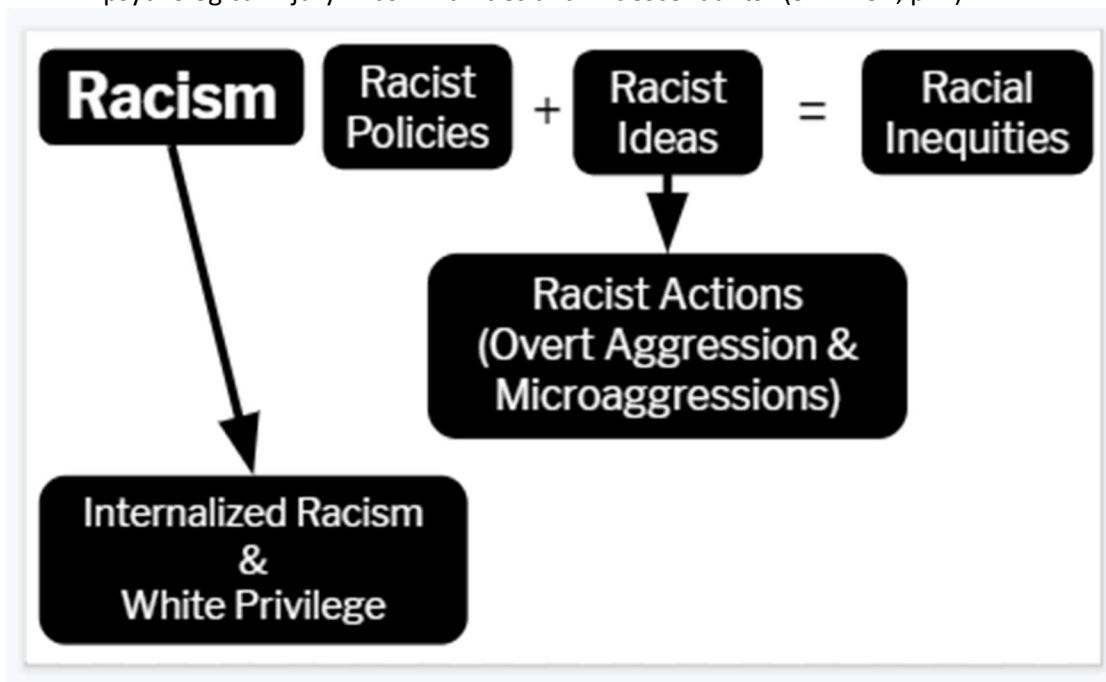


**APOST Virtual Summer Conference: Racism and Wellness**  
**6/5/2020**

**Foundation**

- **Race-Based Traumatic Stress** is “an emotional trauma brought on by the stress of racism” (Carter, p. 25).
- **Historical Trauma** is the “cumulative, multigenerational, collective experience of emotional and psychological injury in communities and in descendants” (SAMHSA, p. 1).



- **Racism** is the combination of racist policies and racist ideas that create or uphold racial inequities.
- **Racist policies** are unwritten and written laws and guidelines that lead to racial inequities.
- **Racist ideas** are ideas that rank racial groups (i.e., there are racial groups that are inferior to other racial groups).
- **Overt aggression** could be verbal or physical.
- **Microaggressions** are intentional and unintentional insults that communicate violent messages to people of Color (specific to this context).
- **Racial inequities** are when racial groups are not on equal footing.
- **Internalized racism** is a person of Color holding and accepting negative and racist ideas about themselves.
- **White privilege** is a White person having advantages due to their race and benefitting from a racial hierarchy.
- **Intersectionality** is the concept that all other aspects of a person’s identity (e.g., gender, sexual orientation, religion, cognitive/physical abilities) intersect with race and each other to influence how they experience life and how the world responds to them.

## Youth Workers' Wellness in a Racist Society

- Nine Dimensions of Wellness
- Know Policy
- Limit Media
- Enhance Spirituality
- Protect Spaces for People of Color
- Be Coconspirators
- Self-Awareness, Self-Examination, Self-Discipline
  - **Topics:** Trauma/Stress, Internalized Racism, White Privilege, Bias, Microaggressions, Motivation
  - **Techniques:** Journal or have quiet time daily, Check in with friends/family, Learn through reading (medium.com/@eliecircle/antiracist-books-a4b2efa118d3), documentaries, etc.
- Questions to Dive Deeper into Wellness
  - What are you feeling?
    - *If it's anger, what's your secondary feeling?*
  - Do you know where the feeling is coming from (i.e., root cause)?
    - *If so, where? If not, take a moment to reflect.*
  - What is a solution to eliminating the root cause?
  - What's in your control to address?
  - What is a small thing you can do to address the root cause?
  - Set SMART goals
    - Specific, Measurable, Attainable, Relevant, and Time-Bound

## Antiracist Work with Young People

- Questions to Assess Your Commitment to Addressing Race-Based Trauma
  - Do I know the cultural backgrounds of my young people?
  - Do I understand the differences between academic language and my young people's social language, and do I find ways to bridge the two?
  - Do I view my young people's experiences as assets or deficits?
  - Are my practices (i.e., discipline, curriculum, activities) anti-racist?
  - Do I equip my young people with the skills they need to be change agents for equity, social justice, and self-empowerment?
- Before Leading Conversations About Racism, ask yourself:
  - Am I afraid to have the conversation?
  - Am I the best person to lead this conversation?
  - Is this the right time to have the conversation?
- Resources
  - [racialequitytools.org](http://racialequitytools.org)
  - [tolerance.org](http://tolerance.org)
  - [intergroupresources.com](http://intergroupresources.com)
  - [nationalequityproject.org](http://nationalequityproject.org)
  - [blacklivesmatteratschool.com](http://blacklivesmatteratschool.com)
  - [pbs.org/newshour/extra](http://pbs.org/newshour/extra)
  - [nmaahc.si.edu/learn/talking-about-race](http://nmaahc.si.edu/learn/talking-about-race)

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