The map for the journey

The murky waters of what lies beneath

Mountain Range of cultural strengths

O The secret language of trees

River of pleasure in the small things

The knobs of belief

O The journey to racial justice

O Canyon of sustainable practice

O Together in Strength

Treasure of cultural truth

The waves of healing
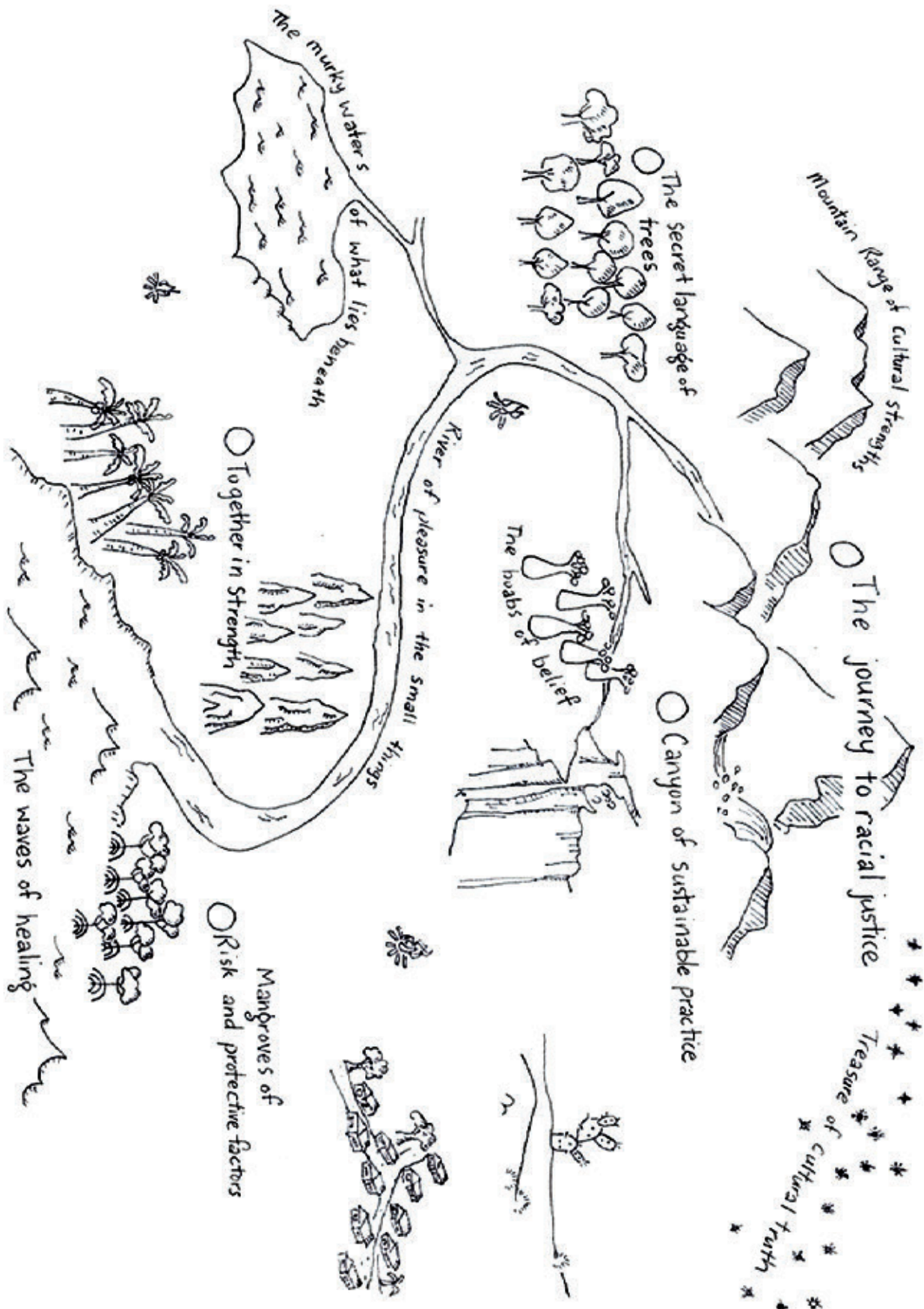
O Risk and protective factors

Mangroves of protective factors

Respond, don't react

CURIOSITY RESPONSE:
WOW, is that what you think?

HUMOUR RESPONSE:
Funny you would ask me that, why would you ask me that?

BOUNDARY RESPONSE:
It's not OK to ask me that.

Respond, don't react

Can you think of any comments you wished you'd had a response for? *Write the comment and the response you would use now.*

COMMENT

RESPONSE

What are your strengths?

Strengths

Who can you thank for these strengths?

Nana used to say ...

Your circles of control

What's been on your mind?

- Write down 5 things that have been on your mind.
- Decide which circle each thought belongs in.
- Write the thought in the appropriate circle.

1. _____

2. _____

3. _____

4. _____

5. _____

Direct control

Indirect control

No control

Recognising and accepting what you can't control can improve resilience.

Those who want to walk beside us

Developing your own tool kit

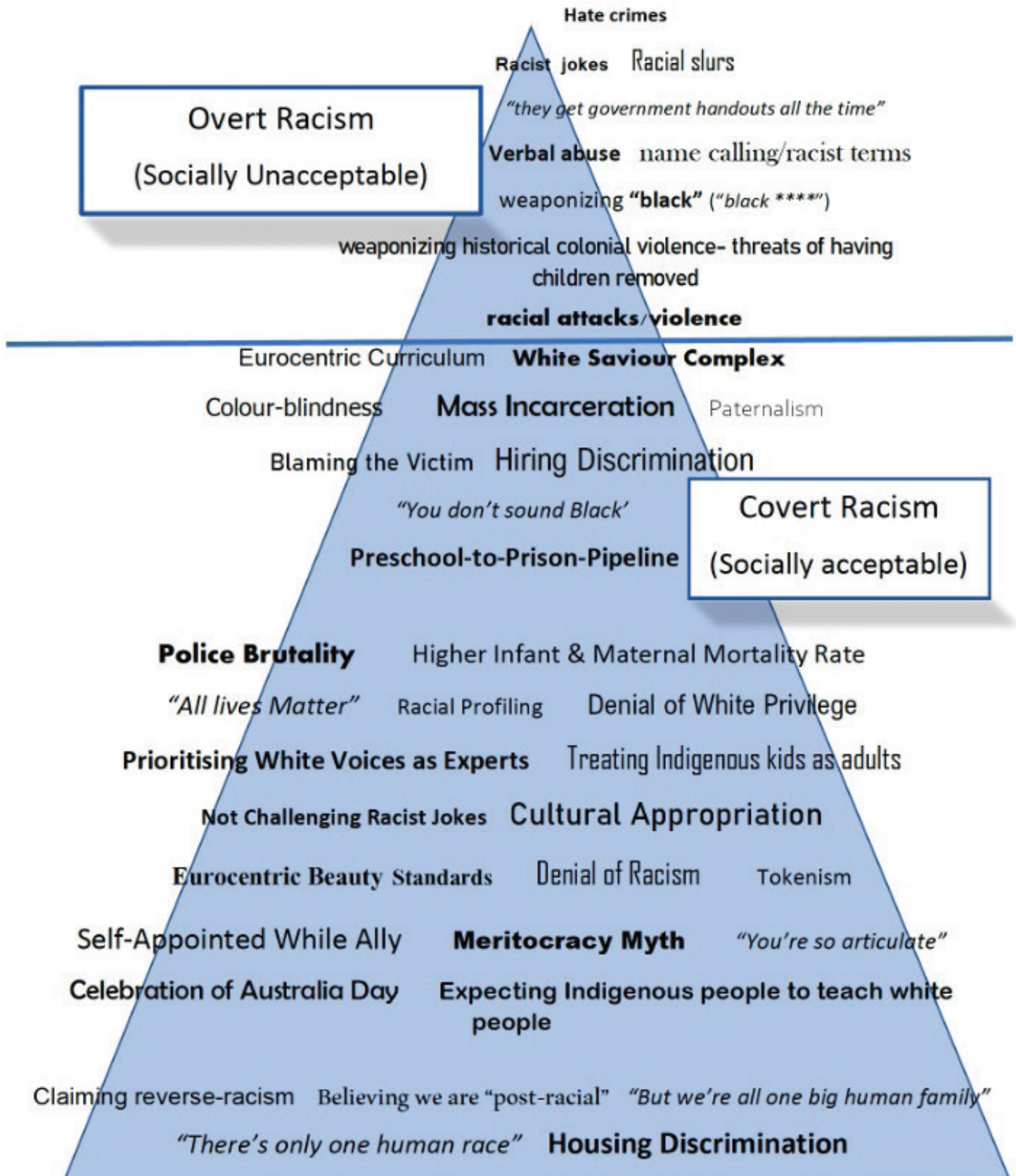|		
Find out the names of the traditional owners of the land you live on	Do acknowledgment of Country before meetings	Find out what the language of the traditional owners is
Understand the influence of white privilege in the society we live in	Find out the history of the community	Find out what local Indigenous services are in your area
Read and educate yourself—I can't be the teacher of everything black	Apologise when you are wrong (but not to the extent that I have to rescue you)	Don't make yourself the expert of everything black
Remind them that being an ally will sometimes be inconvenient or uncomfortable	ADD AN IDEA	ADD AN IDEA

Racism

Hate crimes

Racist jokes   Racial slurs

"they get government handouts all the time"

Verbal abuse   name calling/racist terms

weaponizing **"black"** ("black ****")

weaponizing historical colonial violence– threats of having children removed

racial attacks/violence

Overt Racism

(Socially Unacceptable)

Eurocentric Curriculum   **White Saviour Complex**

Colour-blindness   **Mass Incarceration**   Paternalism

Blaming the Victim   Hiring Discrimination

"You don't sound Black'

Preschool-to-Prison-Pipeline

Covert Racism

(Socially acceptable)

Police Brutality   Higher Infant & Maternal Mortality Rate

"All lives Matter"   Racial Profiling   Denial of White Privilege

Prioritising White Voices as Experts   Treating Indigenous kids as adults

Not Challenging Racist Jokes   Cultural Appropriation

Eurocentric Beauty Standards   Denial of Racism   Tokenism

Self-Appointed While Ally   **Meritocracy Myth**   "You're so articulate"

Celebration of Australia Day   **Expecting Indigenous people to teach white people**

Claiming reverse-racism   Believing we are "post-racial"   "But we're all one big human family"

"There's only one human race"   **Housing Discrimination**

Your social and emotional wellbeing
TAKE HOME TOOL

Which area will you work on to improve your SEWB?

1. Choose one area that you feel you need to develop

2. Name one thing that you can do in this area

Gee, G., et al. "Social and emotional wellbeing and mental health: an Aboriginal perspective." 'Working together: Aboriginal and Torres Strait Islander mental health and wellbeing principles of practice', 2nd ed (Eds. P. Dudgeon, H. Milroy, R. Walker) Chapter 4 (2014) pp 55–68.

Glossary

Webinar 1: Knowledge is Healing

Term	Slide	Explanation
Collective people	3	People think of themselves in terms of their connection with other people and their community (Yeo, 2003). This connection is defined through the kinship system, an interconnected, changing and complex social structure with roles, responsibilities and obligations (SNAICC, 2011).
Racial trauma	3	The emotional pain and stressful impact caused by the experience of racism and discrimination.
Intergenerational trauma	10	The effects of trauma experiences which are transmitted across generations. The effects on the children and grandchildren of those who were initially victimised may occur through socioeconomic disadvantage (e.g. living conditions), parental styles influenced by traumatic events, as well as the effects of understanding from the retelling of trauma (or deep silence common among survivors). Intergenerational trauma is also perpetuated through our genetics (See Epigenetics)
Historical trauma	10	A form of trauma that affects whole communities. It refers to the cumulative psychological and emotional harm that results from group traumatic experiences. This is transmitted across generations within communities and families. Racial and ethnic population groups that have suffered extensive losses and assaults on their culture and wellbeing experience historical trauma (Resler, 2019)
Intergenerational Privilege	10	Privilege that is handed down through the generations. This could be financial (receiving inheritances), belief systems (all our family become lawyers or doctors) or place of birth (country with good medical and social infrastructures).
Dehumanisation	10	The process of depriving a person or group of people of positive human qualities, personality or dignity. It denies their full humanness and allows a person to be viewed or treated as though they lack mental capacities common to human beings, or lacking in culture or civility, which are concepts that distinguish humans from animals.
Structural and systematic Racism	10	Racism creates a racial structure within institutions and governance. This results in a pattern of systematic advantages for the dominant class, creating disadvantages for minorities.
White fragility	10	The tendency amongst members of the dominant white cultural group to have a defensive, angry, dismissive or wounded response when presented with evidence of racism.
Covert Racism	10	A subtle and disguised form of racial discrimination against the individual that is built into the fabric of society through often evasive and seemingly passive methods.

Term	Slide	Explanation
Micro-aggressions	10	Columbia University psychologist Derald Wing Sue describes micro-aggressions as the "everyday insults, indignities and demeaning messages sent to people of color* by well-intentioned white people who are unaware of the hidden messages being sent by them". (DeAngelis, 2009) Microaggressions are the "brief and commonplace daily verbal, behavioural, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults to the target person or group (Sue et al., 2007, p. 273)." *American source and terminology*
Macro-aggressions	10,15	Group offenses: insults, attacks, or derogatory statements that are made against a group as a whole. They also include nonverbal communication. "A macroaggression may be directed at a specific person, but it becomes a group offense once it is made public, repeated, and heard around the world (Russell-Brown, 2009). Institutional racism is an example of macroaggression. A conscious or deliberate attack on a person of color* with the message that they are lesser than the dominant culture. One example is intentionally serving a White person at a bar over minorities (Brezinski, 2016). Although closely related, the main difference between micro-assaults and traditional racism is that micro-assults are covert. They are used in closed situations where there is little likelihood of being called out for discrimination (Jones & Galliher, 2015). *American source and terminology*
Fear response	11	This biological response starts in the region of the brain called the amygdala and is triggered by a threat stimulus, such as the sight of a predator. The amygdala activates areas of the brain involved in preparation for fight or flight.
Othering		'Othering' is the process whereby individuals or groups of people are viewed or treated as intrinsically different or alien. This is achieved by attributing negative characteristics to the 'other' individuals or groups of people, setting them apart as representing the opposite of oneself.
Window of tolerance	14	"Window of Tolerance" a term coined by Dr. Dan Siegel describes normal brain/body reactions, especially following adversity. When a person is within the window of tolerance, they are able to readily receive, process and integrate information and effectively respond to the demands of everyday life without much difficulty.
Hyper-arousal	14	'Arousal' is the physiological and psychological state of being awoken. It involves the ascending reticular activating system (ARAS) of the brain which controls the autonomic nervous system and the endocrine system, mediating heart rate, blood pressure, sensory alertness, and readiness to respond. **Hyper**-arousal is excessive activation of the system characterised by anxiety, panic, fear, hypervigilance and emotional flooding. When this system is stuck on, it impacts our ability to relax, sleep, eat, digest food and manage our emotions. At its most intense, it can result in dissociative rage and hostility.

Term	Slide	Explanation
Hypo-arousal	14	**Hypo**-arousal can occur with too much **hyper**-arousal. The brain and body are overwhelmed by pain or emotions and is plunged into a state of shutting down or dissociation. If this system becomes 'stuck on', exhaustion, depression, flat affect, numbness, disconnection and/or dissociation can occur. This impacts upon sleep, making a person want to sleep all the time, appetite and digestion as well as feeling emotionally deadened.
Stereotyping	15	Racial stereotyping reflects the process of categorising people into distinct groups based on characteristics such as facial features, body and skin colour. Certain configurations of these characteristics are conceptualised and valued differently, and those thoughts and feelings influence a person's interaction with that group.
Exoticising	15	To regard or portray someone as foreign or exotic, in a superficial or stereotypical way. To romanticise or glamorise the differences.
Pathologising	15	Pathology is the science of understanding the cause and effect of diseases, therefore **pathologising** means to characterise or view something as medically or psychologically abnormal.
Micro-assault	19	In a setting where the user is unlikely to be called out for discrimination, it is a conscious or deliberate attack with the aim of conveying the message that the person of color* is lesser than the dominant culture (Brezinski, 2016). *American source and terminology*
Micro-insult	19	A micro-insult is a micro-aggression that is often unintentional. It can be verbal or nonverbal and is intended to degrade a person's racial identity or their membership to a specific group. An example of a micro-insult is when an individual asks an Indigenous person how they acquired a job at their place of work. The implied meaning is that it was only because the job was 'identified'.
Micro-invalidation	19	Micro-invalidations are often unintentional comments that disregard a person of color's* thoughts and feelings on a perceived event (Jones & Galliher, 2015). They serve to negate the minority's rational perceptions, blaming their misconception on the minority themselves. The key to understanding micro-insults is understanding the context in which it was said (Houshmand, Spanierman, & Tafarodi, 2014). The person could have the best intentions of asking how they got the job because they know someone who is looking for a similar sort of job. Without context, it is difficult to determine if the comment was meant to discriminate against the minority or not. Micro-invalidations can occur because of stereotypes that the dominant culture has about a minority, and that they perceive as being positive or in the minorities' favour. Comments such as 'all Asians are smart' discounts an individual's effort and study habits, while comments such as 'I don't see colour', rather than conveying the message that 'I am not racist and believe we are all humans', can be perceived as discrediting all of the negative racial experiences of that individual (Brezinski, 2016) A comment such as "Don't be so sensitive" is a micro-invalidation. *American source and terminology*

Webinar 2: The Secret Life of Trees

Term	Slide	Explanation
Intergenerational trauma	35	The effects of trauma experiences that are passed down to following generations. These effects can include the socioeconomic disadvantage or parental styles, which are the secondary effects of the traumatic experiences. They can also include the narrative and images (or the deep silence) that are recalled to successive generations. These retold narratives constitute powerful 'memories' in their own right.
Intergenerational resilience	35	Intergenerational resilience is based on protective factors such as skills and characteristics that enable a person to manage and adapt in challenging or traumatic environments or events.
Micro bias		Conveyed through facial expressions, gestures, vocal tone, choice of words, positive or negative nuance, they are the small expressions of bias reflecting how we feel and what we believe about the each other.
Macro bias		See macro-aggression.
Systemic & Structural bias		Prejudice or unfairness in policy and systems directed by government, political, health, education, judicial, legal, financial, religious, media or cultural institutions towards individuals that belong to a marginalised group. Such systems are barriers protected by institutions concerned with maintaining the status quo.
Epigenetics		The study of changes in gene function (not changing DNA sequence) that occur because of the influence of experience and environment, and the resulting individual differences in cognition, behaviour, personality and mental health.

Webinar 3: Racial Trauma and Sustainable Practice

Term	Slide	Explanation
Individual trauma	46	Refers to an event that occurred to one person. It can be single (e.g. physical attack), multiple or prolonged event (e.g. multiple assaults, life-threatening illness)
Collective trauma	48	Refers to a traumatic psychological effect that is shared by a group of people. Traumatic events that are experienced by a society can result in a shift in culture and mass action.
Cultural trauma	51	Occurs when the members of a collective feel they have been subjected to a horrendous event that has had a permanent effect on the group's consciousness, forever marking their memory and fundamentally changing their future identity.
Racial Battle Fatigue		The exhaustion that comes from constantly being in fight or flight due to attacks on your racial identity.

Webinar 4: Together in Strength

Term	Slide	Explanation
Symbiotic relationships	64	Close and long-term mutually beneficial relationship.
Pathologised	67	Characterised or viewed as medically or psychologically abnormal.

Webinar 5: Risk and Protective Factors

Term	Slide	Explanation
Weaponising		Adapted so that it can be used as a weapon. For example, when "black" is added to form an insult.
Pre-school-to-prison-pipeline		Describes the connection between disadvantage, academic failure and poverty that results in arrest, conviction, incarceration and sometimes death of racial-ethnic minority youth. It describes a pipeline that funnels children out of the school system into the juvenile and criminal justice systems.
Meritocracy myth		The myth that in the capitalist system, you get what you deserve. The wealthy deserve their wealth and the poor deserve their poverty because success is awarded by merit; IQ + effort = merit. Meritocracy assumes that everyone has equal opportunity to succeed and does not take into account privilege, disadvantage or luck. The system measures success in terms of money, and sees poverty as failure, deserved and to be scorned. Meritocracy is the politics of shame.

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