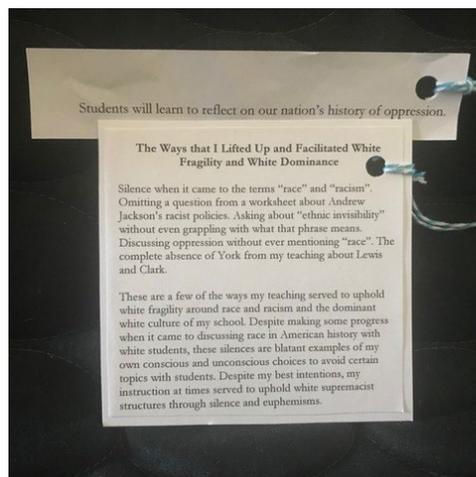
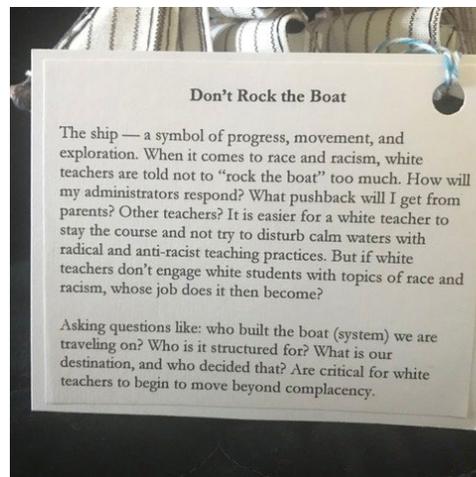
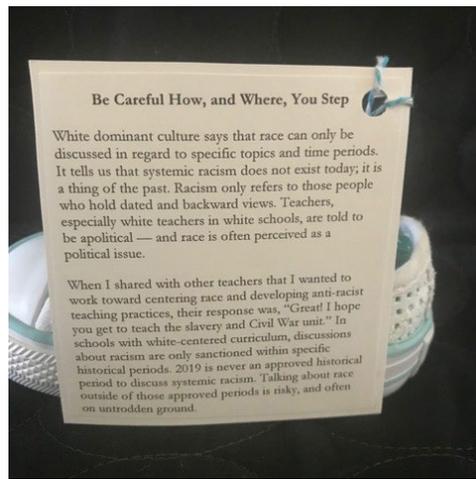
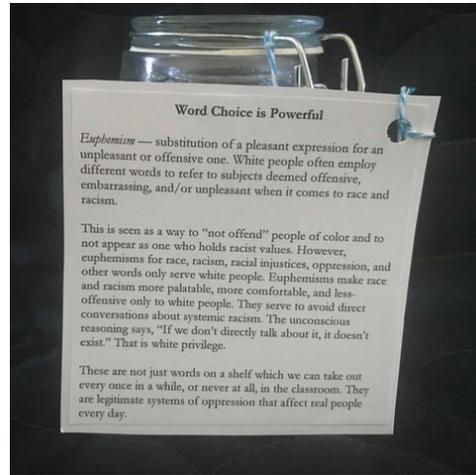
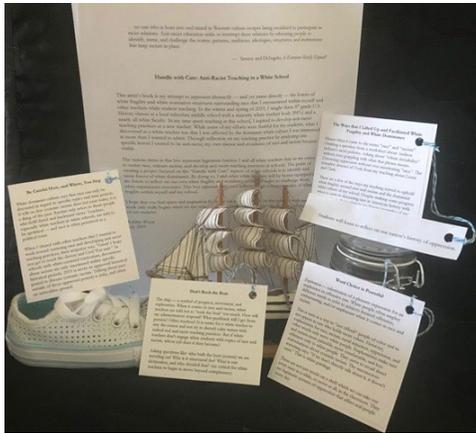


HANDLE WITH CARE: ANTI-RACIST TEACHING IN A WHITE SCHOOL

*Handle With Care Box by Robbie Wood
Middle School History*



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ROBBIE WOOD ARTIST STATEMENT

... no one who is born into and raised in Western culture escapes being socialized to participate in racist relations. Anti-racist education seeks to interrupt these relations by educating people to identify, name, and challenge the norms, patterns, traditions, ideologies, structures, and institutions that keep racism in place.

— Sensoy and DiAngelo, *Is Everyone Really Equal?*

Handle with Care: Anti-Racist Teaching in a White School

This artist's book is my attempt to represent abstractly — and yet name directly — the forces of white fragility and white normative structures surrounding race that I encountered within myself and other teachers while student teaching. In the winter and spring of 2019, I taught three 8th grade U.S. History classes at a local suburban middle school with a majority white student body (84%) and a nearly all-white faculty. In my time spent teaching at this school, I aspired to develop anti-racist teaching practices as a new teacher. While some of my efforts were fruitful for my students, what I discovered as a white teacher was that I was affected by the dominant white culture I was immersed in more than I wanted to admit. Through reflection on my teaching practice by analyzing one specific lesson I created to be anti-racist, my own silence and avoidance of race and racism became visible.

The various items in this box represent legitimate barriers I and all white teachers face as we strive to center race, unlearn racism, and develop anti-racist teaching practices in schools. The point of creating a project focused on the "Handle with Care" aspects of white schools is to identify and name forces of white dominance. By doing so, I and other white teachers will be better equipped in the future to reflect on our own white fragility and avoidance of race in order to challenge those white supremacist structures. This box represents my own reflections on common tactics of white fragility within myself and my school.

I hope that you find space and inspiration for reflection as you embark on this journey with me. The work only really begins when we use our reflection to make actual changes in our lives and the lives of our students.

References

Sensoy, Ö., & DiAngelo, R. J. (2017). *Is everyone really equal?: An introduction to key concepts in social justice education* (Second ed.). New York, NY: Teachers College Press.



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