

# Kids on Race

## Resources

- [Kids on Race](#) (4:17)
- [Kids on Race \(Lesson Slideshow\)](#)

## Identities & Themes

- Identity affirmation
- Standing up for self/others
- School success
- Racial bias/racism
- Bias, prejudice, and stereotypes
- Privilege
- Black/African American
- Latinx/o/a and/or Hispanic
- Asian American and Pacific Islander
- Bi/Multiracial identity

## Summary of Resource

A racially diverse group of middle schoolers talk about race and what it's like to grow up experiencing racial bias and racism.

## Before You Teach

A couple of the kids in the video talk about policing in the U.S.. This is a sensitive topic to discuss. For Black/African American students, watch for signs they may need additional support or checking in, as talking about police violence can be triggering for some students. Remember to be responsive, and do not allow racist comments to go unchecked.

This is a good lesson to connect stereotypes with microaggressions, as some of the students in the videos give clear examples of microaggressions they've experienced.

## Vocabulary

**Bias** - A bias is the tendency to prefer one group over another or to assign a positive value to one group and a negative value to another group. Biases are formed through complex messages and experiences and are most often habitual and unconscious. People tend to enact their biases without a rational determination of whether the preference is based on accurate information. Bias can be positive, negative, or neutral—the defining feature is that a bias is not consciously evaluated or tested against reality by the bias holder.

**Implicit bias** (also referred to as Unconscious Bias) - Unconscious thoughts, feelings, or attitudes about another group based on stereotypes. We all have conscious (explicit) and unconscious (implicit) biases. Implicit bias is when we associate stereotypes with others without realizing it, which can have a negative impact on how we view others and our interactions with them.

**Prejudice** - Prejudice is a preconceived opinion, often negative, about a particular group, which is not based on reason or experience. It is a preconceived judgment toward a person because of their age, race, ethnicity, gender, sexual orientation, ability, socioeconomic status, education level, religion, or other personal or social identity.

**Stereotype** - A stereotype is an oversimplified generalization about a group of people based on a particular characteristic or attribute of the group. It is a belief that individuals belonging to a particular group will think, say, or act the same way. Though stereotypes can be both positive and negative, all stereotypes can have harmful effects on the individuals who are being stereotyped. ([“The Negative In Positive Stereotypes”](#))

**Microaggression:** “The everyday slights, indignities, put-downs, and insults that people of color, women, LGBT populations, or those who are marginalized, experience in their day to day interactions with people. Microaggressions often times appear to be a compliment but contain a metacommunication or a hidden insult to the target groups in which it is delivered. People who engage in microaggressions are ordinary folks who experience themselves as good, moral, decent individuals. Microaggressions occur because they are outside the level of conscious awareness of the perpetrator.” (Derald Wing Sue, [Microaggressions in Everyday Life](#))

[Microaggressions in Everyday Life](#) - In this brief (4:51) video, Columbia University Professor Derald Wing Sue explains what a microaggression is and gives examples of what they are and what they mean.

## Teacher Reflection Questions

- Growing up, when did someone make fun of something from your culture or the way your family does something? How did you feel when that happened?
- How can you ensure that you notice and respond appropriately to your own racial biases?
- Consider the racial identities of your students. Which stereotypes should you watch out for, so they are not perpetuated in your class?

## Materials Needed for Lesson

- [Kids on Race \(Lesson Slideshow\)](#)
- Ability to project video and slideshow
- Journal or notebook

## Process of Implementing

- Project the [Kids on Race \(Lesson Slideshow\)](#).
- Introduce the lesson and vocabulary.
- Show the video.
- After watching the video, give students time to complete a written reflection to at least one of the journal prompts.
- Lead students through the discussion questions.

## Journal Prompts

- One girl talked about sharing about Venezuelan foods at school and being made fun of. When has someone made fun of something from your culture or the way your family does something? How did it make you feel?
- Tell about a time when you made an assumption about a person's identity based on a stereotype. When did you realize you made the assumption? How can you work to change that bias?

## Discussion Questions

\*Essential questions are in bold.

- Share one of your journal responses.
- What are the different ways the kids in the video have been stereotyped?
- **What microaggressions have the kids in the video experienced that connect to bias, prejudice, and stereotypes?**
- **Sometimes we make assumptions about a person's identity or react to something a person shares about their identity in a way that is hurtful. How can you better recognize if/when you or someone else has done this? What can you do to help the person who's been hurt to feel better?**
- **A couple of kids talk about feeling guilty or bad about having privilege. When have you felt bad about a privilege you have that some others don't? How did you act/what did you do?**
- One kid in the video talks about how he would change who would be picked to be police. What ideas do you have for how to change policing?

## Condition for Belonging: Respect

### ABE Connection

#### **Respect Across Differences**

##### **You as an adult learner will:**

- Examine assumptions, fears, and misconceptions about what you have learned about human diversity.
- Examine your own reactions and responsiveness to human differences.
- Promote each child's comfortable, empathetic interaction with people from diverse backgrounds.

##### **Students will:**

- Use accurate, respectful language in discussing human differences.
- Learn about how they are different from other students and how they are similar.

#### **Notice, Name, and Reject Bias**

##### **You as an adult learner will:**

- Identify how you have been advantaged or disadvantaged by the "isms" (racism, sexism, classism, ableism, heterosexism, etc.) and the stereotypes or prejudices you have absorbed about yourself or others.
- Foster each child's capacity to critically identify bias.
- Nurture each child's empathy for the hurt bias causes.

##### **Students will:**

- Increasingly recognize unfairness (injustice) and understand that unfairness hurts.
- Have the language to notice, name, and reject bias, prejudice, and stereotypes.

\*Language borrowed and adapted from Derman-Sparks et al. *Anti-Bias Education for Young Children and Ourselves*. National Association for the Education of Young Children, 2020.

### SEL Connection

#### **Self-Awareness**

- Identify feelings & needs
- Perspective-taking
- Listening & communication skills
- Strengths in self, community, & culture
- Relationship between feelings, thoughts, behaviors, & judgements/bias

#### **Social Awareness**

##### Demonstrate & practice:

- Empathy & understanding
- Awareness of strengths in self & others
- Reflective listening
- Recognizing family, school, community resources & cultural competence

#### **Responsible Decision-Making**

##### Demonstrate & practice:

- Considering the well-being of self & others
- Recognizing one's responsibility to behave ethically
- Basing decisions on safety, social, & ethical considerations
- Evaluating realistic consequences of various actions
- Making constructive, safe choices about self & relationships