



# Rethinking Media Through An Antiracist Lens, Part 1 August 24, 2020



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# OBJECTIVES OF THIS SESSION

I We will rethink the media our families consume through an antiracist lens.

II We will discuss how our identities shape our responses to equity in our community.

III We will investigate the concept of mirrors and windows in our children's texts/media.

IV We will review and discuss problematic media.

V We will share strategies for how to discuss race and representation with your children.

VI You will use what you learned here to continue this work.

# PART I – OUR OWN IDENTITIES |

# BEING ANTIRACIST

In a society that privileges white people and whiteness, **racist** ideas are considered normal throughout our media, culture, social systems, and institutions.

*Being antiracist results from a conscious decision to make frequent, consistent, equitable choices daily. These choices require ongoing self-awareness and self-reflection as we move through life. In the absence of making antiracist choices, we (un)consciously uphold aspects of white supremacy, white-dominant culture, and unequal institutions and society. Being racist or antiracist is not about who you are; it is about what you do.*

# HOW HAS YOUR LIFE BEEN SHAPED BY...

Your race?

A social construct that artificially divides individuals into distinct groups based on characteristics such as physical appearance (particularly skin color), ancestral heritage, cultural affiliation or history, ethnic classification, and/or the social, economic, and political needs of a society at a given period of time. Scientists agree that there is no biological or genetic basis for racial categories.

Your gender?

Gender refers to the roles, behaviours, activities, attributes and opportunities that any society considers appropriate for girls and boys, and women and men. Gender interacts with, but is different from, the binary categories of biological sex.

<https://www.pacificu.edu/life-pacific/support-safety/office-equity-diversity-inclusion/glossary-terms#D>

<https://www.who.int/health-topics/gender>

[genderspectrum.org](https://genderspectrum.org)

# HOW HAS YOUR LIFE BEEN SHAPED BY...

## Your sexual orientation?

One's natural preference in sexual partners; examples include homosexuality, heterosexuality, or bisexuality. Sexual orientation is not a choice, it is determined by a complex interaction of biological, genetic, and environmental factors.

## Your socioeconomic status?

Socioeconomic status is the social standing or class of an individual or group. It is often measured as a combination of education, income and occupation. Examinations of socioeconomic status often reveal inequities in access to resources, plus issues related to privilege, power and control.

<https://www.pacificu.edu/life-pacific/support-safety/office-equity-diversity-inclusion/glossary-terms#D>

<https://www.apa.org/topics/socioeconomic-status>

# MULTICULTURALISM: MIRRORS & WINDOWS



# PART 2 – Strategies Focusing on Equity & Inclusivity



# STRATEGIES: FOCUSING ON EQUITY

We live in a multicultural society, and it is essential to develop a positive social identity (mirrors), but also learn about others (windows).

Our community needs to include the stories of our children and their families (homogenous vs. diverse communities).

While tolerance is important, our multicultural teaching needs to focus on equity. How have some groups been treated differently based on culture and social identities (race, class, gender, sexual orientation).

Tolerance: To allow the existence of.

Equity: Fairness; to each person based on their needs.

# USING TOLERANCE AND EQUITY LENSES WITH TEXTS/MATERIALS

Equity (highest level of support):

Does it have authentic voices  
(Possibly created by someone in the  
community it depicts)?

Does it have underrepresented  
people as the main character(s)? Do  
they get to be the focus of the story?

Does it focus on fairness?

Tolerance (lowest level of support):

Does it have “token” voices or no  
underrepresented groups (includes  
one person of color or presents  
people of color as monolithic)? Does  
it present others as “same as you,”  
unusual, or exotic?

Does it only portray  
underrepresented people as  
supporting characters? Do they get  
to be in someone else's story?

Does it focus on “getting along” or  
“learning to live together” (or  
addresses no complex issues)?

# WE NEED DIVERSE BOOKS & WE NEED TO ADVOCATE FOR DIVERSE BOOKS

## DIVERSITY IN CHILDREN'S BOOKS 2018

Percentage of books depicting characters from diverse backgrounds based on the 2018 publishing statistics compiled by the Cooperative Children's Book Center, School of Education, University of Wisconsin-Madison: [ccbc.education.wisc.edu/books/pcstats.asp](http://ccbc.education.wisc.edu/books/pcstats.asp)

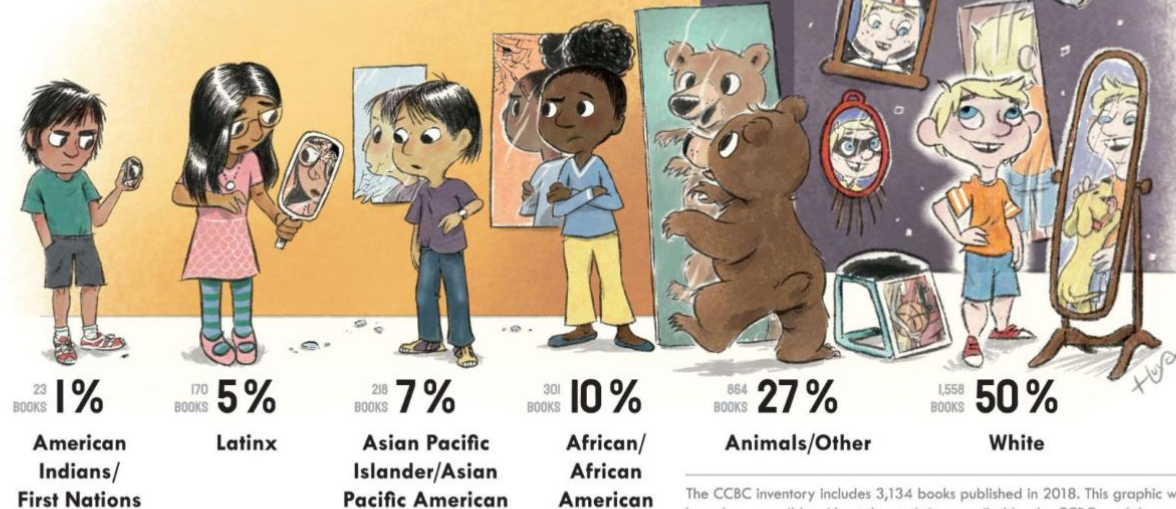


Illustration by David Huyck, in consultation with Sarah Park Dahlen  
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The CCBC inventory includes 3,134 books published in 2018. This graphic would not have been possible without the statistics compiled by the CCBC, and the review and feedback we received from Edith Campbell, Molly Beth Griffin, K. T. Horning, Debbie Reese, Ebony Elizabeth Thomas, and Madeline Tyner. Many thanks.

# #WeNeedDiverseBooks & #OwnVoices

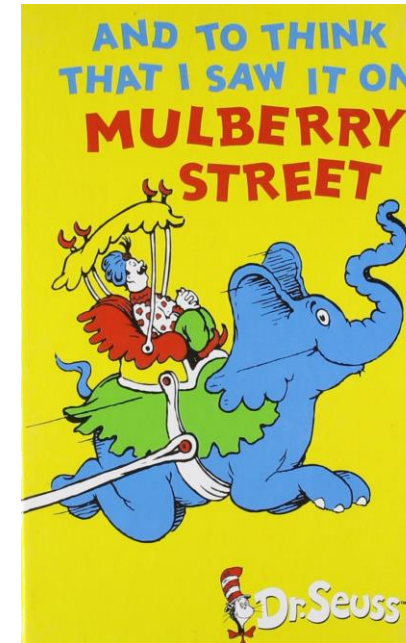
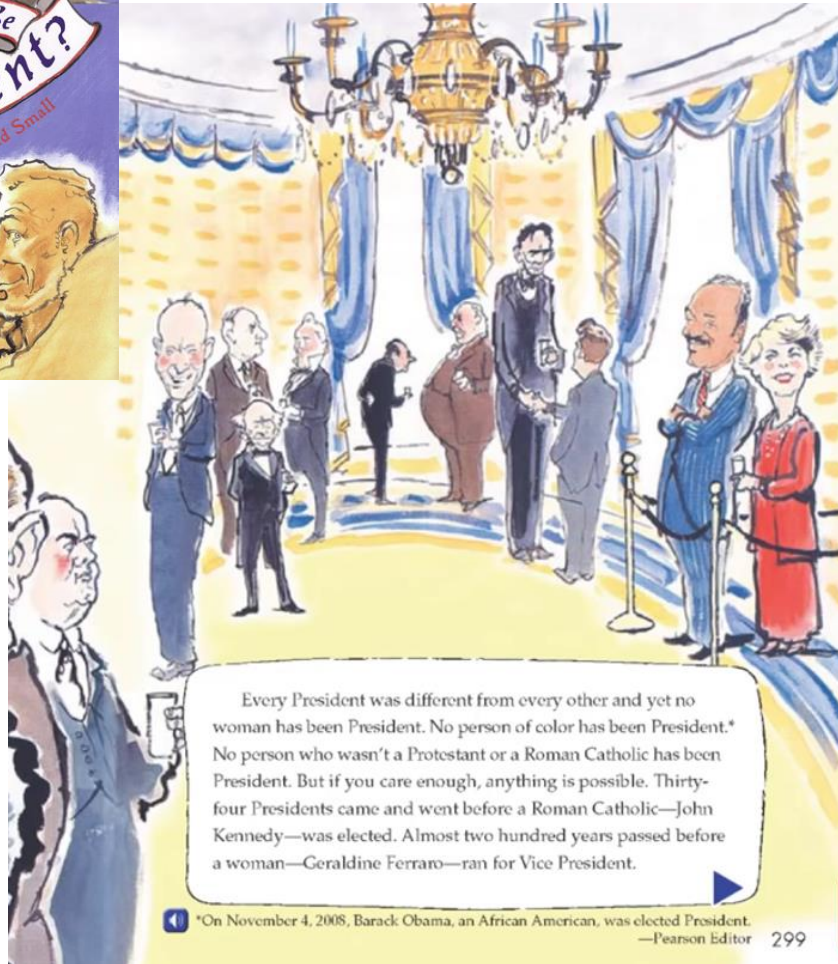
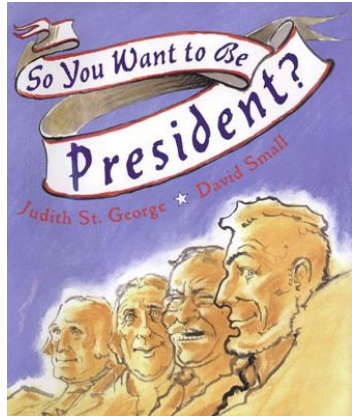


#WeNeedDiverseBooks is a 501(c)(3) non-profit and a grassroots organization of children's book lovers that advocates essential changes in the publishing industry. Our aim is to help produce and promote literature that reflects and honors the lives of all young people. We recognize all diverse experiences, including (but not limited to) LGBTQIA, Native, people of color, gender diversity, people with disabilities\*, and ethnic, cultural, and religious minorities.

#OwnVoices texts: those in which the author shares the marginalized identity of a book's protagonist

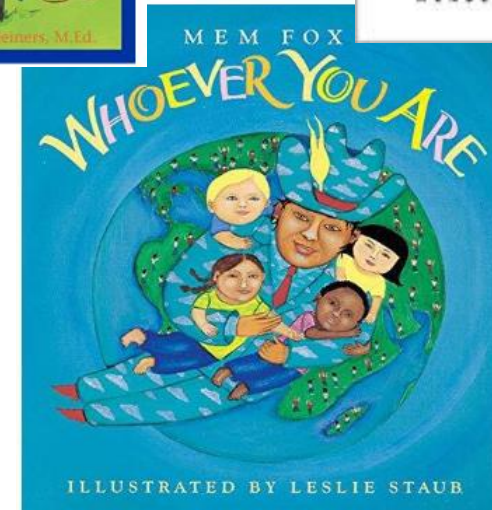
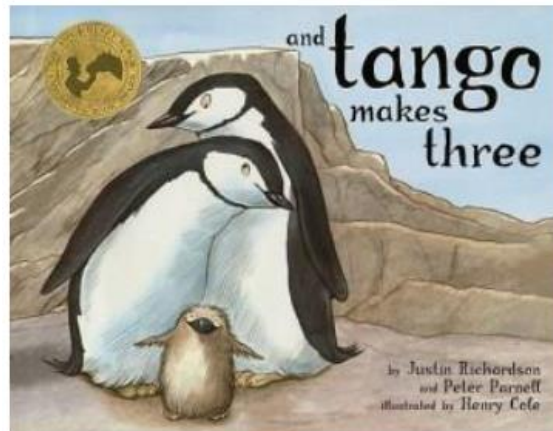
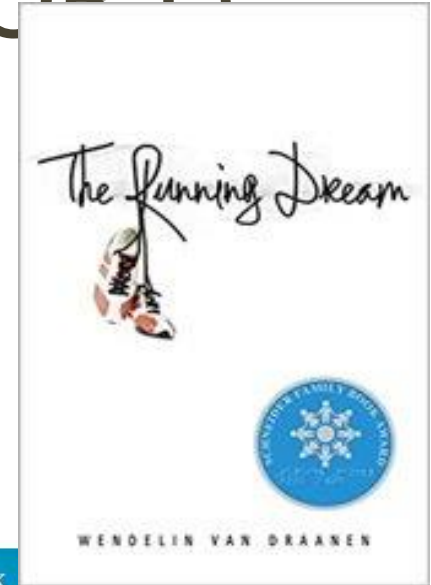
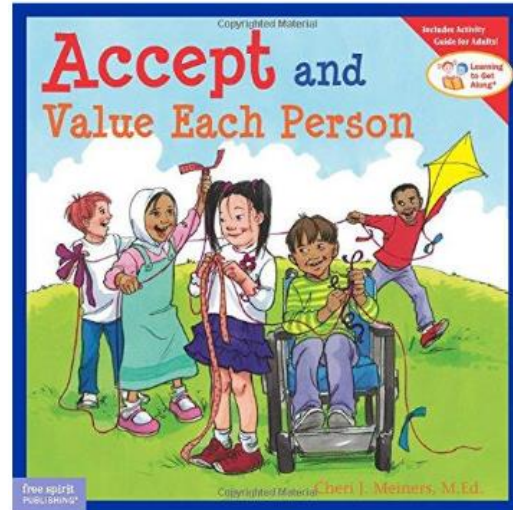
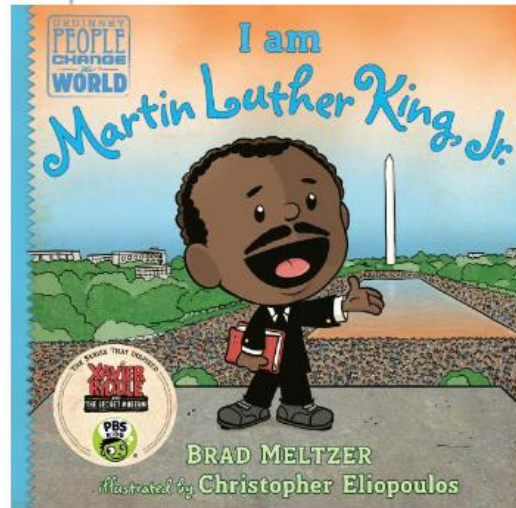
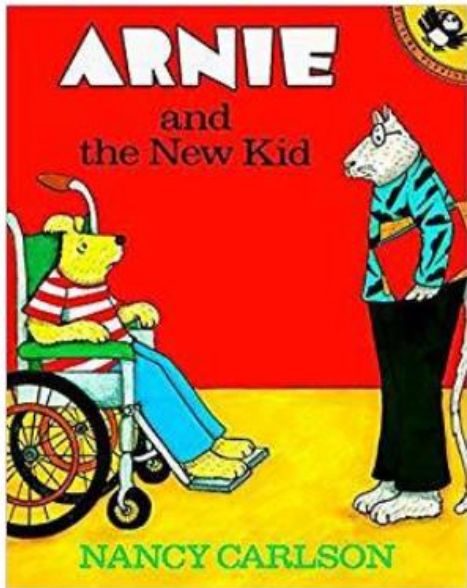


# BOOKS WITH HARMFUL MESSAGES



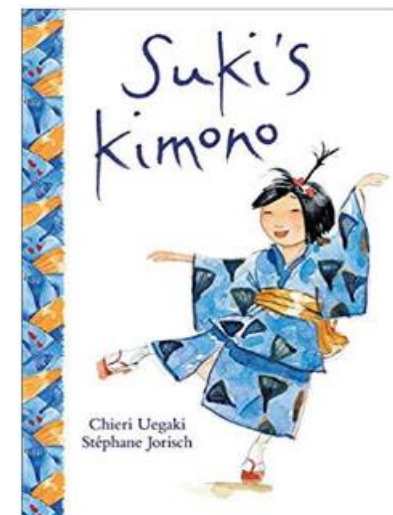
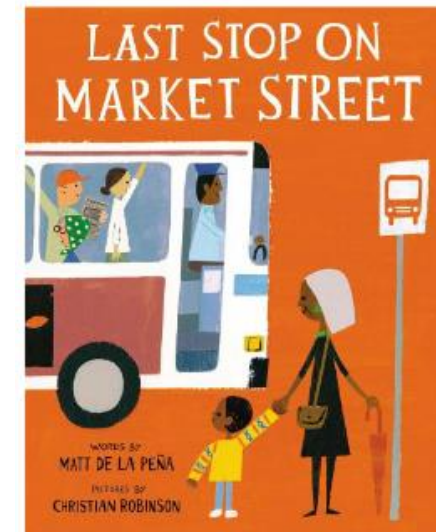
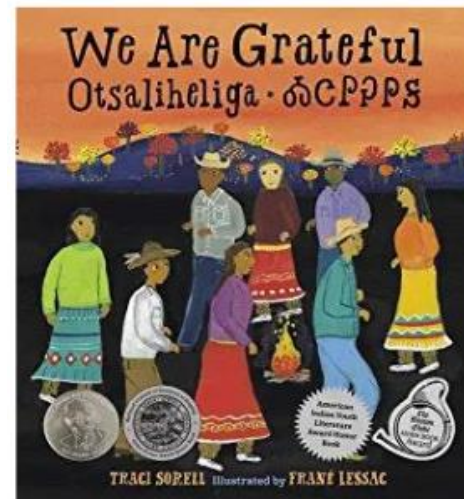
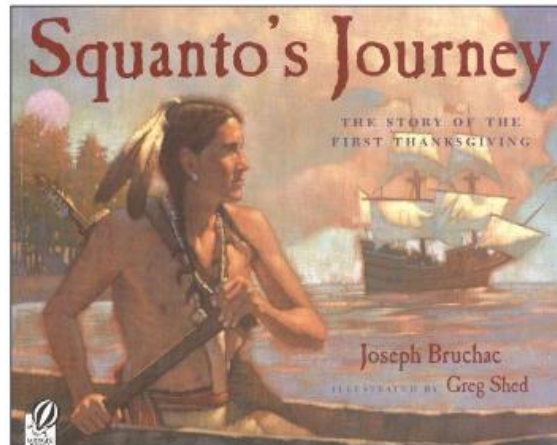
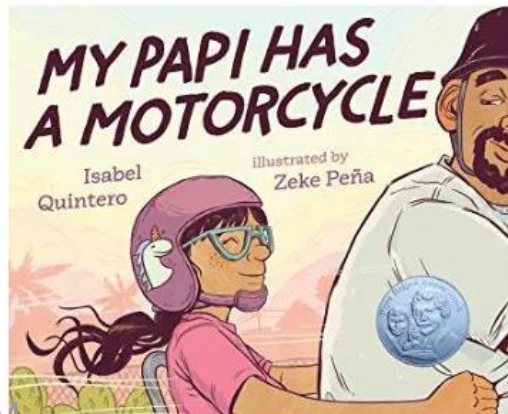
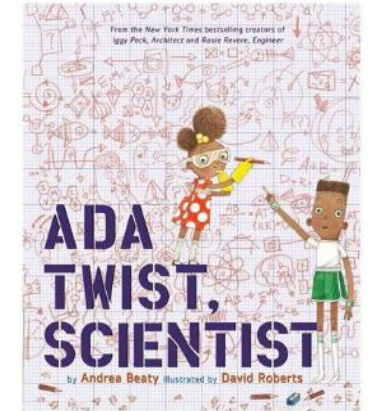
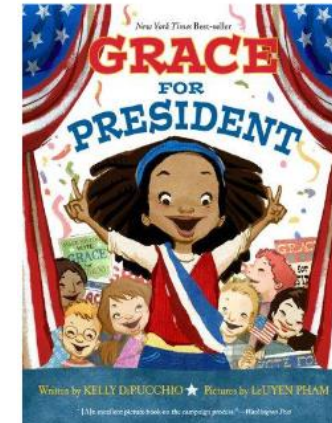
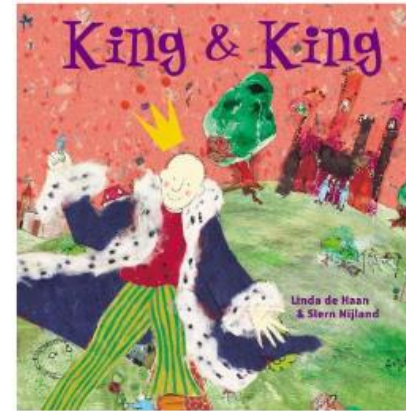
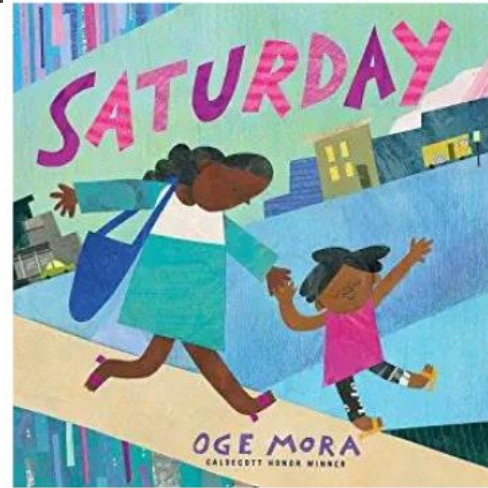
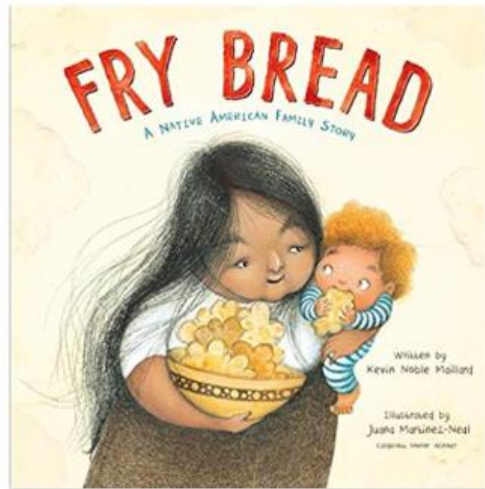


# BOOKS WITH TOLERANCE MESSAGES (LOW-LEVEL SUPPORT)

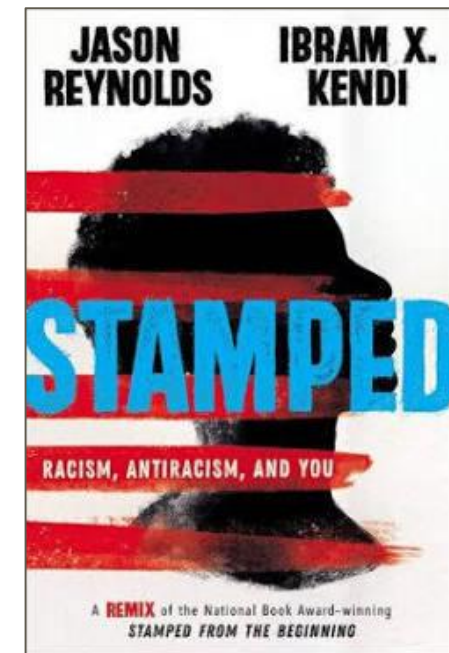
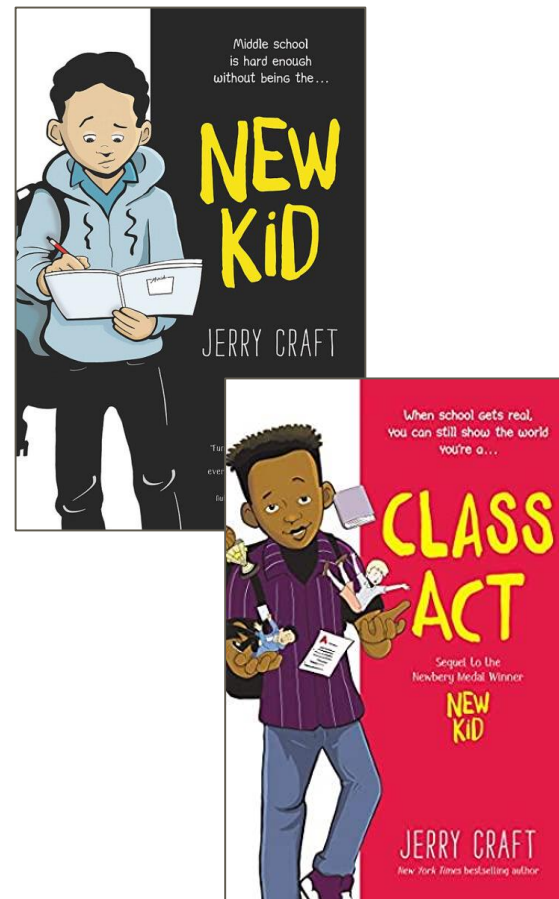
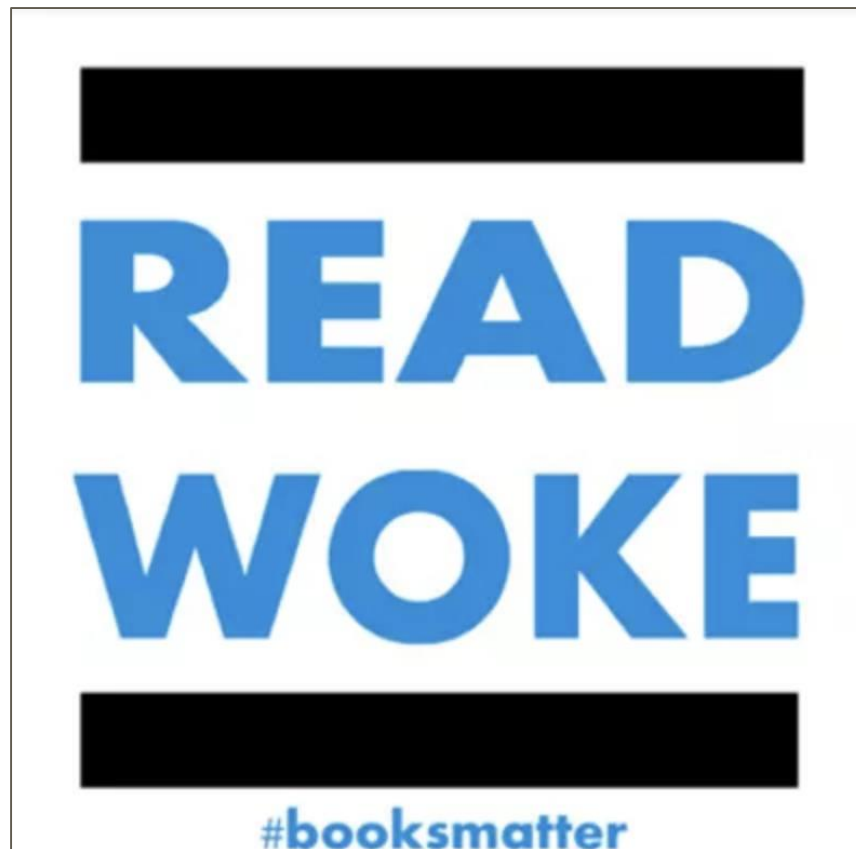




# KIDS BOOKS WITH EQUITY MESSAGES (HIGH-LEVEL SUPPORT)



# T(W)EEN BOOKS WITH EQUITY MESSAGES (HIGH-LEVEL SUPPORT)





# INCLUSIVITY (EBARVIA, 2017)

How inclusive is the media your family consumes?

Which voices are represented on your bookshelves, watch lists, and what you listen to? Which voices are missing?

In what ways do you include, and how do you find, multicultural titles to read?

How inclusive is your language (gendered versus non-gendered language, asset-based language versus deficit language) and your actions (encouraging children to read so-called “boy” or “girl” topics?)

How often do you discuss inclusive practices with your family?

# EQUITY “TIPS” FOR CHOOSING BOOKS

1. Choose a compelling book and consider your audience.
2. Include books in which BIPOC characters are the stars
3. Scaffold your approach when introducing new materials.
4. Consider the experience and/or expertise of the creators, especially when assessing a book that explicitly explores human differences.
5. Look for books that depict positive interactions across differences.
6. Aim for a balanced set of portrayals.
7. Wear a critical lens when reading any book.
8. Do ongoing research.

<https://www.embracerace.org/resources/8-tips-for-choosing-good-picture-books-featuring-diverse-bipoc-characters>

# NEXT STEPS

- Join the [Wilmington for Equity, Diversity and Inclusion](#) Facebook Group
- Visit the [WML Working Toward Antiracism](#) web page for anti-racist reads, watches, listens, and more
- Attend upcoming [anti-racist events at the WML](#)



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