

Unit Overview and Exploring Racial Anxiety

Overview of materials included in this session: Consider printing handouts and articles to include in a folder for participants to easily access during the session.

Session articles:

- [Racial Anxiety Can Perpetuate Racial Inequalities](#) (Psychology Today, 2017; Accessed November 10, 2018)
- [The Science of Equality, Volume 1: Addressing Implicit Bias, Racial Anxiety and Stereotype Threat in Education and Health Care](#) (Perception Institute, 2014; Accessed November 10, 2018) (pg. 49-51)

Session website links:

- N/A

Session videos:

- [Tools for Teachers: Strategies for Addressing Racial Dynamics in the Classroom \(NCSD Webinar\)](#) (PRRAC, 2014; Accessed November 10, 2018) (Watch from 23:39-33:45 = 10 min)
- [Our Stories: Dr Quincey Daniels](#) (Wisconsin DPI, 2015; Accessed November 10, 2018) (5 min)

Session handouts:

- [PP Presentation with Space for Notes](#)
- [Handout 1](#)
- [Handout 2](#)
- [Journal Pages](#)

To print all handouts and journal pages as one packet, click [here](#). (Note: The PP Presentation will need to be printed separately).

*Activate prior learning with [Handout 2](#) from previous session.

Coaching Connections:

[Racial Anxiety Reflection Questions](#): This set of reflection questions is captured from Slides 3 and 6 of this session. It may be helpful to return to some of these questions once educators have had the opportunity to return to their classrooms and engage with families and the community.

Course Content (Module 1 Unit 4, Slides 1-7)

Facilitator's Guide (Total Time: ~ 1 hour, 15 min)

Activate Prior Learning (No Slide)

Activate prior knowledge from Unit 3 by inviting participants to review the session reflection from the previous session: Color Blindness. ([Handout 2](#) from Unit 3, Session 3). (2-3 min)

Journal Reflection (No Slide)

Journal Reflection (3 min)
Invite participants to reflect on how they incorporated their learning from the previous session into their work. Participants may do so in a journal, on the [Journal Pages](#) handout for this session, or in the eCourse notebook if they are accessing the course online. Invite participants to share responses in pairs or as a small group.

Slide 1: Unit 4 Overview

Slide 1: Share Unit 4 focuses on how family and community engage. (5 min)

UNDERSTANDING RACE IN EDUCATION

Unit 4
1/17

Unit 4 Overview:
Family and Community Engagement: Exploring Racial Anxiety, Deficit-Oriented Thinking, and Assets-Based Engagement

In this unit, we focus on family and community engagement. We will explore two concepts that research has shown might affect our relationships with families and communities. We focus on learning about racial anxiety (the discomfort people feel in anticipation of or during interracial interactions), reducing racial anxiety to connect with racially and culturally diverse families and communities, and beginning (or continuing) to move our family and community engagement from deficit-oriented to assets-based.



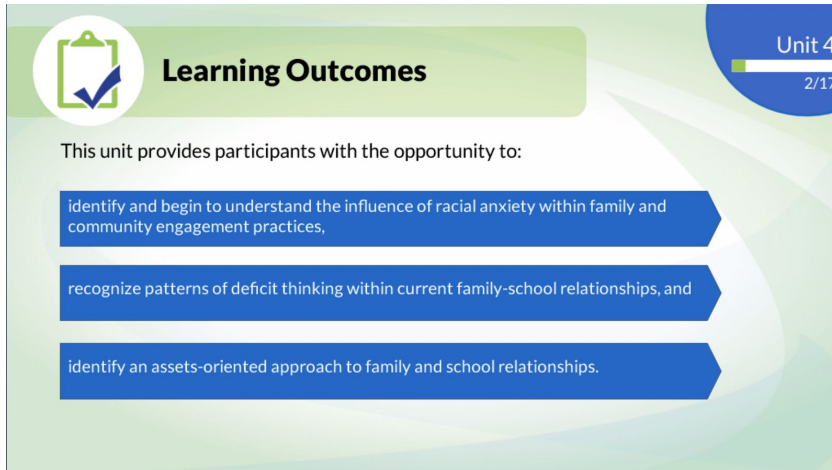
Recommended time for overview: 10-15 minutes to complete.

Share the information on Slide 1 and explain today's session will specifically focus on exploring racial anxiety.

Consider gauging current understanding of racial anxiety by asking participants to think-pair-share: "How would you define racial anxiety?"

Then, consider gauging current understanding of deficit-oriented thinking and assets-based engagement by asking participants to think-pair-share: "What is *deficit-oriented thinking*? What is *assets-based engagement*?"

Slide 2: Learning Outcomes



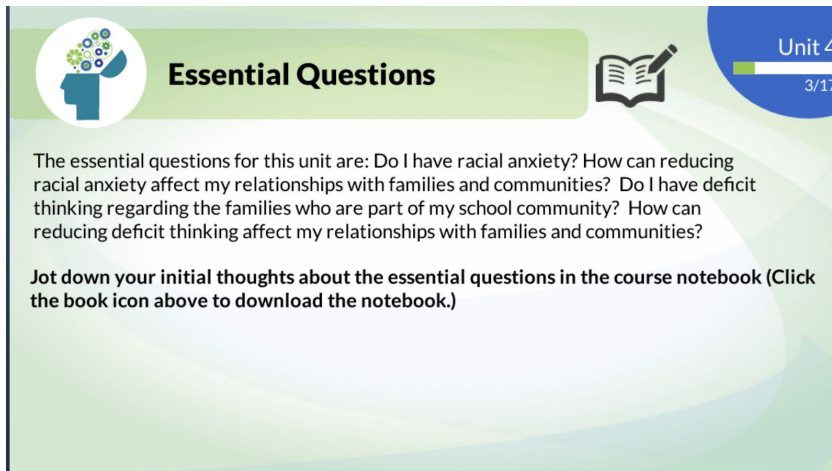
Unit 4
2/17

Learning Outcomes

This unit provides participants with the opportunity to:

- identify and begin to understand the influence of racial anxiety within family and community engagement practices,
- recognize patterns of deficit thinking within current family-school relationships, and
- identify an assets-oriented approach to family and school relationships.

Slide 3: Essential Questions



Unit 4
3/17

Essential Questions

The essential questions for this unit are: Do I have racial anxiety? How can reducing racial anxiety affect my relationships with families and communities? Do I have deficit thinking regarding the families who are part of my school community? How can reducing deficit thinking affect my relationships with families and communities?

Jot down your initial thoughts about the essential questions in the course notebook (Click the book icon above to download the notebook.)

Slide 2: Invite participants to read the first learning outcome on Slide 2. Share that the second and third outcomes will be the focus of a future session. (1 min)

Slide 3: Share the first two essential questions of this unit and explain the third and fourth essential questions will be the focus of the upcoming session. (3 min)

- Do I have racial anxiety?
- How can reducing racial anxiety affect my relationships with families and communities?

Invite participants to jot down their initial thoughts in a journal, on the [Journal Pages](#) handout for this session, or in the eCourse notebook if they are accessing the course online.

Slide between 3 and 4: Intro Slide: Racial Anxiety



Racial Anxiety

We can apply our learning from Unit 3 related to implicit racial biases as we reflect on our relationships with families and communities. In this unit, we are going to explore a separate, but related, concept that applies to our relationships with students, families, and communities: racial anxiety.

Slide 4: Racial Anxiety



Racial Anxiety

Unit 4

4/17

Racial anxiety refers to the heightened levels of measured stress hormones and physical symptoms of anxiety that automatically kick in when we consciously or *unconsciously* view as a threat our interactions with people of other races. White people often worry that they will be perceived as racist when they talk about race or when they interact with people of different races. During interracial conversations, people of color often experience concern that they will be stereotyped or discriminated against.

In this blog published by the Society for the Psychological Study of Social Issues, Linda R. Tropp and Rachel D. Godsil describe racial anxiety and its effects.

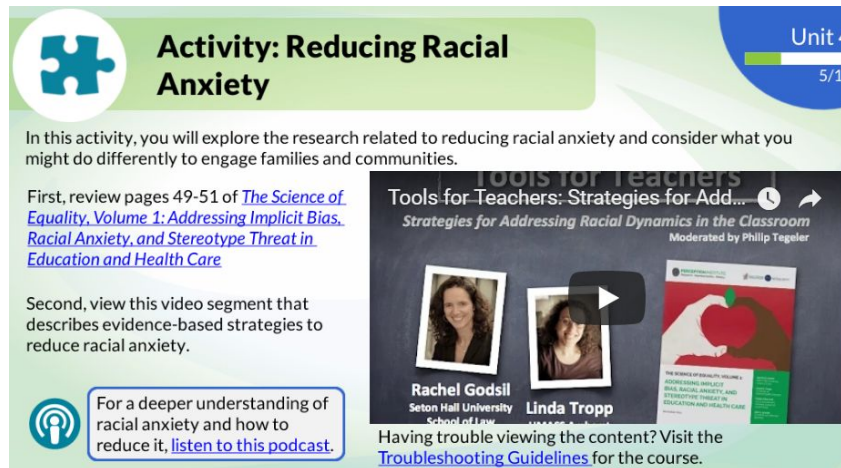
<https://www.psychologytoday.com/blog/sound-science-sound-policy/201412/racial-anxiety-can-perpetuate-racial-inequalities>

Slide between 3 and 4: Share this unit will focus on racial anxiety, another concept that applies to our relationships with students, families, and communities. Share we can apply our learning from Unit 3 related to implicit racial biases as we reflect on these relationships. (1 min)

Slide 4: Define *racial anxiety*: the heightened levels of measured stress hormones and physical symptoms of anxiety that automatically kick in when we consciously, or *unconsciously*, view as a threat our interactions with people of other races. (10 min)

Invite participants to read the following article and then to reflect in partners or small groups: [Racial Anxiety Can Perpetuate Racial Inequalities](#) (Psychology Today, 2017) on their own.

Slide 5: Activity: Reducing Racial Anxiety



Unit 4
5/17


Activity: Reducing Racial Anxiety

In this activity, you will explore the research related to reducing racial anxiety and consider what you might do differently to engage families and communities.

First, review pages 49-51 of [The Science of Equality, Volume 1: Addressing Implicit Bias, Racial Anxiety, and Stereotype Threat in Education and Health Care](#).

Second, view this video segment that describes evidence-based strategies to reduce racial anxiety.

For a deeper understanding of racial anxiety and how to reduce it, [listen to this podcast](#).



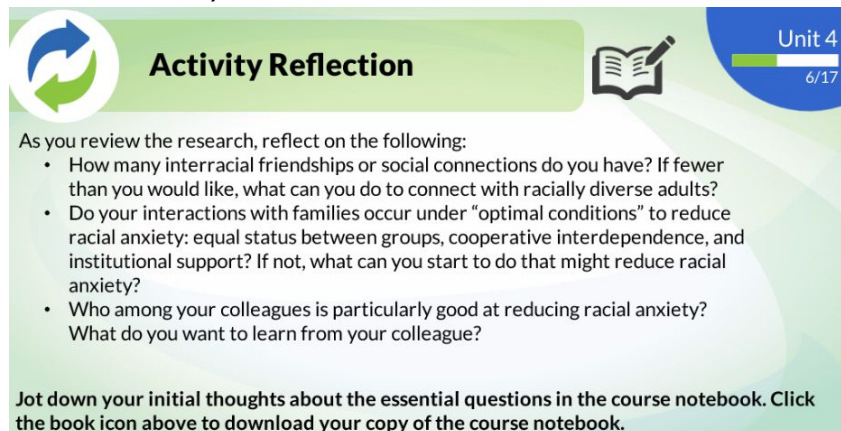
Tools for Teachers: Strategies for Addressing Racial Dynamics in the Classroom
Moderated by Philip Tegeler

Rachel Godsil
Seton Hall University
School of Law

Linda Tropp
University of Michigan

Having trouble viewing the content? Visit the [Troubleshooting Guidelines](#) for the course.

Slide 6: Activity Reflection



Unit 4
6/17

Activity Reflection

As you review the research, reflect on the following:

- How many interracial friendships or social connections do you have? If fewer than you would like, what can you do to connect with racially diverse adults?
- Do your interactions with families occur under “optimal conditions” to reduce racial anxiety: equal status between groups, cooperative interdependence, and institutional support? If not, what can you start to do that might reduce racial anxiety?
- Who among your colleagues is particularly good at reducing racial anxiety? What do you want to learn from your colleague?

Dot down your initial thoughts about the essential questions in the course notebook. Click the book icon above to download your copy of the course notebook.

Slide 5: Activity: Reducing Racial Anxiety (30 min total)

First, invite participants to read pages 49-51 from: [The Science of Equality, Volume 1: Addressing Implicit Bias, Racial Anxiety and Stereotype Threat in Education and Health Care](#) (Perception Institute, 2014)

Then, invite participants to view video: [Tools for Teachers: Strategies for Addressing Racial Dynamics in the Classroom \(NCSD Webinar\)](#) (PRRAC, 2014) (23:39-33:45).

Slide 6: Activity Reflection (10 min)

Invite participants to complete the reflection questions on [Handout 1](#) of this session.

Slide 7: Our Stories



Our Stories: Dr. Quincey Daniels

Unit 4
7/17

Dr. Quincey Daniels is a member of the State Superintendent's Parent Advisory Council (2015). His children attend the Melrose-Mindoro Area School District. In this video, Dr. Daniels discusses how the school reduced racial anxiety by providing positive and direct interaction between educators and families.

Dr. Daniels is a former United States Army Officer and veteran of various deployments. He has been a special education teacher, an assistant principal, and Assistant Professor. He is author of "Cultural Capital Theory — A Foundation for Education."



Having trouble viewing the content? Visit the [Troubleshooting Guidelines](#) for the course.

Session Reflection

Slide 7: Show Video: [Our Stories: Dr Quincey Daniels](#) (Wisconsin DPI, 2015) (8 Min).

This video highlights the importance of teacher/parent relationships, shared responsibility for student's well-being, and reducing racial anxiety.

Invite participants to think-pair-share about something that impacted them or they noticed and wondered as they watched the video.

Session Reflection (3 min)

Invite participants to reflect on the learning outcomes for this session and consider how they will incorporate their learning in their work moving forward. Consider inviting participants to complete [Handout 2](#) from this session to do so and to think-pair-share their responses. The reflection questions include:

- What have you learned from this session?
- How will you incorporate this learning into your work moving forward?
- What is one thing you can do tomorrow to incorporate this learning into your work?

Encourage participants to share additional reflections from this session, or previous sessions, in a journal, on the [Journal Pages](#) handout for this session, or in the eCourse notebook if they are accessing the course online.

Remind participants these learning outcomes are a part of an ongoing journey and, as is true for all of this work, they require consistent, intentional thought. Consider inviting participants to share ways they will integrate their learning into their work as educators.

Note: To continue to cultivate their growth as equitable educators, invite participants to check out the resources listed [here](#).

Consider sharing the next session of this unit, Session 2, will focus on asset-based family and community engagement.