

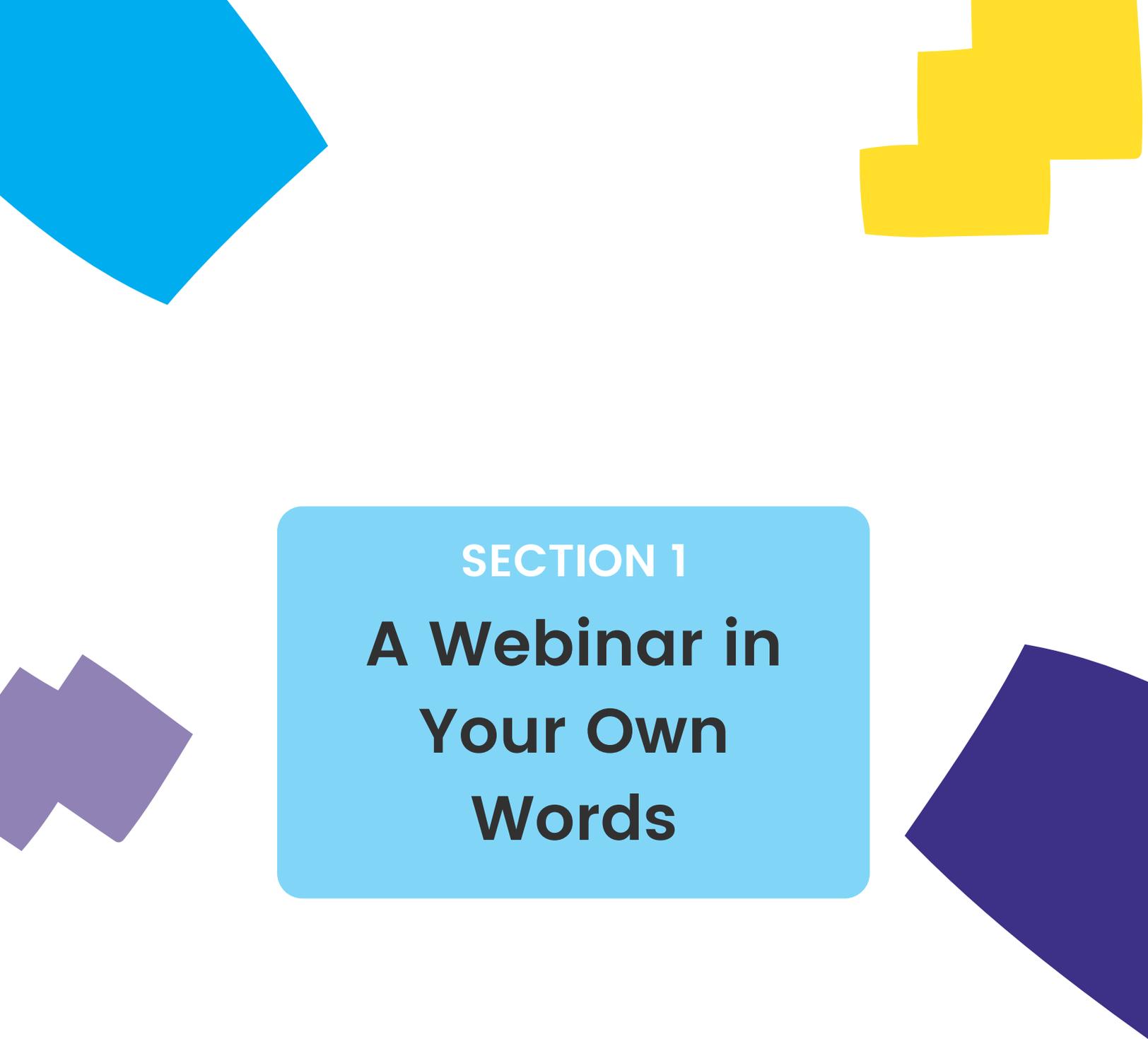


Building an Antiracist Teaching Practice

with Megan Nevels

WORKBOOK

your name



SECTION 1
**A Webinar in
Your Own
Words**

Laying the Groundwork

Racism is....

The 3 levels of racism are...

- 1)
- 2)
- 3)

What are other examples of interpersonal and/or systemic racism?

How would you explain "intent vs. impact" to someone?

Why is "colorblindness" dangerous?

What is the difference between being "not racist" and antiracist?

What will motivate you to continue building an antiracist practice?

Laying the Groundwork

How might racial bias be exhibited in:

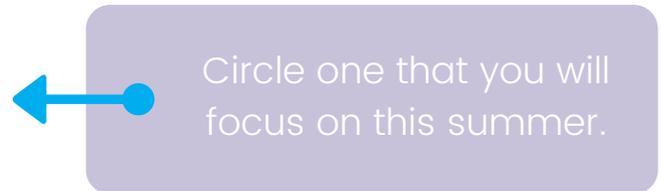
Young people:

Educators:

Schools:

What are 5 ways to put antiracism into practice?

- 1)
- 2)
- 3)
- 4)
- 5)



Circle one that you will focus on this summer.

Write 3 ways that you will tackle the above antiracist practice.

3 phrases I will try when I hear racist remarks:

- 1)
- 2)
- 3)

During my next appointment, I commit to supporting my colleagues of color by:



SECTION 2

**Praxis:
Self-Reflection
into Action**

My Own Racial Identity

When were you first made aware of your race?

How often do you think about your racial identity? What moments have made you most aware of your race?

How has your race shaped the course of your life?

✓ **checkpoint**

What feelings are coming up for you?

Messages about Race

Describe the neighborhood you grew up in. How often did you see people who looked different from you?

Describe the schools you attended. What did diversity look like at each school?

What did you learn in school about racism? Whose histories were prioritized? Whose histories were minimized or ignored?

As a child, what did the adults in your life tell you about race (intentionally and unintentionally)?

✓ checkpoint

What memories resurfaced for you?

Representation in My Life

Circle the identities most represented in your circle of friends. Highlight the identities least represented in your circle of friends.

Black	Latinx	White
Transgender	Cisgender Male or Female	Arab or Middle Eastern
Asian	Able-bodied	Disabled
Neurodivergent	Neurotypical	American citizen
Undocumented	Native American	Queer
Religious	Spiritual	Atheist or Agnostic
Non-binary	Native English speaking	Bilingual (or more)
Biracial	Heterosexual	Thin
Fat or Person of Size	Upper or Upper Middle Class	Working or Lower Class

How can you build more diverse relationships in your life? What barriers exist and how can you remove them?

What are the demographics of the students at the schools where you work? What are the demographics of the faculty and staff? How do you they compare to your own identities?

✓ checkpoint

How does the discussion of identity make you feel? Where do those feelings come from?

Representation in My Life

What are the identities of the authors I read? Who is missing from my collection?

In order to diversify my library, I will...

Who is most represented in the books I share with young people?

I commit to better represent the following identities in my books for young people:

✓ checkpoint

Where do I carry privilege in my place of work? What is my responsibility to disrupt white supremacy?

My Spheres of Influence

Identify 4 spaces where you have influence to create change, such as friends/family, work, church, business, government, social media, etc. Assign one to each circle. Next to each circle, write the actions you can take to disrupt racism and advocate for equity in each area of influence.

The worksheet features a central purple star with the text "ME" inside. Surrounding the star are four purple circles, each with a dashed line across its center. Arrows point from each circle to a set of three horizontal dashed lines for writing. Additionally, there are three sets of three horizontal dashed lines on the left side of the page.

✓ checkpoint

When the work becomes challenging or uncomfortable, I will remind myself:



SECTION 3
**Resources for
Continued
Growth**

Articles to Read

[Maintaining Professionalism in the Age of Black Death...is A Lot](#) (Medium)

[Bryan Stevenson on the Frustration Behind the George Floyd Protests](#) (New York Times)

[Presumption of Guilt](#) (Equal Justice Initiative) [Racial Healing Handbook](#)

[The Case for Reparations by Ta-Nehisi Coates](#) (The Atlantic)

[Talking About Race](#) (National Museum of African American History and Culture)

Books to Read

[So You Want to Talk About Race](#) by Ijeoma Oluo [Just Mercy](#) by Bryan Stevenson

[White Fragility](#) by Robin DiAngelo

[How to be an Antiracist](#) by Ibram X. Kendi

[Me and White Supremacy](#) by Layla F. Saad

[White Rage](#) by Carol Anderson

[Between the World and Me](#) by Ta-Nehisi Coates [Pushout](#) by Monique W. Morris

Books for Young People

[Antiracist Baby](#) (Ages 3mo-3)

[Brown Girl Dreaming](#) (Ages 10-14)

[You Matter](#) (Ages 4-8)

[This Book is Anti-Racist: 20 Lessons on How to](#)

[Something Happened in our Town: A Child's](#)

[Wake Up, Take Action, and Do The Work](#)

[Story about Racial Injustice](#) (Ages 4-8)

(Ages 11-15)

[A Kid's Book About Racism](#) (Ages 5+)

[Dear Martin](#) (Ages 14-17)

[The Undefeated](#) (Ages 6-9)

[The Hate U Give](#) (Ages 14-17)

✓ checkpoint

Which book will I commit to reading this month? Who can I read it with as my accountability partner?

Films/Shows to Watch

13th from Ava DuVernay (Netflix)

When They See Us from Ava DuVernay (Netflix)

True Justice: Bryan Stevenson's Fight for Equality (HBO)

Just Mercy (free on all platforms)

Watchmen (HBO TV Series)

Hello, Privilege. It's Me, Chelsea (Netflix)

Podcasts to Listen to

The 1619 Project from the New York Times

White Lies from NPR

"How to be an Antiracist" with Brené Brown and Ibram X. Kendi

Code Switch from NPR

Examining White Privilege and Racism

Resources for Educators

How Educators are Virtually Tackling Tough Conversations on Race and Violence

K-8 Distance Learning Activities for Justice for George Floyd

How to Teach Kids Not to be Colorblind

4 Minute Video Explaining Systemic Racism

Exploring Racism: Grades 6-8 (Teaching Tolerance)

Teaching About Racism, Violence, Inequity, and the Criminal Justice System (ADL)



What are you excited to implement into your own teaching?

Thank you for completing this workbook!
Questions? Email me at megan.nevels@gmail.com

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