Session 1: Understanding Anti-Chinese Racism in the US

[Date]
[Facilitator]
Introductions

Name

Age of child(ren)
Session Goals

1. Share our children’s experiences with racism
2. Reflect on how racial discrimination negatively impacts us and our children
3. Examine ways to reduce these negative effects
4. Commit to using some of these strategies
Agenda

1. Introduction and Guidelines
2. Discussion
3. Presentation
4. Feedback
Discussion Guidelines

1. Be fully present
2. Be honest and don’t be afraid to share
3. What is shared here stays here; what is learned here leaves here
How to Have Helpful Zoom Discussions

1. Mute until you want to speak
   a. Let other people finish first before you start talking
2. Cameras on if you can, especially during small groups
3. Use the chat whenever you want!
4. Answer poll questions that pop up
5. Let me know if there are technical issues
Discussion

1. What experiences with racism have you or your child(ren) have?
   a. What stories of discrimination have your children told you?

2. How did these experiences impact them?

3. How did you respond to these experiences?
Impact of Racism on Children

- Experiencing racism creates stress hormones that can affect a child’s physical and emotional health
  - Increases risk of asthma, brain and nerve damage, obesity, diabetes, heart disease
  - Higher rates of depression, anxiety, and behavior problems
  - More likely to feel isolated, withdraw, have lower self-esteem

(American Academy of Pediatrics, 2019)
The health impacts of racism in childhood are extremely long-lasting. 

- Dr. Monique Jindal
Impact of Racism on Families

➔ Family members’ experiences of racial discrimination can also negatively impact children’s social-emotional development

➔ Racist policies and systems contribute to bad health conditions that are passed down across generations

(American Academy of Pediatrics, 2019; Becares et al, 2015; Simon et al., 2002)
Racism can negatively impact our children and our relationships with them.

How might you as a parent reduce the potential negative effects?
What Parents Can Do

Help your child build a strong cultural identity early on

◆ Positive messages about their cultural history and values

(Barker, 2020)

This is a powerful buffer against experiences of racism

Kids who feel proud of their cultural identity are more likely to recognize bias and know that they do not deserve to be discriminated against.

Kids who have a strong sense of self and pride are less likely to be susceptible to peer influence.

- Erica Lee (Psychologist)
Chat/Unmute

How do you already support your children to develop a positive cultural identity? What else can you do?
What Parents Can Do

➔ Help your child build a strong cultural identity
➔ Talk to them about racial differences

(American Academy of Pediatrics, 2019; Becares et al, 2015; Simon et al., 2002)
For preschoolers: Children start to notice differences in people around them. If they comment on someone’s skin tone, say: “Isn’t it wonderful that we are all so different!” You can even hold your arm against theirs to show the differences in skin tones in your family.

For elementary-aged kids: Openly talk with your children about race, diversity, and racism. This will signal to your children that they can come to you with questions. Point out our stereotypes and bias in the media, like movies or the news.

If your child experiences racism:
1. Validate their feelings about the experience
2. Help them name the situation
3. Encourage them to express their feelings in a healthy way
4. Reinforce a positive message about their cultural identity
What Parents Can Do

➔ Help your child build a strong cultural identity
➔ Talk to them about racial differences
➔ Model to your children how they should respond to others who may be different from them
➔ Confront your own biases
➔ Provide them with language to talk about their experiences

(American Academy of Pediatrics, 2019; Becares et al, 2015; Simon et al., 2002)
Defining Racism

Marginalization or oppression of people based on their race.

Racism always privileges white people and pits people of color against each other.
Defining Racism

Marginalization or oppression of people based on their race.

Racism always privileges white people and pits people of color against each other.

Interpersonal racism: Individual treatment based on a person’s physical characteristics (skin color, hair type, facial features) which are often associated with stereotypes

Being denied/delayed service or resources because of your race

“Go back to where you came from” / “You have the virus”
Chat/Unmute

Developing our understanding of racism is as important as helping our children develop a positive cultural identity.

What are some ways you can do so after this session?
Next Meeting

Friday, October 30, 2020

6-8pm / Zoom
Session 2: Raising Children in a Diverse City

[Date]
[Facilitator]
Introductions

Name

Where did you grow up/spend your childhood?
What Parents Can Do

➔ Help your child build a strong cultural identity
➔ Talk to them about racial differences
➔ Model to your children how they should respond to others who may be different from them
➔ Confront your own biases
➔ Provide them with language to talk about their experiences

(American Academy of Pediatrics, 2019; Becares et al, 2015; Simon et al., 2002)
Session Goals

1. Broaden our understanding about diversity within the city of Chicago
2. Discuss ways to prepare our children for a diverse but unequal environment
3. Examine how to support diversity without contributing to inequality
Agenda

1. Community agreements
2. Case study discussion
3. Presentation
4. Feedback
Community Agreements

1. Be fully present
2. Practice vulnerability
3. What is shared here stays here; what is learned here leaves here
Case Study Discussion

1. Read the story on your own

2. Discuss
   a. What challenge(s) is this student experiencing?
   b. What support(s) does this student have?
   c. How does this student’s experience compare to your children’s experiences in schools?

3. Nominate a group member to share your group’s remarks
Why So Unequal?

Institutional/structural oppression over many generations is largely responsible for the unequal educational experiences of students in America.

Institutionalized/structural oppression: A combination of systems, institutions, and conditions that has mostly advantaged wealthy, white people and disadvantaged poor people and people of color, especially Black and Indigenous people.

- Genocide of native people
- Enslavement of Black Americans
- Detaining and separating Latin American families at the border
- School segregation
Chinese Americans & Educational Opportunities

- Earliest waves of Chinese immigrants experienced significant racial discrimination and violence
  - Denied citizenship, had to attend segregated schools and live in segregated communities, White immigrants intimidated and attacked members of the Chinese community and destroyed Chinese businesses

- Chinese immigrants in the early 19th century still were discriminated against even though they tended to be wealthier and more educated
Chinese Americans & Educational Opportunities

- More recent waves of Chinese Americans (those who are first- and second-generation now) arrived at a time where more opportunities were made available to them
  - These opportunities created pathways to prosperity for members of our community that other ethnic/racial groups did not necessarily have
  - These opportunities also did not only come from hard work, but also from organized actions between Chinese Americans and other racial and ethnic groups
Chinese Americans & Educational Opportunities

- The Civil Rights Movement dramatically reshaped the opportunities available to Chinese Americans
  - Fought for immigration policy reforms that opened the door for many new immigrants
    - Many of these new immigrants were wealthy or highly skilled and brought resources that helped their ethnic communities
  - Fought against work discrimination, which removed barriers to high-paying jobs for women and people of color
  - Fought against other forms of discrimination, like housing
  - Fought to desegregate schools so children of Chinese had more educational opportunities
Why So Unequal?

Sometimes racist institutions, systems, and policies will give limited advantages to other groups. This may be beneficial to some groups in the short-term, but doesn’t transform unjust conditions, which means that these groups may be discriminated against again later on. This can also force non-White groups to compete for what they believe to be scarce resources.
We assume that everyone benefits from the same supports.

Everyone gets the supports they need. (This is the rationale for “affirmative action.”)

No supports or accommodations are needed because the cause(s) of the inequity was addressed. The systemic barrier was removed.
Is Equality Enough?

All parents want the best for their kids. But some families have more barriers in the way. We can and should remove barriers for all of us - not just for a few of us.
Benefits of Diversity for Children

Your children will go to school with children from different backgrounds. They will work with and live next to people who are different from them. That’s a good thing.

- Improves cognitive skills/critical thinking
- Promotes creativity
- Prepares them for the workforce
- Encourages civic engagement
What Parents Can Do

Help them confront their biases

- Expose them to positive images of other racial groups
- Help them develop cross-group friendships
- Cultivate cross-group friendships yourself
- Talk explicitly about race and effects of racism
- Combat your own biases
Chat/Unmute

After learning this, what can you commit to trying to do this week?
Next Meeting

Friday, November 6, 2020

6-8pm / Zoom
Session 3: Coping with Immigration Stress and Trauma

[Date]
[Facilitator]
Please have a pen and paper to write with today.
Introductions

Name

Reason(s) for coming to the US
Review: What Parents Can Do

Help children confront their biases

- Expose them to positive images of other racial groups
- Help them develop cross-group friendships
- Cultivate cross-group friendships yourself
- Talk explicitly about race and effects of racism
- Combat your own biases
[Insert facilitator’s immigration journey visual]
Discuss (10 min)

Share your journey. Then discuss:

- What was difficult?
- What are you grateful for?
- What hopes do you have for your child(ren) here?
Discuss (5 min)

- What was similar or different about your experiences?
- What hopes for your children do you share?
Session Goals

1. Reflect on how immigrating to the US changed our lives and relationships with our children
2. Examine how stress from resettling here affects us
3. Identify ways to address stress that is better for us and our kids
Agenda

1. Immigration stories + discussion
2. Presentation
3. Case studies + discussion
4. Conclusion + feedback
Immigration Stress and Trauma

- We have likely experienced stress and trauma from leaving our countries and resettling to a new country

**Stress:** feeling of tension; it can come from any event/thought that makes you feel frustrated, angry, or nervous
- can come from something that happens once or over a short-term, or from a prolonged situation
- is experienced by everyone
- can affect physical and mental health if it is severe or builds up

**Trauma:** results from experiencing a deeply distressing event
- changes how we think, feel, and behave
- requires support and time to recover
<table>
<thead>
<tr>
<th>BEFORE</th>
<th>DURING</th>
<th>AFTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Hunger</td>
<td>- Physical, emotional, and financial stressors</td>
<td>- Substandard living conditions</td>
</tr>
<tr>
<td>- Violence</td>
<td>- Potentially traumatic events</td>
<td>- Difficulties communicating</td>
</tr>
<tr>
<td>- Extreme poverty</td>
<td>- Grief and loss</td>
<td>- Segmented ethnic traditions</td>
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<tr>
<td>- Political crisis</td>
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<td>- Finding work, housing</td>
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<tr>
<td>- Environmental crisis</td>
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<td>- Meeting basic needs</td>
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<td>- Isolation, building new networks</td>
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<td></td>
<td>- Changes in social position</td>
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<tr>
<td></td>
<td></td>
<td>- Immigration status</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Xenophobia</td>
</tr>
</tbody>
</table>

(Hoyos, 2017)
What has been the hardest part about moving to the US?
Impact of Parental Stress and Trauma on Children

- The combined stress and trauma can negatively impact us and our relationship to our children
  - Parents may neglect their children or fail to form healthy bonds with them
  - Maternal depression can negatively impact young children’s cognitive, emotional, and behavioral development

Intergenerational trauma; when children are affected by the trauma that their parents and other family members have experienced

Historical trauma: when children are affected by trauma experienced by members of their surrounding community (even when their own family was not directly affected)

(Park and Katsiaficas, 2019)
Impact of Parental Stress and Trauma on Children

- Not all young children who are exposed to secondary stress or trauma will experience negative effects
- Parents and guardians can intervene and reduce the impacts of stress and trauma on children
Acculturation and Stress

- Acculturative stress is common among Asian immigrants who come to the US as adults.
- It can negatively affect:
  - mental health of adults
  - socioemotional development and academic achievement of children

Acculturation: process of balancing own cultural traditions with mainstream American culture

Acculturative stress: stress or pressure on a family when trying to adapt to a new cultural environment

(Lu & Anh Do, 2018)
Assimilation is when an immigrant participates and adopts the mainstream culture while letting go of their cultural heritage.

Separation is when an immigrant practices their cultural heritage mostly without adopting the mainstream culture. This could be due to personal preference or because the person feels that mainstream society does not accept their background.

Marginalization is when an immigrant neither adopts the mainstream culture nor keeps their cultural heritage. This could be due to personal preference or because the person feels excluded by both cultural communities.

(Lu & Anh Do, 2018)
Children who adopt a bicultural (or integrated) identity tend to have

- higher self-esteem
- better relationships with peers
- better social awareness
- stronger bonds with their parents
- better mental health because they are less conflicted
- greater self-efficacy

(Iwamasa et al., 2013; Lu & Anh Do, 2018)
Tips for Parents

- Be aware of generational and cultural differences
- Explain what you believe is important but also listen to what they think is important
- Acknowledge their efforts to do or learn about cultural traditions, history, or language
- Acknowledge their help with language translation
- Be willing to try different parenting techniques

(Iwamasa et al., 2013; Lu & Anh Do, 2018)
Case Study Discussion

1. Read the story on your own
2. Discuss
   a. What stressor is the family experiencing?
   b. How is the child impacted? How is the parent impacted?
   c. How might the parent respond to their child differently?
3. Nominate a group member to share your group’s comments
Tips for Parents

- Be aware of generational and cultural differences
- Explain what you believe is important but also listen to what they think is important
- Acknowledge their efforts to practice or learn about cultural traditions, history, or language
- Acknowledge their help with language translation
- Be willing to try different parenting techniques

(Iwamasa et al., 2013; Lu & Anh Do, 2018)
What’s Next?
Thank you!
Session 4: Undoing Racial Stereotypes - Part I

[Date]
[Facilitator]
Session Goals

1. Be more conscientious of stereotypes that we hold and that others may hold about us
2. Recognize the harm associated with stereotypes
3. Actively work to counter biases we may have
Expectations

1. Mute until you want to speak
   a. Let other people finish first before you start talking
2. Cameras on if you can, especially during small groups
3. Use the chat whenever you want!
4. Answer poll questions that pop up
5. Let me know if there are technical issues
Introductions

Name

A change to how you interact with your children based on our last sessions

OR

One hope you have for your relationship with your child this year
You’re the Boss: Who will you hire?

Please write the following names on a piece of paper:

<table>
<thead>
<tr>
<th>Ali</th>
<th>Patrick</th>
<th>Jamie</th>
<th>David</th>
<th>Adriana</th>
<th>Hannah</th>
<th>Delroy</th>
</tr>
</thead>
</table>

Cross out one so you have six remaining.
You’re the Boss: Who will you hire?

Cross out one so you have five remaining.

<table>
<thead>
<tr>
<th>Ali Abdul</th>
<th>Patrick Murphy</th>
<th>Jamie Rodriguez</th>
<th>David Campbell</th>
<th>Adriana Carboni</th>
<th>Hannah Li</th>
<th>Delroy Jackson</th>
</tr>
</thead>
</table>

You’re the Boss: Who will you hire?

Cross out one so you have four remaining.

<table>
<thead>
<tr>
<th>Ali Abdul</th>
<th>Patrick Murphy</th>
<th>Jamie Rodriguez</th>
<th>David Campbell</th>
<th>Adriana Carboni</th>
<th>Hannah Li</th>
<th>Delroy Jackson</th>
</tr>
</thead>
</table>
You’re the Boss: Who will you hire?

Cross out one so you have three remaining.

Ali Abdul  Patrick Murphy  Jamie Rodriguez  David Campbell  Adriana Carboni  Hannah Li  Delroy Jackson

- Heterosexual
- Gay
- Lesbian
- Heterosexual
- Heterosexual
- Heterosexual
- Heterosexual
You’re the Boss: Who will you hire?

Cross out one so you have two remaining.

<table>
<thead>
<tr>
<th>Ali Abdul</th>
<th>Patrick Murphy</th>
<th>Jamie Rodriguez</th>
<th>David Campbell</th>
<th>Adriana Carboni</th>
<th>Hannah Li</th>
<th>Delroy Jackson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physically fit but wears glasses</td>
<td>Physically and mentally fit</td>
<td>Physically and mentally fit</td>
<td>Physically disabled, mentally fit</td>
<td>Physically and mentally fit</td>
<td>Pregnant, physically and mentally fit</td>
<td>Physically fit but suffers anxiety</td>
</tr>
</tbody>
</table>
You’re the Boss: Who will you hire?

Cross out one so you have one remaining.

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ali Abdul</td>
<td>Ex-Army</td>
</tr>
<tr>
<td>Patrick Murphy</td>
<td>Entrepreneur/business man</td>
</tr>
<tr>
<td>Jamie Rodriguez</td>
<td>Firewoman</td>
</tr>
<tr>
<td>David Campbell</td>
<td>Doctor of Engineering</td>
</tr>
<tr>
<td>Adriana Carboni</td>
<td>Engineer and project manager</td>
</tr>
<tr>
<td>Hannah Li</td>
<td>Information technology specialist</td>
</tr>
<tr>
<td>Delroy Jackson</td>
<td>Engineer graduate</td>
</tr>
</tbody>
</table>
Who did you hire?

1. How did your hiring choice change as the slides progressed? What influenced your decisions each round?
Who did you hire?

1. How did your hiring choice change as the slides progressed?
2. Do you think people often judge people like us in our everyday life?
Who did you hire?

1. How did your hiring choice change as the slides progressed?
2. Do you think people often judge people like us in our everyday life?
3. What could be the consequences of pre-judging people with little information about them?
Stereotypes

**Stereotypes**: believing all people of a certain group are the same when they are not; judging someone without knowing them, on the basis of what they look like or what group they belong to. (Ex: Girls are better at cooking than boys. Boys are messy. Young people who wear hoodies are thugs. All black people are good dancers.)

(Equality and Human Rights Commission)
What is your reaction to this?
Does this seem better?

(Equality and Human Rights Commission)
Billy Elliot was a boy who had a passion and gift for ballet, but he was forbidden to practice because it was for ‘girls’. He pursued his passion and became a successful ballerina, dancing in Swan Lake.

(Equality and Human Rights Commission)
This is an example of a **gender stereotype**, or a belief about a gender that isn’t true. Today, we are mostly going to talk about **racial stereotypes**, or beliefs we have about people based on their race.

Stereotypes are sometimes based on traditional ideas (e.g., women should stay home and not work) or false ideas about groups of people that were repeated until people thought they were true.
Stereotypes about Chinese/Asian People

Perpetual foreigners:

- “other” regardless of where they were born, how long they’ve lived in the US, their contributions, or assimilation to American culture

Chinese people aren’t American, don’t belong here, are uncivilized
Stereotypes about Chinese/Asian People

Yellow Peril:

- an enemy within the US
- a danger to White culture and society
- a threat to public health

Chinese people are dirty, diseased
Spit On, Yelled At, Attacked: Chinese-Americans Fear for Their Safety

As bigots blame them for the coronavirus and President Trump labels it the "Chinese virus," many Chinese-Americans say they are terrified of what could come next.

‘Do you have the corona?’: Asians in Chicago worry about damage done after Trump repeatedly called COVID-19 the ‘Chinese virus’

Stabbing of Asian-American 2-Year-Old and Her Family Was a Virus-Fueled Hate Crime: Feds

Brooklyn woman burned outside home in possible acid attack

A Brooklyn woman suffered severe burns across her body when someone sneaked up
Stereotypes about Chinese/Asian People

Model minority:

- successful, especially compared to other minority groups, but still inferior to White people;
- do not experience racism or encounter barriers to success

“You must be good at math”

Asian people do just fine, they don’t need help
Chat/Unmute

Have you or your children ever experienced these stereotypes?

What happened?

How did it impact you or your child?
Stereotypes about Black People

- Dangerous
- Uneducated
- Lazy, rely on handouts/take advantage of social services
- Loud
Stereotypes about Latinx People

- Criminals
- “Illegals”
- Foreigners
- Threats
- Undeserving
How do Stereotypes Impact Children?

- Contribute to unfair treatment, discrimination, marginalization, and even violence
- Lead to children being overlooked for help and opportunities
- Influence policies and distribution of resources that affect generations
Case Study Discussion

1. Read the story on your own

2. Discuss
   a. What stereotypes are being perpetuated?
   b. What impact might this stereotype have on the child?
   c. How should the parent support their child in this instance?

3. Nominate a group member to share your group’s remarks
Key Takeaways

- Stereotypes and prejudice can cause harm to children
  - Stereotypes are beliefs that all people of a certain group are the same when they are not
  - Prejudice is judging someone based on how they look before getting to know them

- Asian people experience different stereotypes from Black and Latinx people, but all stereotypes still contribute to mistreatment, exclusion, and sometimes violence
Next Meeting

[Date]

[Time]
Homework

Please watch this YouTube video and answer the questions on this document.
Session 5: Undoing Racial Stereotypes - Part 2

[Date]
[Facilitator]
Introductions

Name

One takeaway/question from the homework
Session Goals

1. Be more conscientious of stereotypes that we hold and that others may hold about us
2. Recognize the harm associated with stereotypes
3. Actively work to counter biases we may have
Chat/Unmute

- When have you seen a Chinese person say or do something that looks like these stereotypes?

Model Minority: successful compared to other minorities, but not as good as White people; no barriers

Perpetual Foreigner: foreigner no matter where you were born/how long you’ve been here; don’t belong here

Yellow Peril: a danger to the country and White culture; dirty/diseased
Chat/Unmute

- When have you seen a Chinese person say or do something that looks like these stereotypes?
- Do you think Chinese people believe in these stereotypes?

Model Minority: successful compared to other minorities, but not as good as White people; no barriers

Perpetual Foreigner: foreigner no matter where you were born/how long you’ve been here; don’t belong here

Yellow Peril: a danger to the country and White culture; dirty/diseased
Chat/Unmute

- When have you seen a Chinese person say or do something that looks like these stereotypes?
- Do you think Chinese people believe in these stereotypes?
- Are there other stereotypes you feel like Chinese people encounter?

**Model Minority:** successful compared to other minorities, but not as good as White people; no barriers

**Perpetual Foreigner:** foreigner no matter where you were born/how long you’ve been here; don’t belong here

**Yellow Peril:** a danger to the country and White culture; dirty/diseased
Chat/Unmute

- When have you seen a Chinese person say or do something that looks like these stereotypes?
- Do you think Chinese people believe in these stereotypes?
- Are there other stereotypes you feel like Chinese people encounter?
- What can we as individuals and as a community do about these stereotypes?

Model Minority: successful compared to other minorities, but not as good as White people; no barriers

Perpetual Foreigner: foreigner no matter where you were born/how long you’ve been here; don’t belong here

Yellow Peril: a danger to the country and White culture; dirty/diseased
Stereotypes Influence Children Early On

● Gender and race stereotypes affect children very early on
  ○ By age three, white children believe that Black faces are angrier than white faces
  ○ By age six, girls are less likely than boys to think of their own gender as “really, really smart” and are less likely to choose activities for “really, really smart” children
Stereotypes Influence Children Early On

- Stereotypes stick with children and suggest that we can tell what someone is like just by what we assume is their gender/ethnicity
- Stereotypes are problematic even if the children do not understand them
  - Ex: If a child overhears, “Muslims are terrorists,” it can still impact them even if they don’t know what “Muslim” or “terrorist” means. It leads them to assume that it is possible to make assumptions about someone solely by knowing if they are Muslim or not.
What Parents Can Do

Help them confront their biases

- Expose them to positive images of other racial groups
- Help them develop cross-group friendships
- Cultivate cross-group friendships yourself
- Talk explicitly about race and effects of racism
- Combat your own biases
Countering Stereotypes

- What parents *think* they should do:
  - Stop saying stereotypical things like:
    - Boys are better at sports
    - Girls should take care of the family
  - And instead, promote positive/neutral messages like:
    - Girls can be great athletes
    - Boys can do household chores
Countering Stereotypes

- What parents **should** actually do to prevent the development of stereotypes in children

<table>
<thead>
<tr>
<th>Rather than generalize</th>
<th>Use specific language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanics live in Pilsen</td>
<td>Her family is Hispanic and lives in Pilsen</td>
</tr>
<tr>
<td>Asians are good at math</td>
<td>Those students are good at math</td>
</tr>
</tbody>
</table>
Countering Stereotypes

- What parents **should** do to prevent the development of stereotypes in children
  - Get them to think in terms of individuals instead of groups

**Child:** Black people are good at sports.

**Parent:** Who are you thinking of? Who did you see play?

**Child:** We watched basketball games with Jimmy’s older brother. He said LeBron James and Stephen Curry are the best players.
Countering Stereotypes

- Present positive, counter-stereotypical images of people from their own and other racial and ethnic groups through stories, books, films
Preparing Children to Respond to Stereotypes

● Speak up against bigotry yourself - your children look up to you and take note about how you respond
  ○ “That offends me”
  ○ “I don’t find that funny”
  ○ “That is harmful”

● Challenge bias when appropriate
  ○ “Why would you say something like that?”
  ○ “What do you mean by that?”
  ○ “What point are you trying to make by that?”
  ○ “Why would that be harmful to other people?”
Case Study Discussion

1. Read the story on your own
2. Discuss
   a. What stereotypes are being perpetuated?
   b. What impact might this stereotype have on the child?
   c. How should the parent support their child in this instance? What should they say?
3. Nominate a group member to share your group’s remarks
Key Takeaways

- Instead of making general claims about groups, parents should use specific language
- Have children name who they are thinking of and discuss whatever specific incident they have in mind
- Present positive, counter-stereotypical images of people from their own and other racial and ethnic groups
What’s Next?
Thank you!