

Reading Resources

- Derrick Bell [“Racial Realism”](#)
- Kellie Carter-Jackson, [“The Double Standard of the American Riot”](#)
- Paulo Freire [Pedagogy of the Oppressed](#)
- Shawn Ginwright + Julio Cammarota [“A New Terrain in Youth Development”](#)
- kihana miraya ross [“Call it what it is: Anti-Blackness”](#)
- Eve Tuck [“Suspending Damage”](#)
- Crystal Fleming’s book, [“How to Be Less Stupid about Race”](#)
- James Baldwin [“A Talk To Teachers”](#)
- Helen Kim Ho [“8 Ways People of Color are Tokenized in Non-Profits”](#)
- *At Our Best: Building Youth-Adult Partnerships in Out-of-School Time Settings* <https://www.atourbest.net/>
- Baldridge, B. (2020) [The Youthwork Paradox](#), *Educational Researcher*
- Baldridge, B. [“It’s not just We Got Y’all”](#)
- Lewis, A. and Diamond, J. (2015) Excerpt from [Despite the Best Intentions](#) (Chapter 3 is great for understanding how racism gets embedded in organizational routines).

Media + Creative Project Sources

- [Race, The Power of an Illusion - PBS](#)
- [How I Learned to Stop Worrying + Love Talking About Race – Jay Smooth](#)
- [Radical Copy Editor](#)
- Erased Lynchings Project [Ken Gonzales-Day](#)
- [Mindfulness for the People](#)

Examining Organizational Routines:

Divide a piece of paper into two columns. On one side, write down what is your stated practice in your programming? On the other side, write what actually happens in your practice?

- What is the *stated* practice in your programming?
- What actually happens?
- *How do you know the difference?*

Part 2 Resources

Making Class: Children's Perceptions of Social Class Through Illustrations (Video)

<https://www.tcrecord.org/content.asp?contentid=22130>

“Children Notice Race Several Years Before Adults Want to Talk About It”

<https://www.apa.org/news/press/releases/2020/08/children-notice-race>

Kenneth and Mamie Clark Grounding Breaking Doll Test

<https://www.naacpldf.org/ldf-celebrates-60th-anniversary-brown-v-board-education/significance-doll-test/>

Doll Test Revisited

<https://www.youtube.com/watch?v=DYCz1ppTjiM>

At Our Best Book

[*At Our Best: Building Youth-Adult Partnerships in Out-of-School Time Settings*](#)

McGee, M. [“Critical Youth Development”](#)

Full Book: [Changemakers! Practitioners Advance Equity and Access in Out-of-School Time Programs](#)

Part 3 Resources

Creating Environments that Affirm Youth Identity

Space

What kind of organizational routines and cultural practices can you create to affirm youth identity? (What does the space feel like? What can you do to create a humanizing climate in your program?)

Practice

What are some ways you can engage youth in leadership and authentic decision making to honor who they are?

Engagement

What is your awareness of the links between how you (and your staff members) think about the youth you engage with, what you say, and what you do with and alongside youth? How do these links shape your engagement and relationship with youth?

	Strategy List
Space	
Practice	
Engagement	

Reflection Questions

1. What are the routines in your organization that affirm and celebrate the multiple identities youth hold?
2. When and at what moments do youth in your organizations have a “real” say in what programming looks like?
3. What systems do you have in place to hear honest feedback from youth, staff, family, and community?
4. In order to affirm youth’s identities, we must understand our own. What practices are in place (or need to be) that encourage social identity reflection for everyone in the organization?