

# **FRGJ**

## *“How to Raise Anti-Racist Children”*

### Discussion Questions

October 16<sup>th</sup>

1. Hawthorne recounts an incident about her black child being told to "shut up" in class while talking to his white best friend, Noah. As an example, every day normalized & systemic racial inequities that black students face, mainly when his best friend was not told to "shut up."
2. Why do you think it was easier for the teacher to admonish Hawthorne's son Kobe and not his friend?
3. What messages do you think were received by Kobe & his friend about bias and fairness from the teacher's example?
4. Hawthorne suggests that critical race theory can help analyze how racial bias is baked into policies, laws and legal structures that govern some institutions.
5. How do you think those policies and structures may have pre-condition and influenced the teacher's response to Kobe?
6. Hawthorne suggests that white supremacy can sometimes be viewed as an intellectual & abstract concept as opposed to having real-life & honest in the moment consequences.
7. What is your biggest fear and frustration in talking about white supremacy and anti-racism?
8. How have you seen white supremacy be viewed as just an intellectual & abstract concept?
9. How have you seen white supremacy have real-life and in the moment consequences?
10. How would you describe the tension between wanting to appear to others as not racially motivated and feeling that phrases like racism, anti-racism, and white supremacy are overused and cause more harm than good?
11. Hawthorne suggests that anti-racism needs to begin in the home by naming normalized patterns, attitudes & stereotypes and being committed to disrupting those patterns regardless of difficulty & the loss of comfort.
12. What racial attitudes & patterns have you reproduced in your home that we initially learned in childhood?