

## **CCI Department: Racial and Social Equity Toolkit**

### **Articles/Blogs**

Understanding Race and Privilege

<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/diversity/social-justice/understanding-race-and-privilege>

White Privilege: Unpacking the Invisible Knapsack

<https://www.racialequitytools.org/resourcefiles/mcintosh.pdf>

What is intersectionality, and what does it have to do with me?

<https://www.ywboston.org/2017/03/what-is-intersectionality-and-what-does-it-have-to-do-with-me/>

### **Books for Adults, Staff, Leaders**

[White Fragility](#)

[How to Be an Antiracist](#)

[I'm Still Here](#)

[So You Want to Talk About Race](#)

[Culturally Responsive School Leadership](#)

### **Videos to Watch**

[How Studying Privilege Systems Can Strengthen Compassion](#)

[The Danger of a Single Story](#)

[Dr. Robin DiAngelo discusses "White Fragility"](#)

[What is Intersectionality?](#)

[The Urgency of Intersectionality](#)

### **For Families and Educators**

Naeyc Equity Resources

<https://www.naeyc.org/resources/topics/equity>

Becoming Upended: Teaching and Learning about Race and Racism with Young Children and Their Families

<https://www.naeyc.org/resources/pubs/yc/may2018/teaching-learning-race-and-racism>

Talking to Children about Racial Bias

<https://www.healthychildren.org/English/healthy-living/emotional-wellness/Building-Resilience/Pages/Talking-to-Children-About-Racial-Bias.aspx>

Talking to Children after Racial Incidents

<https://www.gse.upenn.edu/news/talking-children-after-racial-incidents>

How to Talk to Kids about Race and Racism

<https://www.parenttoolkit.com/social-and-emotional-development/advice/social-awareness/how-to-talk-to-kids-about-race-and-racism>

## Activities

### *Privilege Awareness*

Disclaimer: We must use with privilege activities with caution and they should be used more as an act of individual learning. Activities that require personal disclosure can be traumatizing to people of color (who have to publicly put out their stories in order to teach privilege) and this learning can provide shame (to groups who aren't marginalized) if done collectively. I recommend that we don't want to require personal disclosure (unless someone is willing to share their experiences) and instead here's one group alternative:

### [Privilege for Sale](#)

### *Diversity and Inclusion Activities\**

#### Find Out How People Feel

Use the following conversation-starter in small groups to kick off a meeting, or try it during a one-on-one to set the tone for openness and vulnerability. It also gives the employee a moment to reflect on how they are feeling, which is something we don't often take the time to do.

1. Go around the table and have everyone on your team finish this statement: **"If you really knew me, you'd know that..."**

It can be something as simple as: *"I missed the bus this morning so I feel a bit stressed. I need a minute to collect myself."*  
Or, something a bit more revealing such as: *"I have a family member who is not well and I'm having trouble focusing".*

#### Here are the steps for "I Am, But I am Not"

1. Each participant should fold a piece of paper in half to create two separate columns.
2. In the first column, write "I Am".
3. In the second column, write "I Am Not".
4. In between these two columns, write the word "But".
5. The final phrase will read "I am \_\_\_\_\_, but I am not \_\_\_\_\_."
6. Participants should fill in the first blank with some kind of common identifier, such as their race, religion, etc. and the second with a common stereotype about that group which is not true of them (whether the stereotype is positive or negative).
7. Ex: "I am Asian, but I am not good at math."
8. Make sure there are no questions and have everyone write at least 5 statements.
9. Allow participants to share their statements with the team and have an open and respectful discourse on stereotypes.

\*Activities derived from [Officevibe](#).