

## 8.2 What is Coded Language\_

Tue, Jun 06, 2023 11:45AM 36:16

### SUMMARY KEYWORDS

coded language, racist, ally, juneteenth, talking, coded, children, oppressive, elementary, preschool, racism, language, kids, terms, stages, genocide, marginalized group, hyenas, happened, thinking

### SPEAKERS

Jasmine Bradshaw

---

**J** Jasmine Bradshaw 00:00  
You're listening to the First Name Basis podcast, Season Eight, Episode Two, "What is Coded Language?"

**J** Jasmine Bradshaw 00:14  
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 fam. I am so glad you are here. And I just want to say thank you, thank you so much for giving me some time and space to get my feet under me as we dove headfirst into school consulting. It has been an amazing spring semester, training teachers and talking to parents at the PTA and helping people understand why Ally Elementary Jr. and Ally Elementary are so important to us in schools and teaching our kiddos how to be anti-racist. It's just been like a dream come true. And I'm so grateful for all of you, because the support that you give makes it possible. So thank you, that has been awesome.

**J** Jasmine Bradshaw 01:31  
If that sounds like something that is interesting to you, or you're a teacher and you're like, "I want you to come to my school and talk to the other teachers at my school about how to be an anti-racist teacher," I would love to do that. Just go to [firstnamebasis.org/workwithme](https://firstnamebasis.org/workwithme) and you can find all the info right there.

J

Jasmine Bradshaw 01:51

All right, as you could probably tell from the title of this episode, today, we are talking about coded language, specifically racist coded language. And of course, you know, I will break everything down for you. We're going to start by talking about what it is, then I will give you an example of when I recently heard someone using racist coded language, and that will give you some concrete ideas of what you can do when you hear it because you know, we are all about action around here.

J

Jasmine Bradshaw 02:20

Okay, but first, I have to give you a trigger warning. Of course, we will be talking about racism as we do in every single episode of this podcast. So if you are a Black or Indigenous Person of Color, please take care of yourself today and every day. And the other thing that we'll be talking about that we don't often talk about is genocide, and specifically the Holocaust. So there is a little part where I will touch on that, and I just wanted to let you know so that you can be ready for it.

J

Jasmine Bradshaw 02:50

Okay, before I say anything else, I have to tell you that we are having a huge summer sale in celebration of Juneteenth. You probably know that I have created educational programs and resources that you can use in your home and in your classroom when you're talking to children about race and racism. And we have three programs that are going on sale right now. They are Ally Elementary Jr., Ally Elementary, and Juneteenth Jubilee. So let me tell you about them, and I'll tell you about the mega sale that we have running right now. First up is Ally Elementary Jr. and this is our program for children who are preschool through second grade. And I created it so that you could introduce the building blocks that your children or your students need to be the courageous anti-racist allies that our communities so desperately need. So Ally Elementary Jr. consists of video lessons and hands-on activities that teach all about allyship. We start with melanin and we create our skin tone paint. Then we talk about identity and culture. We talk about the difference between ethnicity and nationality, what is culture, and what is race. Then we move into bias. And lastly, we talk about the tools in your allyship toolbox. So that's preschool through second grade, Ally Elementary Jr. And don't worry, everything will be linked in the show notes so you can learn way more about all of these.

J

Jasmine Bradshaw 04:20

Next up is Ally Elementary. This is our program for kiddos who are in third through sixth grade. And it was created as the roadmap to helping kids become anti-racist allies. So we go way deep into these topics. We talk about race and how it was created, why it was created, where did it come from? We talk about racism, what it is and what it isn't. And privilege fairness, solidarity action, how you can really be anti-racist as a family or as a classroom community. It's very similar to Ally Elementary Jr. in that it has video lessons taught by me and then activities that go along with each lesson to cement the learning.

J

Jasmine Bradshaw 05:07

And the last program that we have that's on sale is Juneteenth Jubilee, which is a program that I created to celebrate Juneteenth. And one of the biggest ways that we celebrate Juneteenth in my family is with food. So what I did was I recruited my dad who is honestly one of the best chefs that I know. And together, we created a cooking show where we demonstrate how to make traditional meals that are eaten on Juneteenth in the Black community. So it comes with a whole cookbook, where you can make the recipes right alongside us, the videos of us making the recipes, and then we have super fun activities that go along with it. There's like a placemat with different things that the kiddos can do while you're waiting for dinner to get started. And there's lots of reflection questions that you can use to talk about the importance of Juneteenth, what it is, why we celebrate and how you can be more reflective and intentional in your Juneteenth Celebration.

J

Jasmine Bradshaw 06:05

So here's the amazing summer deal that I have to tell you about. First of all, we are doing \$75 off of Ally Elementary Jr. and Ally Elementary. And you don't need a code for that; it will automatically be applied whenever you go to the website. You should see it on there. Not only that, we are doing \$25 off of Juneteenth Jubilee, and it's the same situation — you don't need a coupon or anything it's automatically going to be applied in your cart. And to top it all off, if you buy either Ally Elementary Jr. or Ally Elementary, you will get Juneteenth Jubilee for free as an added bonus because we want you to celebrate Juneteenth, we want you to understand the importance of talking about race and racism and becoming an anti-racist ally, with Ally Elementary Jr. and Ally Elementary. And we want you to join in the celebration. So if you buy one of those two programs, Ally Elementary Jr. or Ally Elementary, you will get Juneteenth Jubilee totally and completely free. I know right? So flippin exciting.

J

Jasmine Bradshaw 07:10

I'm sure you already know that Juneteenth is on June 19. And so the sale will run through June 23, which is right after Juneteenth. That will give you time to really settle in and celebrate together. If you want to learn more, just go to the shownotes. Everything will be linked there. Or you can go to [firstnamebasis.org/allyelementary](http://firstnamebasis.org/allyelementary) and you'll see everything you need to know. Y'all take advantage of that \$75 off. Like, I love a deal. I know you do, too.

J

Jasmine Bradshaw 07:40

So today we're going to be talking about racist coded language. But it's important that you know that there are different types of coded language. And coded language is basically when someone is talking negatively about a marginalized group without explicitly stating who they're talking about. So that's the code, right? The code is that other people in the dominant culture — and if you've been here for a while, you know, the dominant culture are people who are white cisgender, male, Christian, English speakers, citizens, financially comfortable — there

are a lot of social identities that hold privilege here in the United States. And those are the identities that hold the most privilege. So the code is that the other people in the dominant culture know exactly who they're talking about.

J Jasmine Bradshaw 08:29

So let's recap. People are having a conversation. Usually people who hold privilege, usually people who hold similar privileged identities, they're talking to each other, and they're talking about a marginalized group. But nobody is actually saying that they're talking about a marginalized group. They're using coded language or coded words, to describe the group or hint at the group without explicitly naming the group that they're talking about. Give it a minute, let it sink in. It will make much more sense when I share the example and you'll be like, "Yes, I have definitely been in a conversation where coded language has been used." But I wanted to share a definition with you from Language, Please. It's an awesome website that I found while I was doing research for this episode. They say that they are, quote, "A living resource for all journalists and storytellers seeking to thoughtfully cover evolving social, cultural and identity related issues." End quote. So one of the things I loved about Language Please is that they had a style guide where they listed out different terms and how they are currently being used or how they've been used in the past, and then they gave alternatives that are much more inclusive and just better terms to use. So for example, some of the different categories on the style guide are like class and social standing, disabilities, neurodiversity and chronic illness, gender and sexuality, race and ethnicity. So they just have tons of different categories. And they show you terms that you're probably familiar with, terms that you've heard before, and then what you can use instead that's more inclusive and updated language. So the Language Please definition of coded language is, quote, "Coded language consists of seemingly neutral terms that individuals use to negatively describe identity, often racial or ethnic identity, and thus maintain oppressive power structures. These terms are ambiguous and so embedded in the general public's vocabulary that they are often seen as normal and harmless." End quote.

J Jasmine Bradshaw 10:39

So like I mentioned, there are lots of different types of coded language. But the one thing that they all have in common is that they're talking about marginalized groups. So women, people in the LGBTQ+ community, Black people, other indigenous people of color, etc. So coded language is speaking about groups that have been historically marginalized. Okay, so let's zoom in on racist coded language. I'll start with what it is. I'll give you an example of when I recently heard someone using it, which made me super mad. And I will give you some concrete ideas of what you can do when you hear racist coded language. Since I've shared the definition of general coded language, I think you will really appreciate this definition from the National Education Association of what racist coded language is it's, quote, "Substituting terms describing racial identity with seemingly race-neutral terms that disguise explicit and or implicit racial animus." End quote. One of the things that you will notice from both definitions is that they highlight the fact that coded language is seemingly neutral, but it's actually really harmful, and continues to perpetuate stereotypes and the oppressive structures that we have here in the United States. And that's why I love that Language Please definition, because they called out those oppressive power structures in addition to pointing out that the terms are seemingly neutral.

J

Jasmine Bradshaw 12:12

So if someone asked me, okay, "What is racist coded language?" and I was giving them like a normal person talk definition, I would say, "It's basically the fact that people don't have to say something explicitly racist to get the point across that they're talking about race in a negative way."

J

Jasmine Bradshaw 12:30

On that National Education Association website where I was reading this article, it had a really great example of coded language from this town. And in the town, there were a couple of shoplifting incidents. And the people in the town thought that it was a group of Black middle schoolers who were doing the shoplifting. They were accusing these Black middle schoolers of shoplifting. And the NEA, the National Education Association, was talking about the way that the journalists were writing about these shoplifting incidents and the way that the people who witnessed the shoplifting incidents were talking about the Black middle schoolers who they thought were carrying out their shoplifting. So in the article, it said, quote, "Quotes or descriptions from witnesses characterize the 11- to 12-year-olds using pack animal imagery and terms such as hyenas, menacing and vicious, that play to white stereotypes and fears of youth of color." End quote.

J

Jasmine Bradshaw 13:35

So when the witnesses were describing the shoplifting, they were referring to the people carrying out the shoplifting as hyenas. They were talking about them being menacing and vicious. And really, to me, any language that compares humans to animals is an instant red flag. Like when you go to this place of comparing a human to an animal that is a no no. Like, huge no no. And here's why: When I was growing up, we learned about the Holocaust every single year, from seventh grade all the way through my junior year of high school. And I remember reading books, watching documentaries, like we really dug into what happened during the Holocaust. And I remember everyone saying "Never again, never again," which of course, like, that is what we're working towards, never ever again. But I remember wondering how, like, how did something like this happen? We talked about what happened a lot. And we talked about Hitler and his motivations a lot. But my biggest question was, how did he get all of these people to go along with something that was so terrible, like it wasn't just him. He couldn't do this by himself, obviously. So how did he get so much public buy-in from what were seemingly regular people?

J

Jasmine Bradshaw 14:53

And I remember my junior year history teacher, her name was Mrs. Schorey. Shout out to Mrs. Schorey, I hope you're doing well. She was explaining that the Holocaust was carried out by regular people making evil choices. And when I say, "regular people making evil choices," I really mean that "even though we would never want to think of ourselves that way" that we could be the people making those awful choices and carrying out actions that are evil and oppressive. We have to remain vigilant in our dedication to our values, because all of the

people who carried out the most horrific events in history, were just that: people. They were just regular people. They were regular people who made really terrible evil and oppressive choices. And so Mrs. Schorey, my junior year history teacher taught us about how these regular people ended up making such awful choices. And she taught us about the 10 stages of genocide. Now, I'm not going to dive deep into all 10 of them, but I will link in the show notes an article from an organization called Genocide Education that does explain each of the 10 stages. And if you're not familiar, you can find the show notes wherever you're listening to your podcast. Just scroll in below the title, you can find all the information that I'm talking about. Or you can go to our website, [firstnamebasis.org](http://firstnamebasis.org). And every single episode I've ever recorded, over 100 of them, are all on there. And all the sources that I've ever used, are also linked there as well. So anyway, the 10 stages of genocide, one of the 10 stages is dehumanization. And the Genocide Education Project describes it as quote, "dehumanization is when one group treats another group as second class citizens. Members of a persecuted group may be compared with animals, parasites, insects, or diseases. When a group of people is thought of as less than human, it's easier for the group in control to murder them." End quote. So after learning about the 10 stages of genocide, and specifically learning about dehumanization, and how there is a very systemic approach that is taken when people who have oppressive and evil intentions get ahold of power, they go through these 10 stages very intentionally, in order to influence regular people in a very negative way. And then these regular people end up making really evil choices. And then when I went to college, I learned about the Milgram shock experiment from 1963. And all of this made even more sense to me, if you're not familiar with the shock experiment, I explained it in detail In an episode from Season Five, it's called, "White Children and Uncomfortable History: What Do We Do?" I'll link that in the show notes as well. But when we break down what it takes for people to treat another group of human beings so terribly to the point of murdering them, it really makes me passionate, I guess, is the word or just, I don't even know...I just, what I'm trying to tell you is that you have to understand your values, and you have to be so vigilant about keeping them and sharing them with the people around you, so that you don't turn into one of those regular people who is doing evil things. Does that make sense?

J Jasmine Bradshaw 18:27

I hope that you felt what I'm feeling right now, like this is so important. So going back to the example from the National Education Association about the shoplifting the children, the children "children! children!" who are being accused of shoplifting were compared to hyenas. And what you need to remember is that Black and Brown youth have commonly been compared to animals to reinforce the stereotype that they're dangerous, and that they're scary. I mean, what are, what was that term that politicians were using in the 90s and early 2000s? Super predators? Yes, I just Googled it real fast. Politicians were calling Black and Brown youth, and the media, they were calling Black and Brown youth "super predators" and creating and reinforcing the stereotype that Black and Brown youth were very dangerous and scary. So we can see that in this article, calling them hyenas, saying that they were vicious, These words were used to reinforce the stereotype that they're dangerous and scary, but also to dehumanize them. And that really makes it easier to treat them badly and continue to oppress the racial identity group that they come from.

J Jasmine Bradshaw 19:34

So you might be thinking, Okay, this is not genocide, which I agree with you. This is not

genocide. But don't you think that we should be guarding ourselves from every single stage of genocide, no matter who it's happening to? Like we should be recognizing those stages and those red flags should be going off and we should be doing something about it anytime someone from a marginalized group is going to be dehumanized and compared to animals, because we should not be going down that path. Right? Right. So obviously, I don't think that the news article was using the language in an attempt to move through the 10 stages of genocide. But I do think that coded racist language is very dangerous, and something we need to respond to. One other thing I want to point out is that sometimes coded language can be dehumanizing and pretty obvious. But other times, it can be a little more covert. And it really is as simple as classifying things as good and bad. Like, I'm sure you've been in a conversation where someone has talked about a good or bad neighborhood or a good or bad school, right? That is coded language, usually racist coded language. So let's move into the example of racist coded language from my life very recently. And the whole reason that I'm making this episode, because I had this experience, and I was so angry, like, I really, obviously racism makes me really mad. But I was like shaking mad. And that really doesn't happen a whole lot. And I just like, I couldn't even focus Oh, I was so angry. So let me tell you about it.

J

Jasmine Bradshaw 21:15

At my daughter's preschool, there's a little playground where they play during recess, and a lot of the parents will hang around, after picking up their kiddo and let the kids play on the playground and chat with each other. It's been so fun, it's a great way to make friends with the other parents who are picking up their kids. And it's just a really good community builder. And so in my neighborhood, there are a ton of new families. They've been doing a ton of building and lots of people are moving in. So they just built a new school in our school district. And some of the people are getting rezoned to the new school. And if you get rezoned to the new school, then you also are rezoned to a different middle school and a different high school. Now, these middle schools and high schools are already built and already have been there for a while. But the elementary school is brand new. So it really has been the talk of the town because they just chose the principal of the new school. And so everybody's been talking about it all the time, basically. So I'm on the playground with a couple of other moms. And I think it's important to note that one of the other moms was also a woman of color. She was not Black, but she was women of color, and the other mom was white. So the white mom said that the school that the kids are being rezoned to, the middle school, is a bad school. And she said it's a bad school because the kids from a specific street in our neighborhood attend there. So I'm just going to use a random street name, Orange Street, right? So she's saying, "My kid just got rezoned to the brand new school and now they have to go to this other middle school that I wasn't expecting them to go to. And this middle school is so horrible, because the kids who live on Orange Street go to this middle school." And the other mom, who is also a woman of color, and I began to push back on her, we were, you know, just saying, "What are you talking about? Like we live in one of the best school districts in the country." I explained to her that I just did a ton of research into the schools in the area, because we were coming from across the country, and I wanted to get a feel for what's going on around here. So after we pushed back on her, she started to elaborate on what she meant. And she said, "The kids who live on Orange Street are just bad kids." And like, first of all, we all know that there aren't bad kids, just bad behavior. And there is a reason why children exhibit bad behavior. So I was thinking, "I wonder if she's talking about children who are Black or brown." I mean, just the way that she said it, seemingly neutral, right? Like, oh, they're just bad kids. Actually, that's not neutral. That's pretty negative. But I was just like, "This feels racist," but I'm not sure. I'm still new in the area. I don't even know where Orange Street is. And let alone like who lives there. So I was just feeling like, I



really want to call out this racism, but I don't know if I should, because if I do, and I'm wrong, then I lose all credibility. And if something racist were to happen in the future, she wouldn't believe me or the people around wouldn't believe me because I wouldn't be credible because I was the girl who called out racism when there wasn't any. So I just had this pit in my stomach. Like, I felt like she was talking about children of color, but obviously I wasn't sure and I couldn't prove it. And it was all happening so fast. So I'm like trying to think of a tactful way to respond to all of that and then she just kept going and seriously, she made it so much worse. Mind you, I don't even know this woman's name. Like she's just a random parent that I met on preschool pickup. I have a great group of friends from the preschool, but she's not one of them. Her kid's in another class, I don't even know her name. And it is going south so quickly. She goes on to say, "Well, it's not their fault. It's not the kids on Orange Street. It's not their fault they're bad. It's because nobody cares about them." And I was like, "What? Like, do you hear yourself? Do you literally hear yourself right now? You just said that because children live on a certain street no one cares about them. Like, there's just no way that's even true." I was so annoyed. And I reiterated to her that like, my children aren't being rezoned, but even if they were, it would be fine. And the other mom said that her children have been rezoned, and she's fine with it. I just like walked away feeling so like, wow, I don't even have the words, I was so upset. So as soon as like I get in the car, I'm thinking about it all the way home. As soon as I got home, I got my younger daughter down for a nap. And I ran to the computer and I looked up Orange Street, I looked at the demographics of the people who live there. And guess what? I was right. Of course, I was right. The people who live on Orange Street are predominantly Black and brown. I knew it. I knew it. And I was like, "I didn't call out her racism. And now I'm carrying around all of this frustration and animosity, and she probably isn't even thinking about this conversation anymore." I knew it. And here's the thing, when you think something is racist, especially if you are a person of color, especially if you're Black, it probably is. Like I was second guessing myself, but I really shouldn't have because I've been in this situation so many times. And I'm usually right. It is very, I don't even, I don't want to say I'm never wrong, because that's ridiculous. But it is very, very rare that someone says something, and I think, "That sounds racist." And then I say something about it. And they're like, "Oh, no, it's not actually racist." It is. It is. And it was, and I was so upset that she was saying that the children who live, these Black and brown children who live on Orange Street, have no one who cares about them. No one.

### J Jasmine Bradshaw 27:21

Okay, so obviously, I did not to respond in the way that I wish I could have. But let's break it down. Let's break down what I wish I could have said, and how you can respond to racist coded language when you hear it. Now, these are strategies that we've used in the past for other things. And I love bringing them back around so that you can see how widely applicable this stuff really is. So the first thing I would recommend you do when you hear racist coded language is to respond with curiosity. Asking questions is really a great way to decode the coded language and bring it into the light. So if I were having this conversation with her again, I would say something like, "What do you mean by bad kids?" And let her explain what she means by that. Or I could say, "Who are you talking about when you say bad kids?" Another thing I wish I would have pushed back on is the idea that no one cares about the children who live on Orange Street. I really could just ask, "Do you really think that no one cares about these children? Like do you? Do you really think that that no one cares about them." I remember this viral video of a white woman who said that someone tried to kidnap her baby in a Michael's parking lot. I don't know if any of y'all saw that. But she like, had her baby in the car. And she said that somebody was trying to steal her baby and steal the cart. And she went to great



lengths in the video to avoid naming the race of the people that she was accusing. And she just used adjectives instead, like scary. And she even said something like, she was like, "They just looked, you know," she kept saying, "They just looked like..." and she was looking for the words. And then she said, "You know." And basically what she was saying there is, take the stereotype of what you think a kidnapper would look like. And, "You know, right?" And so if that was happening, you could respond and say, "What made these people scary?" Or you could even say, "I don't know, what DO you mean?" It's like we've always talked about with racist jokes, and just asking, like, "Why is that funny?" People don't like explaining their racism. It makes them very uncomfortable. So just responding with curiosity and kind of putting the onus of the explanation back on them by saying, "What do you mean by 'bad kids,?' or "I DON'T know," when they say "You know. So that's step one. Just respond with curiosity, ask a question that will help them decode their racist coded language.

J Jasmine Bradshaw 30:04

Step two is to state the decoded version of what they said. So you could kind of paraphrase back to them what they're saying. But add in the explicit stereotyping or racism instead of using the coded language that they were using. So thinking back to that example, from the National Education Association with the shoplifting incident, you could say something like, "It sounds like you're comparing Black children to animals." And just let that hang there and see how they respond. Or with this mom at the preschool playground, I could have said, "It sounds like you're stereotyping the children who live on Orange Street." Because obviously, a child living on Orange Street does not automatically make them a quote, unquote, using her words, "bad kid." So step one: respond with curiosity. Ask questions to decode their language. And then step two: state the decoded version of what they said back to them. So we're just holding a mirror right up to what they have said.

J Jasmine Bradshaw 31:13

Then step three, we're gonna call it what it is: racist coded language. Just call it out and name it. Name that it is racist coded language. So back to our preschool example, I could just say something like, "The racist coded language you're using is implying that Black and brown parents don't care about their children." You might feel the need to keep going after a statement like that, because it's a little bit awkward. But I would encourage you to just put it out there and then see what comes back. And then you can continue with the conversation from there. Or if I'm thinking about the example with the woman from Michael's, who said that people were trying to kidnap her baby, you could say, "The racist coded language you're using in your story is stereotyping Black and brown people as kidnappers." And they might respond with something like "Well, oh, no, no, that's not what I meant." And that's when you just go back to step one: respond with curiosity. "Oh, well, then what did you mean?" Or if someone says, "Oh, no, that wasn't my intention." You know what to say to this, right y'all." You could be like, "Hey, you know what? Impact is greater than intent." And you can explain that to them as well.

J Jasmine Bradshaw 32:31

So there are lots of ways that you can make this conversation productive. And I encourage you to follow the three steps of responding with curiosity. Step two, stating the decoded version of

what they said back to them. And step three, calling it what it is racist coded language. And if you're super mad, like I was, it's okay to let yourself have a minute to cool down if you don't know what to say right in the moment. Especially if it's someone that you have a deep relationship with, you can always go back and say, "Hey, you know, the other day we were having this conversation and it made me feel really uncomfortable. Can we unpack it together?" and you can use those three steps.

J Jasmine Bradshaw 33:09

I hope this was really helpful to you in identifying coded language and just knowing what to do when you hear it, because I know that so often we get in these situations, and we feel a little bit frozen or tongue tied. And at least for me, just thinking about it ahead of time, puts me in a good position, you know, just having a minute to break it down on my own when I'm not in this like high emotion, or sometimes fight or flight situation. I just feel a lot better about it. So it was good for me to reflect on this with you.

J Jasmine Bradshaw 33:43

I'm so grateful that I have this opportunity to be with you today. And I'm really excited for the rest of Season Eight. We have some really awesome episodes coming up. And I know you're just gonna love them. I'm so ready.

J Jasmine Bradshaw 33:57

Before we go, I just have to remind you about our huge summer Juneteenth celebration sale we are doing. \$75 off of Ally Elementary Jr. and Ally Elementary. We're doing \$25 off of Juneteenth Jubilee. And if you buy one of those programs, either Ally Elementary Jr. or Ally Elementary, you will get Juneteenth Jubilee completely free. So go to [firstnamebasis.org/allyelementary](http://firstnamebasis.org/allyelementary) for more info, or just go to the show notes and it will all be right there for you.

J Jasmine Bradshaw 34:31

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](https://www.instagram.com/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](mailto:hello@firstnamebasis.org). All right, have a great week, my friends, and I will talk to you again soon.