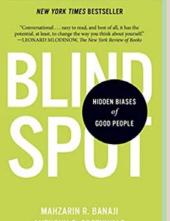
The Conscious Kid: https://www.theconsciouskid.org



NurtureShock: Chapter 3

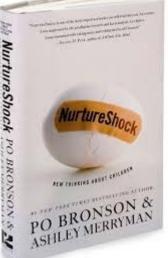
Why White Parents Don't Talk About Race



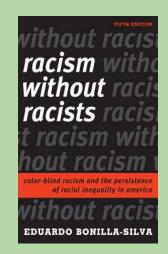




lieoma Oluo









FOREWORD BY TIH WISE

## Thank you

Tanynya Hekymara tanynya@oaksschool.org

Ted Hamory ted@oaksschool.org