

5.9 Don't Wait Until Something Bad Happens to Talk to Your K...

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SPEAKERS

Lucretia Berry, Jasmine Bradshaw

J Jasmine Bradshaw 00:00
You're listening to the First Name Basis podcast, Season Five, Episode Nine: "Don't Wait Until Something Bad Happens to Talk to Your Kids About Race."

J Jasmine Bradshaw 00:16
Teaching our children to be inclusive and anti-racist starts with us within the sacred walls of our home. First Name Basis is designed to empower you with the confidence you need to be a leader in your family and a change maker in your community. Together, we will wrestle with hard questions and use the answers to create the world we want: a world that reflects our values of inclusion, compassion, and courage. I'm your host, Jasmine Bradshaw, and I am so excited to be on this journey with you.

J Jasmine Bradshaw 00:51
Hello, First Name Basis. I am so glad you are here. My guest today is actually one of my very first friends that I made on this anti-racist journey. Her name is Dr. Lucretia Berry and I have known her since Season One of First Name Basis. She was like the first person I met on the internet and totally bonded with, and I honestly can't believe that she hasn't been on the show yet. Dr. Lucretia Berry is the founder of an organization called Brownicity. And they're actually really similar to First Name Basis. They provide resources and classes for parents, teachers, educators, caregivers, anyone who really wants to talk to kiddos about race. And I am so grateful for Dr. Berry's mentorship and leadership. Because she's the mom of three girls, I feel like our lives mirror each other so much. So I've turned to her a lot when I've had questions or needed guidance, because she is just so dang qualified. She has her PhD, and she's given a TED Talk. That was what really caught my eye about her first off, it's called "Children Will Light

Up the World If We Don't Keep Them in the Dark," and she talks all about the importance of teaching our kiddos the truth about the world and the truth about race and racism. It's so powerful. So I will link that in the show notes because I know you're going to love it.

J Jasmine Bradshaw 02:18

The other thing is she actually develops anti-racist curriculum, and she's a high school teacher. She teaches a class called Anti-Racism 101. So she's got parents covered. She's got high schoolers covered. And she's got our little ones covered. And that's why I'm so excited to talk to her about today. She has a brand new activity book that just came out today. It released this morning, and it's called "The Hues of You." It is a workbook for school-aged children, and it's all about learning about the skin that you're in. So it covers skin color, and hair texture, and different types of families. It's amazing. And I felt like there was just so much in the activity book that I wish I had when I was growing up, because there was so many things that I talked to my parents about, we were so good at talking within our own family, but when it came to talking to my friends, I just struggled a lot more. So if I had some real guidance in terms of this workbook, I think it would have been really amazing for me.

J Jasmine Bradshaw 03:23

One of the things that I really loved when I was flipping through it and reading it, I noticed there was a page specifically dedicated to hair coverings and head coverings. And in that page, it talks about different types of head coverings and asked do you wear a head covering or a hair covering? And why and when? And on it, the thing that stuck out to me was that there was an illustration of a woman wearing a bonnet. Now, if you are Black, you know what I'm talking about. Or maybe if you're a curly girl of another ethnicity, you definitely know what I'm talking about. But Black women and other women of color wear a bonnet to bed to protect our hair. And it's something that is totally culturally normal for us. But it was a source of shame for me, because I grew up in a predominantly white area, where my friends did not wear bonnets to bed. And so I remember being at sleepovers and stuff like that, and I would always put it in my bag, but I would never wear it, because I was too afraid to have to have this conversation about this thing that I wore on my hair that made me different from them. And it was just so embarrassing. And I was so ashamed. So just the idea that anyone who buys "The Hues of You" activity book is going to have a conversation with their kiddos about the different head coverings, including the hijab and the bonnet. It's just so powerful to me. And I'm super excited for you to get your hands on it. So we're going to link "The Hues of You" activity book in the show notes. But in the interview, Lucretia will talk all about it, and you'll get a better idea of what's actually inside.

J Jasmine Bradshaw 04:58

So in our conversation today, we're really talking about the importance of building the foundation of racial literacy in your home or in your classroom, talking to young kiddos about race, and talking to them proactively instead of reactively. So there are always things that come up in the news, current events, where you feel like you have to have race conversations. But one of the things that Dr. Berry points out is that we don't want to always have these conversations when we're in a trauma state. When we are coming from a place of trauma,

when we are having this horrible moment in our community, we don't want to associate race talks with always having a negative connotation. So having this in-between time where you talk about skin tone, and you talk about race, is so important. Building that foundation is crucial. So that's really what we're going to dig into today in our conversation.

J Jasmine Bradshaw 05:51

Before I let Dr. Berry Take it away, I have three things I want to tell you. The first is that we are having a Bite-Sized Black History End of Black History Month sale, and you can get \$5 off if you use the code, black history and then the number five, so that's all caps, one word, BLACKHISTORY, the number 5. BLACKHISTORY5. And if you are unfamiliar, Bite-Sized Black History is our Black History Month and beyond educational program, where you can teach your kiddos or your students all about amazing Black Americans throughout history. So there are 12 different bite-sized podcast episodes that I made just for the kiddos. And in each one, we highlight a different Black American from history. But the thing is, I tried to really pick people who are lesser known people who maybe you've heard their name, but you're not really sure who they are. It's so fun. I have seen so many of you tagging us in your Instagram posts, sharing that your kiddos are loving it. And it's really one of my favorite things that I get to create. So sharing it with this community is so, so exciting for me. So for this very last week of Black History Month, I hope you will go to firstnamebasis.org/blackhistory I will also put that link in the shownotes and use the code BLACKHISTORY5, all caps, one word, BLACKHISTORY and the number 5, in order to get \$5 off of Season One, or Season Two, or both of Bite-Sized Black History.

J Jasmine Bradshaw 07:20

The second thing I wanted to tell you about is that we are doing a giveaway, Dr. Berry has generously shared three copies of "The Hues of You" with us to give away to a member of our First Name Basis family! Well, to three different members of our First Name Basis family. So we're going to be doing a giveaway over on Instagram, our Instagram handle is @firstname.basis. If you click on it, you should see my face and you'll know you are in the right place. Tomorrow on Wednesday if you're listening to this the day it comes out, it'll be tomorrow I'll post the giveaway, and we'll give away three copies of "The Hues of You." And we'll also give away three copies of Bite-Sized Black History. So if you win the giveaway, you will receive both a copy of "The Hues of You" activity book and a copy of Bite-Sized Black History!

J Jasmine Bradshaw 08:06

And the last thing that I want to share with you before I let Lucretia share with us is that I'm going to do a little bonus episode on Thursday. So you know Tuesdays are podcast day. But on Thursday, I'm going to share a bonus episode because there was a question that I had for Lucretia that was really personal to me. And I didn't feel like it necessarily went with this episode. Because it's not about talking to our kids. It's really more about relationships among adults and how we handle them once someone has done or said something racist that has been really hurtful to us. And so I felt like I just needed like sisterly advice, and I just wanted to ask

her. I honestly didn't know if I was ever going to share it with the world, but I thought this would be a cool bonus episode for you to hear what I'm really going through and what I'm struggling with on this journey. So tune in on Thursday for a bonus episode with me and Lucretia.

J Jasmine Bradshaw 09:01

Alright, y'all, I hope you love this conversation between two anti-racist educators who are trying to help you understand how you can build this foundation of racial literacy in your home and in your classroom.

J Jasmine Bradshaw 09:14

Hello, Lucretia. Welcome to First Name Basis.

L Lucretia Berry 09:17

Hi, Jasmine. I am so excited to talk to you and to be with you. Even, you know, over the wires today.

J Jasmine Bradshaw 09:26

Yes. Oh my gosh. Well, I told you before we started recording you are really like my big sister in this work when we need each other. I was like that is my soul sister. So I'm so excited to have you and to learn from you because I really do learn from you every time we talk.

L Lucretia Berry 09:41

You are so kind and likewise. And you know how much I appreciate you as a creative and educator. I appreciate your heart, your voice and your passion for people. So I am your fan.

J Jasmine Bradshaw 09:57

Well, you have a new book coming out

L Lucretia Berry 09:59

I do!

J Jasmine Bradshaw 09:59

I'm so excited about it, tell us about yourself. But also tell us about your book.

L

Lucretia Berry 10:05

Okay, great, because the book actually is an extension of self and family. So I mean, I'm an African-American mom in a multi-ethnic family. My husband is white, and our children are multi-ethnic, and we are five different hues, skin tones. When my husband and I got married, we were very intentional and conscious, and purposeful, of, you know, with having conversations about well, how are we going to talk to our multi-ethnic children about, you know, race as a construct in how they will navigate our hyper-racialized society, because, you know, I grew up in, you know, the segregated south. I mean, it was, you know, post integration, but still, it was socially segregated. And so I navigated, you know, that environment, a particular way, as a, you know, African-American girl. And my husband grew up in small town Iowa, having known no people of color, no Black people. So of course, he navigated his environment a particular way. So how do we, you know, come together, be married, and then think about what our children need? Who have, you know, they would have a very different kind of racialized or social context than we did, you know. We kind of went through some things that well, no, we're not going to pretend that, you know, they're just chocolate and vanilla swirl, you know, we're not going to. I think it's lovely and delicious, but we know that we believed that they would need more context, before we even brought them into the world. Before we even knew, you know, who they were going to be, we knew that it was our job to be able to equip them in a way that they could truly become who they want to be, that they're not so burdened by the social identities that society is putting on them.

L

Lucretia Berry 12:10

So for example, I remember one member in my family, so my Black family, she grew up in Jim Crow, right? So for her, her concern was, well, who are the children going to play with? And the, you know, the implication there, or the premise there, is that, you know, Black kids play with Black kids, you know, white kids played with white kids, you know, because she came from that kind of segregated, you know, binary perspective. But my husband and I were immersed in multiracial, multi-ethnic communities. So for us, you know, we well, they're going to play with whoever they want to play with, from all around the world, and which is the case. But yeah, we knew that, okay, they needed to have an understanding of the history and the context of race.

L

Lucretia Berry 13:01

So I say all of that to say, we were not going to embrace a colorblind approach. We knew that that would not be helpful. And I think that was even before the colorblind approach was so popular. Our oldest is 14, but again, like I said, we had conversations before she was born. So I say all that to say, we've always been very intentional about normalizing conversations regarding how we look, our phenotype. And we decided to kind of go with this approach of our differences are normal, right? Um, so when our oldest was up four-years-old, she had made this observation through an activity at her preschool and she says, "Well, you know, we're, we're all hues of brown." And she said, "Mommy, you're, you're really brown. And Daddy is light brown, and I am medium brown." And in that moment, I even remember where we were sitting in that moment, "Oh my gosh, that's it." Because within that, you know, very simple and childlike framework, I could teach her about melanin. Melanin is brown, and Daddy has less melanin. Mommy has more melanin, you know, and you came from us you have medium melanin. I

could teach her about ancestral origins and why, you know...So she provided the framework, and then I was able to put in, you know, a more complex and nuanced and more sophisticated understanding into a four-year-old framework. And that worked for our family. It allowed us to acknowledge that we are five different skin tones, that our hair, we have five different, you know, hair types. We have similarities in how we look, but we also have differences in how we look, and that's normal. That's good.

L

Lucretia Berry 14:54

And then soon, other families kind of tapped into that, like they liked how we did that. So other families were doing it as well. And in that, in it, kind of in the beginning, I say, the, we were in a neighborhood that had lots of multi-ethnic families. So some by marriage and birth, like us, like our family, and then some by adoption. And so our neighbors really embraced it as well. And so over time, we kind of grew this way of thinking about, okay, talking, teaching our kids, or I should say this satisfying their curiosity, regarding phenotype, like, why does this person look this way? Why does that person look that way? Okay, so we could explain that with, you know, science, biology. And then when you, once that was, you know, like, that's comfortable and normal, then we layer on top of that, you know, around about the time when it's time to go to school.

J

Jasmine Bradshaw 15:59

Yes.

L

Lucretia Berry 16:01

Now we have to go, "Okay, now, let me help you understand this," you know, social identity, or the social framework of race as a construct. I understood it, how it functions, so then again, I could break it down, and put it into the understanding or the framework of a four-year-old or a five-year-old, in a way that, you know, she could understand. So fast forward, I started to do some of this work in schools and churches, like I would be invited to libraries, to kind of have these conversations with with kids. And essentially, oh, and can I, can I be really honest? I think this is a fun fact, and a lot of people don't know this. But I actually started doing it with adults first, like a particular workshop, I did it with adults because adults were coming to my courses or my teaching, and they would, you know, come and be so tense and afraid, because, you know, that's the schemata that we have for learning or, you know, engaging in any conversations around race, like we bring so much fear and baggage. So I think, okay, we're going to start with this activity, where we color under our portraits and name our skin tones. And there's a whole like, you know, there's pedagogy and psychology behind why I do all of that. But I saw that it helped adults relax, as we moved into more sophisticated topics. So it really started with adults, getting them to be curious. And in, you know, and ask questions, because, you know, when we ask questions, it kind of, our mind is ready to receive answers. So, then people ask me, "Well, can you do that for the children?" "Yes, because it is a children's activity!" And when I did it for the children, something different happened, that it was like, yes, opening this floodgate. And the children had all of these questions, and they wanted to talk about so many things about how they look and why they look this way, and their ancestors and all of these experiences. And so when I would end my workshop, and you know, get ready to

leave, the adults would then say to me, "I don't know how to answer these questions," or "I don't know where to take this conversation. I don't know what to do next." So I created an activity book called, "Hues of You: An Activity Book for Learning About the Skin You're In." But I, you know, I took all the things that the children wanted to talk about, and the things that, you know, adults didn't necessarily know how to answer. And that's just because, you know, we inherited the colorblind approach. So we, you know, we're woefully under-educated and don't have, you don't have a framework, right? So I just put it in this activity book. And I imagined, you know, caregivers, or kids and their caregiver sitting down doing this together, or if a child is old enough, they can walk it through themselves, or like a teacher is using it. The whole point is to help foster literacy, and give us just a foundational understanding for us to build on. So writing the definitions in ways that the kids can understand.

L

Lucretia Berry 19:19

So yeah, that's my book. It comes out February 22. So 222 22.

J

Jasmine Bradshaw 19:26

Oh, I think the amazing thing about the book is that it really has like guideposts for this conversation. Like it, you don't have to sit down and do it all at once. It's like breaking it down into talking about melanin and skin tone and hair. So I'm imagining parents sitting next to their children and cuddling up together and doing it and I'm thinking about what if something happens or their child asks a question and the parent feels like or the caregiver just feels like "Oh, man that didn't go the way I wanted it to." Or "I didn't say what I wanted to." What advice do you have, like what do you do if that race conversation doesn't go very well?

L

Lucretia Berry 20:04

Well, I would like caregivers, teachers, parents to understand that they don't have to be the expert and have all the answers. And it is okay to say, "Well, I don't know the answer to that question" or, you know, to pause and say, "I think we should learn more about that." Like, "Why don't we research that together?" Or, you know, "Why don't I look into that and come back to you?" So I think, you know, that's also a fear that we think, okay, we're supposed to know, all of the things and, and we don't, and that also teaches our children that it's healthy to be on a learning journey, to always be a learner.

J

Jasmine Bradshaw 20:50

Yes, yes, I totally agree. And I think that it's so important that we see, as adults, there are lots of questions that our kids ask us that we don't have the answers to, and we're fine saying, "Oh, I don't know. Let's figure it out." But when it comes to race, for some reason, we feel like we have to know everything.

L

Lucretia Berry 21:07

Yeah. And then we make up stuff like I like a grandmother told me, she's white, and she said

mean. And then we make up stuff like I, like a grandmother told me, she's white, and she said, "Well, when my kids asked why people were different colors," you know, she said, "God put all of the people, you know, in the oven together, and..."

J Jasmine Bradshaw 21:26
What!? Oh, no...

L Lucretia Berry 21:27
...and left Black people in too long."

J Jasmine Bradshaw 21:30
Oh gosh

L Lucretia Berry 21:30
She was so happy with herself. But I'm like, "Okay, so here's a case where you could have just said, 'I don't know,'" that's like, you really didn't have to do all that.

J Jasmine Bradshaw 21:44
Oh, my gosh, wow. Right.

L Lucretia Berry 21:48
So I think and and here's the thing, you know, with race, like, again, I said, we are so like woefully and severely under-educated. And so where we have a deficit, there is fear. And so I get it like people, you know, they, like with anything else. It's like, okay, "Well, how does the pulley on that firetruck ladder work?" You can say, "I don't know," you know, but with racism like we, yeah, we just, like panic sets in. And then we feel so much insecurity, right? So yeah, we can we can pause and say, "I don't know, let's look, let's look into that."

J Jasmine Bradshaw 22:26
Yeah, yeah. One of the things you mentioned was that you are a mom of multi-ethnic children. And I know that there are so many moms in our community who are experiencing the same thing. I'm just wondering, do you have... Is there one piece of advice or something that sticks out to you that you would love to share with other moms who are in this situation?

L Lucretia Berry 22:40

L Lucretia Berry 22:49

Oh, okay. One, that's hard. But I will, I'm going to try to come up with an umbrella, I would normalize, talking about phenotype. Like, normalize talking about skin tone, or hair texture, normalize talking about, you know, race as a construct, and how it functions in society, like it should just be...if it's just so normal, then even when, you know, the news is broadcasting a racist incident, and it's like, you know, every day the news is broadcasting a racist incident, it's already normal in your home to have a conversation about it, you're not having to, like conjure up a particular type of understanding or consciousness. There's no fear. There, you can, you know, talk about the incident and grief and keep going. I know, a lot of parents think, you know, avoiding the conversation, and I mean, that could feel good, you know, avoiding it. But then, when there's a necessity, like, when it's pushed at you, or forced and you have to talk about it, then you don't have your foundation, your footing, your preferred language. But if you normalize it, then yeah, it just is like, you know, talking about the weather or talking about, you know, the clothes someone is wearing, and you have all of your words, you know, you have how you think about it, you have your framework, you have your approach, it's already there. And, and then you can really address anything, And I will say in our family, it's just so it's so normal, sometimes I forget.

J Jasmine Bradshaw 24:35

Yeah, us too.

L Lucretia Berry 24:38

So yeah, children will say things. And if we're in public, you know, I can feel like "Whoops!" Like, people aren't accustomed to that literacy and that awareness, and when it's normal, then your children can pick up on things that they need to tell you about. But if it's not normal, you know, they might, they won't do that. So I've had the privilege of, you know, just, you know, helping out some adults just because you know, my child shared something with me. And again, because our home is, it's a space where they, they have language, and it's a part of our conversation. So.

J Jasmine Bradshaw 25:19

Yeah, I really like how you talked about building that foundation in the in-between times, because, I think, I'm sure you see this too, in your work that people flock to us when something really bad happens. And the hard part that people don't really understand is that these things are happening all the time. They're just sometimes not caught on camera, right? So when they come in, and it's in the middle of a tragedy, and they're, they've never even started the conversation. I'm like, "Okay, well, you have a lot of work to do in a short amount of time to really talk about these current events." So I love that really building the foundation all the time, so that you're ready.

L Lucretia Berry 25:54

Yeah. And even with, you know, tragic events, I mean, do you really want to teach out of trauma all the time?

J Jasmine Bradshaw 26:00
Exactly.

L Lucretia Berry 26:01
If you're doing that, then race and what you look like, it gets connected to trauma. And that's why I'm like, you just gotta, it's normal. Like, we live in the United States, I consider us a hyper-racialized country. And so, I mean, it's, it's a, it's normal. And so it should be normal in our conversations. And people would feel so much more confident if they were competent. Right?

J Jasmine Bradshaw 26:33
That needs to go on a shirt. Yes, right.

L Lucretia Berry 26:37
Yeah.

J Jasmine Bradshaw 26:39
Oh, wow. Thank you. Well, like you said, we do live in a hyper-racialized society, and especially here in the US, and I'm thinking about our melanated children who, unfortunately, are going to experience racism.

L Lucretia Berry 26:55
Yeah.

J Jasmine Bradshaw 26:56
How do we support our kids, when that happens, when the inevitable happens? How can we support them,

L Lucretia Berry 27:01
First of all, hear them. Wholly hear them. So two you know, parents who maybe haven't put a foundation in place yet, because that whole foundation is the best thing, you know, you can do. But if that isn't there, you know, I would, you know, I recommend that you wholly hear your child. You have to create a space where your child knows that talking about some, you know,

race, good and bad, you know, or that that is welcome, a welcome conversation. Make sure that you have that space in your home, and that children have a place to share, and you want to hear about it. Like, you know, I tell my kids I want to hear about, you know, these things. And, and then they know that they're going to be received, when they share it, and they're going to be received well, and that you're going to advocate. I have no reservations about, you know, working with another adult or someone, a teacher at a school, you know, or some, you know, someone who is in charge of the children like, I make myself available. Yeah, how can I help you and not to me, and and not just for my kids, for, because something that happens, you know, with me a lot is that, yeah, I'll be contacted by other parents, that should be normal as well. People, our melanated children should know, in, you know, historically, and predominantly white spaces, that the adults are advocating for them, see them, and hear them, value them and are advocating for them. And I get it. Like I said, though, for those of us who inherited colorblindness, we might not know the best way to do that. Or we might be afraid, like, "Well, if I say something, then will my child, you know, be kind of punished, you know." And so I'm always happy to call it, I'm happy to help you navigate that, because white children need to be treated as though they are perfectly capable. And they have the capacity to honor the intrinsic value of their peers, who are not white. And I'm like, "Yes, because you are valuable. And I'm going to also help your peers who are white value you and the way that you know you're you're supposed to be or you were designed to be valued." So I'm all about hearing them, seeing them and advocating for them. And I don't know, if you need help call me.

J Jasmine Bradshaw 29:48

Yeah, yes. Well, yeah, what I hear you saying is like if we want to support our kids in that moment, we have to start advocating for them now.

L Lucretia Berry 29:57

Yes.

J Jasmine Bradshaw 29:58

We can't wait for it to happen.

L Lucretia Berry 30:01

Oh my gosh, no, I mean, well, that goes back to the foundation, like when you are giving them language and conversation, and that's where your advocacy begins, because you know, you already know that they're going to have some experiences. So then when the experiences occur, like they already have a safe space, and then you move forward in how you address it, whether that be, you know, talking to a parent or a teacher, or, you know, whoever is the adult.

J Jasmine Bradshaw 30:30

Yeah, yeah. One of the other things I really wanted to ask you about, so you have been, I mean, you teach kids of all ages, but you've taught older kids too, which is amazing. I feel like I don't

you teach kids of all ages, but you've taught older kids too, which is amazing. I feel like I don't necessarily get to talk to a lot of people who do that. So I'm wondering about, like, civic engagement, what does that look like for our kids? Where do we start? When it comes to really getting our kids involved in their community, and advocating for their values?

L Lucretia Berry 30:58

Yeah, I teach a high school course, called Anti-Racism 101 to ninth through tenth graders. And, you know, there's a way that teenagers are wired, that they are, they want to be about it, right? They want to be active. And they're the people who will, you know, sign up for my course, are curious. And so when they learn, as they are learning, they're excited to be the people that in the know, does that make sense? Like, yes, they're very excited to be the people and the know. And then they just, I think it's because of how they're wired. They just naturally move into advocacy. And so, it and civic engagement, so that is everything from, you know, when they're in their other classes, they take moments to teach. If their peers are saying something that doesn't line up, is harmful, is problematic, they step in and say something like, I am blown away, because I'm like, Okay, you just do that, like, you just do that, you just said that? I had to let them know, like, okay, each of them kind of, in their own spheres, engage civically. So I had, like, in 2020, right, I remember, you know, students reaching out to me asking which Black Lives Matter marches they could be a part of.

J Jasmine Bradshaw 32:22

That's amazing.

J Jasmine Bradshaw 32:23

And a part of the, the course, is that they actually create something. So one student is a songwriter. So he developed music. And, and, of course, you know, he did like well, "I don't want to, I want to make sure that I'm not appropriating. And I want to make sure that creating within respectful boundaries, or respectful, you know?" Yeah. And then there's students who go on to college to be more immersed and become more immersed in social justice. They have started clubs, at school that promote understanding is incredible. So it's like, just give them the tools, give them feel their toolkit. And then you know, and I've always believed that like this, if we give them the tools, then you know, they are operating in a different creative vein than I did. Like, you all are, I guess you're a part of them as well, like, you have, you know, different access than I did back in the day. So you're going to do things and create ways of civic engagement that I probably can't, that I haven't even thought of. Yeah, some of the things they choose to do in their local communities—they're amazing. And, and so yeah, I and so I will say that, you know, I a lot of what I do is education. But it's interesting that you have the students naturally connect that to civic engagement. Like, they, we just say, "Oh, here's this information I know, and I'm just gonna sit here with it." They put it to practice, into work, and they apply. It's incredible.

J Jasmine Bradshaw 34:04

That is so true. Like we underestimate their creativity by telling them, here are the steps but

really, we need to say, "Here's the problem, what do you think you should do about it?"

L Lucretia Berry 34:16

Yeah, yeah. And that's it. Help them thoroughly understand the problem. Because when they thoroughly understand it, they have a sophisticated understanding, then yeah, they will come up with some solutions that we haven't even been able to touch.

J Jasmine Bradshaw 34:34

Well, Dr. Berryâ€”I want to call you that, because, to give you that respect on your name,â€”tell me how can people find your new book and find you because I know they're gonna want to connect with you after this.

L Lucretia Berry 34:46

I am the founder and president of a nonprofit called brownicity, its comes from "brown" and "ethnicity" pushed together. So Brownicity, and so you can find me at brownicity.com where I house all my courses that I create. Hopefully we will be able to have a course created by Jasmine.

J Jasmine Bradshaw 35:08

Oh!

L Lucretia Berry 35:10

Yeah, we'll have it in there one day. I'm just gonna speak that out. Yeah. Have a Jasmine course. But but you can find the book there. There's a link for the book at brownicity.com. And so check out the book. Check out our courses. Yeah, connect with us. Subscribe. Subscribe.

J Jasmine Bradshaw 35:36

I love it. Well, thank you so much. I'm so grateful. You are amazing.

L Lucretia Berry 35:41

Likewise, and you are so welcome. I'm so, I'm just so proud of what you have done. And I'm proud that that, yeah, I'm so proud that I get to be a part of it. Like I get to be a guest on your podcast. I'm so grateful. So thank you.



J

Jasmine Bradshaw 35:56

What did I tell you about her brilliance? She is brilliant, y'all. Okay, you have to get your hands on "The Hues of You" activity book. So go to the link in our show notes, or you can head over to our Instagram @firstname.basis to try to win one for yourself. And don't forget about our Bite-Sized Black History sale going on now through the very end of Black History Month. You can use the code BLACKHISTORY5, all caps, one word BLACKHISTORY and then the number 5 to get \$5 off of Bite-Sized Black History.

J

Jasmine Bradshaw 36:32

My friends, thank you for being here. I hope you can feel how much I believe in you, and how deeply I know that when we work together, we can make real change in our communities. Any of the books, podcasts, or articles that I reference will be linked in the show notes. If you are looking for more detailed notes, be sure to head over to our Patreon community. On our Patreon site. I provide all of the outlines that I use to make the episodes and everything is linked there. So you don't have to take furious notes while you are listening. And don't forget to join us over on Instagram at firstname.basis. If you're interested in partnering with First Name Basis or doing some kind of collaboration, please email us at hello@firstnamebasis.org. All right, have a great week my friends, and I will talk to you again soon.