

Promoting Racial Literacy in Schools – Differences That Make a Difference by

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- **RACIAL ENCOUNTER AWARENESS: STORYTELLING TO SAFELY SEE STRESS IN SOCIAL INTERACTIONS**

Retelling of past experiences, memories, and in reflecting on current reactions to racially stressful interactions. Critical queries to stimulate self and other observations include:

1. When did/will I experience a racial encounter (elephant in the room) and what did/will I do?
2. What were my past experiences with racial socialization, i.e. what did my family tell me?
3. What are my current experiences with racial socialization, i.e. what do I tell my family?
4. What stories of racial stress do I remember over the course of my lifetime?
5. What do I notice in others who get upset by racial matters, politics, and conflicts?
6. What is my current knowledge of and emotional attachment to the history of my racial group?

- **RACIAL ENCOUNTER STRESS APPRAISAL: JOURNALING FOR DEEPER SELF-REFLECTION**

Writing down one's stories and experiences and rating the stress about the incidents: The ability to see yourself closely and how you react to stressful situations within a safe context like a diary – a diary of racial coping. Key questions to ask oneself:

1. What do I fear about racial/ethnic politics or experiences and how threatening are they to me?
2. When I get stressed during racial encounters, what body movements, behaviors, thoughts and emotions am I having and what do others see?

- **RACIAL ENCOUNTER ENGAGEMENT: DEBATING RACIAL ILLITERACY IN SELF AND OTHERS**

Debating about racial matters and stereotypes is the best strategy to prepare for taking the risk to engage racial encounters. It builds character and self-control as it requires a regulation of emotions and a show of endurance under duress. Several questions can be used to trigger healthy engagement and debate of racial stereotyping conflict, or Whiteness ideology in a school setting:

1. How do I avoid running from stress before, during, and after the racial/ethnic conflicts?
2. How do I not avoid racial/ethnic conflicts by admitting to my fears and ask for help?
3. How do I survive racial/ethnic conflicts by affirming the worldviews of others?
4. How do I put more energy into listening and not reacting to my fears?
5. How do I create arguments to challenge stereotypes and inferiority?
6. How do I publicly present my arguments to challenge stereotyping? How do I develop healthy, witty, protective comeback lines to racial insults?

- **RACIAL ENCOUNTER RESOLUTION: ROLE-PLAYING FOR DIMINISHING RACIAL THREAT**

Resolution of the racial/ethnic encounter is the goal that should aim for mutual respect and compromise. Students assess their performances by answering the following questions:

1. How well did I practice and resolve this racial encounter through role-play?
2. How well did I continue to calculate, locate, and communicate my stress levels while role-playing an encounter?
3. How well did I practice and use healthy comeback lines in my response to the racial encounter?