

HenryJTurner.com

# The Educator Who is Committed to Equity

Twitter: @turnerhj  
Instagram: @turner\_hj

<https://bit.ly/Plymouth105>



# Introductions

# Objectives

- Walk away with a firmly calibrated understanding of the definitions of race, racism, privilege, intersectionality and others;
- Describe whiteness and the role the culture plays to uphold systemic racism;
- Participate in Racial Identity Development
- Develop an Action Plan

# Norms

Speak your Truth

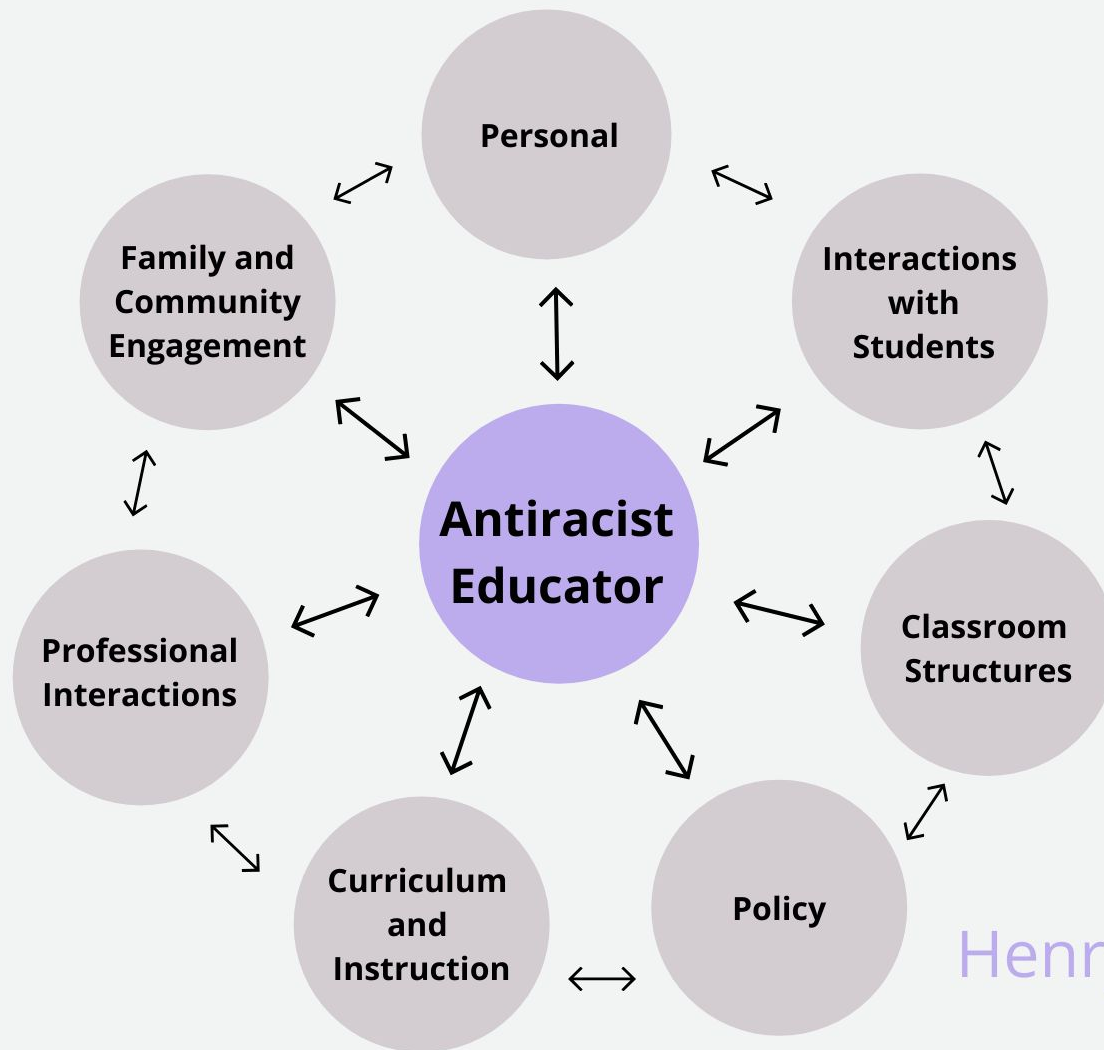
Stay engaged

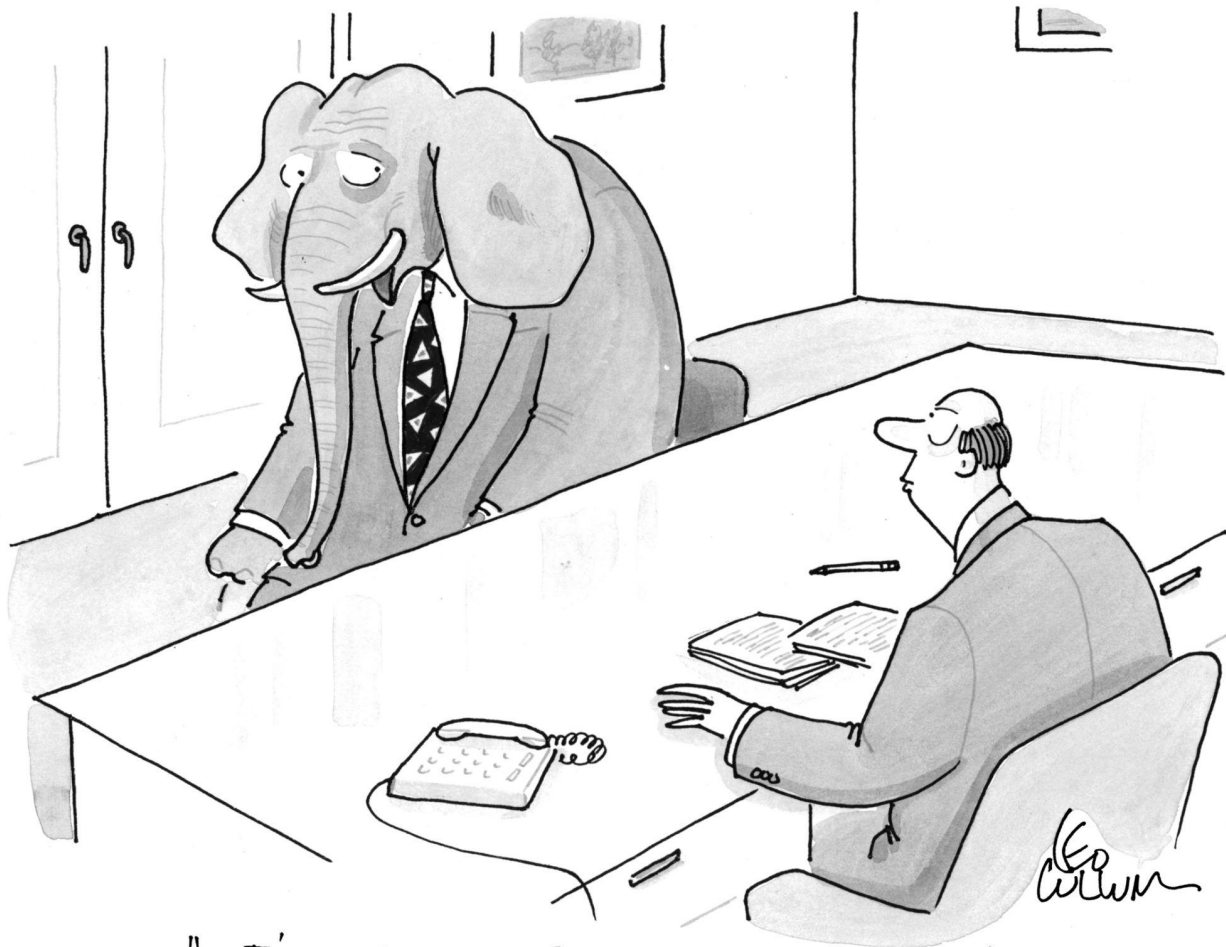
Get Comfortably Uncomfortable

Active and Empathetic Listening

Stay Present

There is no perfect





" I'M A BIG, BIG PROBLEM. AREN'T I ? "

Activity #1: What's in a name?

Henry Jamal Turner

# Terms and Definitions

**Race**--The racial categories included in the census questionnaire generally reflect a social definition of race recognized in this country and not an attempt to define race biologically, anthropologically, or genetically. ([U.S. Census Bureau](#))

**Racism**--A system of advantage based on race ([Wellman, 1977](#)) “Racism is a marriage of racist policies and racist ideas that produces racial inequities.” ([Kendi, 2019](#))

**Intersectionality**-- “a lens through which you can see where power comes and collides, where it interlocks and intersects. It’s not simply that there’s a race problem here, a gender problem here, and a class or LBGTQ problem there. Many times that framework erases what happens to people who are subject to all of these things”. ([Crenshaw, 2020](#))



# Legacy of Racism?



**White Privilege**--having greater access to power and resources than people of color [in the same situation] do ([Kendall, 2002](#))

# White Privilege



**Implicit Bias**--the beliefs and the feelings we have about social groups that can influence our decision making and our actions, even when we're not aware of it. (Jennifer Eberhardt)

We have to talk about  
race in order to move  
past race.

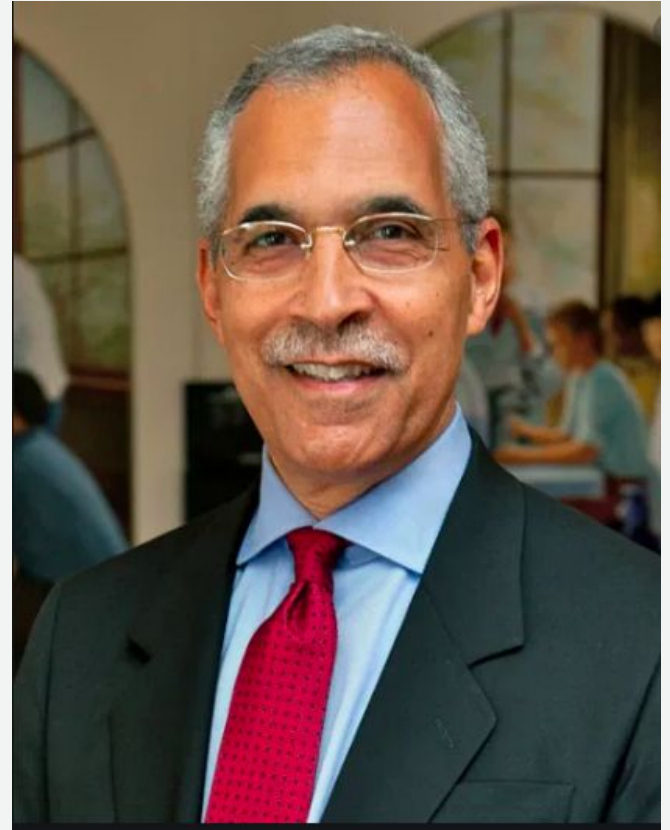


## **whistling vivaldi**

how stereotypes affect us  
and what we can do


CLAUDE M. STEELE

"This is an intellectual odyssey of the first order—a true tour de force."  
—WILLIAM G. BOWEN



“Stereotype threat, then, is one way our national history seeps into our daily lives. That history leaves us with stereotypes about groups in our society that can be used to judge us as individuals when we’re in situations where those stereotypes apply—in the seat next to a black person on an airplane or interacting with minority students, for example. The white person in that situation will not want to be seen in terms of the stereotype of whites as racially insensitive. And the black person, for his or her part, will not want to be seen in terms of the stereotypes about blacks as aggressive, or as too easily seeing prejudice, and so on. Fighting off these possible perceptions on a long airline flight—or more famously, perhaps, in a school cafeteria—could be more than either party wants to take on. They just want to have lunch or get to Cleveland. Avoidance becomes the simplest solution.”

— Claude M. Steele, [Whistling Vivaldi: And Other Clues to How Stereotypes Affect Us](#)



# Recognizing White Culture



Whiteness--What is  
typically called  
“normal”

Activity: 4

# The Whiteness Project

“The advantages of being white outweigh the disadvantages.”

Sadie, 15



What stood out to  
you?

# The Whiteness Project

“The advantages of being white outweigh the disadvantages.”

Sadie, 15



What stood out to  
you?

“Until you can recognize that you are living a racialized life and you’re having racialized experiences every moment of every day, you can’t actually engage people of other races around the idea of justice,”

-- [Whitney Dow, \*Whiteness Project\*](#)

Racial Identity Development -- What would it take to help your school grow in their racial identity development in your class?

# Stages of Racial Identity Development

By yourself--

1. Study the stages of your own racial identity.
2. Identify the stage where you think you are in your racial identity.
3. Answer the following questions
  - a. Why do you think you are at that stage?
  - b. What helped you to move up from the previous stage?
  - c. What would it take to get to the next stage?
4. Study the stages of the other racial identity



# Stages of Racial Identity Development

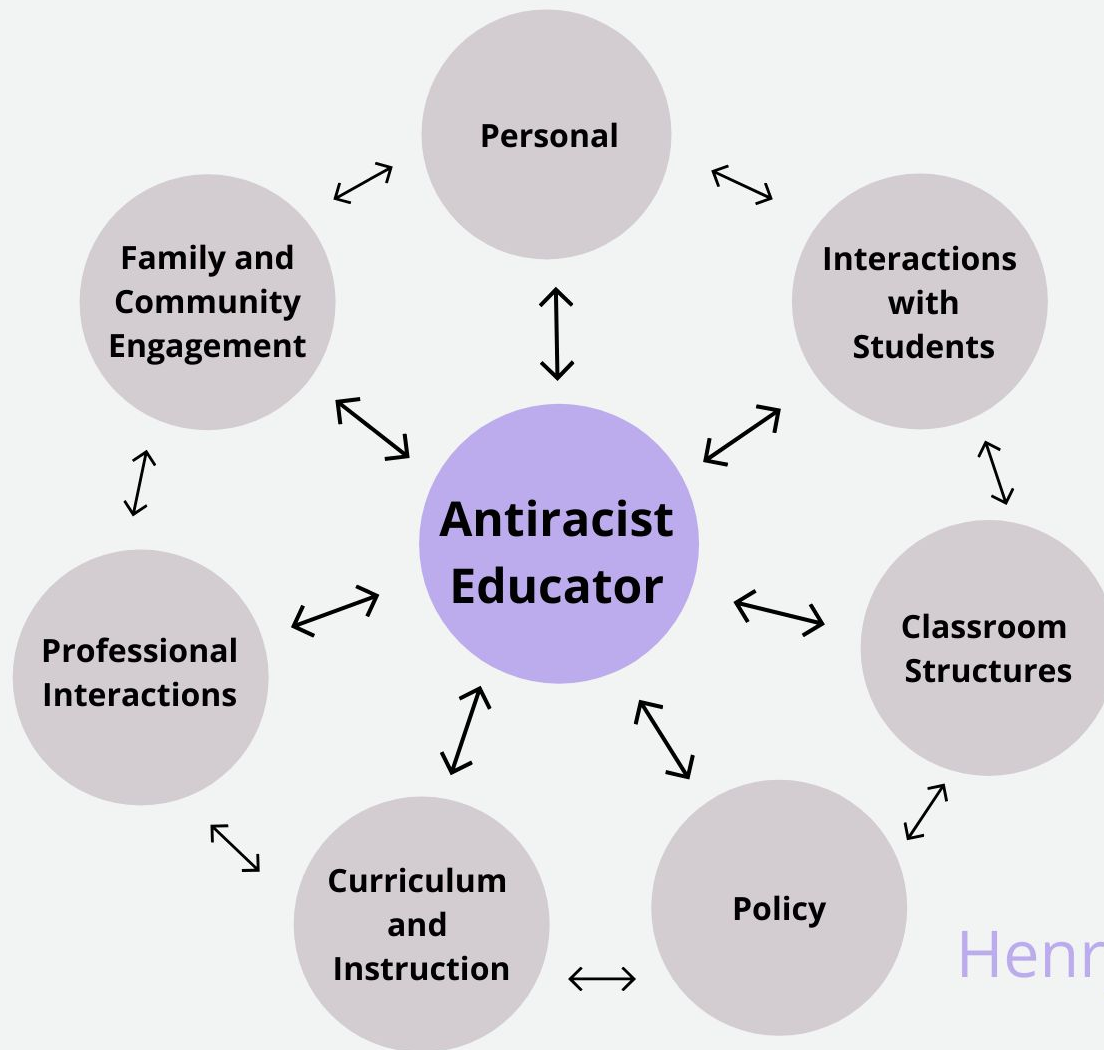
## Small Group Discussion Questions--

1. What did you notice about your racial identity?
2. What are you struggling with?
3. Generally speaking what stage would you place most of your students of color?
4. Generally speaking what stage would you place most of your white students?

# Stages of Racial Identity Development

Large Group Discussion--

1. What are you noticing?
2. What would it take to help our students grow in their racial identity development in your school?



What actions can you  
take within these  
themes?

Help me Help you. 2 Minute  
Survey

[bit.ly/HJTEquity](https://bit.ly/HJTEquity)

HenryJTurner.com

# The Educator Who is Committed to Equity

Twitter: @turnerhj  
Instagram: @turner\_hj

<https://bit.ly/Plymouth105>