Discussion Questions about Race & Identity
(use alongside the book “The Unforgettable Story of George Floyd”)
Please use this as a way to START/CONTINUE having conversations about race. The dialogue should not end here. Wishing you all an open, honest, and productive conversation with your child about this important topic. –Sugene Kwon, 6/1/20

Before you read the book, think about how you are feeling.
- Do you sense something is going on in the world?
- Is it a positive feeling or a negative feeling?

After you read Page 1:
- Interesting fact: according to a poll taken in 2018, about 80% of the police officers in the country are white (https://datausa.io/profile/soc/333050)
- How do you feel about the police?

After you read Page 2:
- If your child asks why George Floyd was handcuffed in the first place, you can inform them that a storeowner thought Floyd was trying to pay with a fake $20 bill.
  - Do you think that was fair to handcuff and take someone's life because of something that was not confirmed?

After you read Page 3:
- Discuss your racial identity with your child.
  - Race: a social group that people identify with (American Indian/Indigenous People, Asian, Black/African American, Hispanic/Latinx, Native Hawaiian or Pacific Islander, White). People can also be part of multiple races (bi-racial or multiracial).
  - Ethnicity: cultural identity that people identify with. People of the same race can be different ethnicities (For ex. Bengali people and Korean people are both Asians). People can have multiple ethnicities.
  - Nationality: the country you identify with (if you were born in America, you are American.)
  - Example: Zac Efron’s ethnicities are Jewish, English, German, and Scottish. He is also white (race) and American (nationality).

After you read Page 4:
- Discuss prejudice further.
  - Racial prejudice is like a snap judgment about a person just because of what they look like (it’s an opinion and an assumption)
  - When you act upon prejudice → discrimination (treating someone poorly because of your belief about someone’s identity)
What do you think the officer thought about George Floyd?
What have you heard from the media or books about Black people? Are they true? Are they prejudices?
Why do you think that? Is that fair?

After you read Page 5:
- Talk about peaceful protests and non-peaceful protests.
- Why do you think protests get violent sometimes?
- What does it say about people who get upset about the looting but not about innocent Black lives losing their lives? (We obviously don’t want to condone violence, but it’s an important thought to think about.)

Page 6 and 7: You may mention the history of our country and the Black community but dive into another time.

After you read Page 8 and 9:
- Discuss privilege further. To understand privilege, your child needs to understand what the dominant culture is.
  - Dominant culture: group of people in society who hold the most power and are often (but not always) in the majority. In the US and the UK, people who are white, middle class, Christian, and male are the dominant culture.
  - Privilege is the benefits you receive due to how close you are to the dominant culture. It is not earned.
  - Some of our identities hold privileges and disadvantages at the same time. (For example, a white woman has the privileges of being white, but she has disadvantages because she is a woman. Women in our country don’t get paid the same as men.)

After you read Page 10:
- What’s the difference between being non-racist and anti-racist?
- Why is it important to be anti-racist and not just non-racist?
  - Non-racist: A “good” person who does not act upon prejudices (everyone is prejudiced!) but does not speak up when someone says something problematic. Silence and complicity keep racism alive.
  - Discuss complicity: the involvement in a wrongful act.
  - Anti-racist: Someone who actively fights against racism and speaks up and speaks out against injustices.
  - A good analogy to think about the difference between the two is this: Think of a river. Its current goes one direction. If racism is the river, the non-racist person floats down the river in the same direction. The anti-racist swims against the stream to fight it.