

# THE ANTIRACIST KITCHEN

## Teacher Guide



### About the editor:

Nadia L. Hohn is a multilingual, world-travelling, award-winning author of several books for young people, including the Malaika series and *A Likkle Miss Lou: How Jamaican Poet Louise Bennett Coverley Found Her Voice*. She is an “artist” who wants to make sure that all young people can see themselves in books. Nadia teaches kids and adults in Toronto. When she is not writing or cooking, Nadia is most likely reading, enjoying music, watching plays or daydreaming about her next adventure.

What if talking about racism was as easy as baking a cake, frying plantains or cooking rice?

*The Antiracist Kitchen: 21 Stories (and Recipes)* is a celebration of food, family, activism and resistance in the face of racism. This anthology features stories and recipes from a diverse group of 21 award-winning North American authors, who share the role of food in their lives and how it has helped fight discrimination, reclaim culture and celebrate people with different backgrounds. They bring personal and sometimes difficult experiences growing up as racialized people. Chopped, seared, marinated and stewed, *The Antiracist Kitchen* highlights the power of sitting down to share a meal and how that simple act can help bring us all together.

## Let's Get Started!

### How do you identify?

Check your privilege. Your race, skin color, skin tone, religion, gender, socioeconomic status, language, citizenship status, occupation, neighborhood and the school you go to can hold different forms of privilege even if you are not aware of it. Someone may benefit from privilege even if they didn't choose to.

- o What are some stereotypes associated with these identities?
- o What are some ways your experience differs from a stereotype?
- o What are some ways these stereotypes can hurt people?
- o Are there any benefits to stereotypes?



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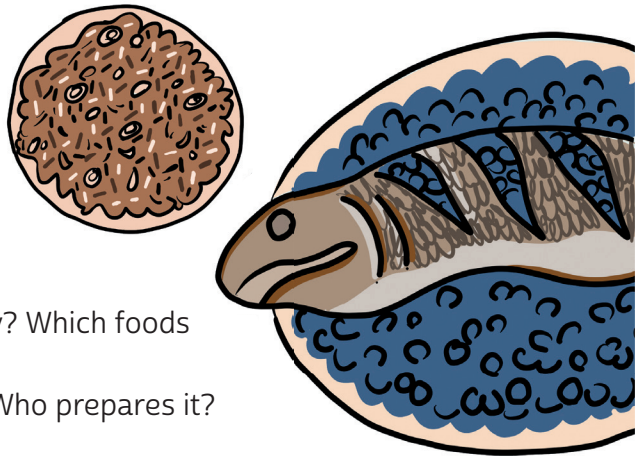
## RECLAIM: HOW DO WE TAKE BACK WHAT IS OURS?

### Discussion questions:

1. Which food is currently produced in your city or country? Which foods are exported? Which ones are imported?
2. What is your favorite food? Where does it come from? Who prepares it?
3. What belongs to you? Has it ever been taken away?
  - o Prompts: land, language, religion, traditions, cultural practices, names, marriage traditions, food preparation methods, food, our bodies, our minds, our thoughts, plants, trees, flowers, research
4. What are some ways to get back what belongs to you?
  - o Teach, learn, practice, study, become an apprentice/mentee, register/enroll, talk to people, gather with other like-minded people, share information, preserve, protect, slow down the breakdown, get money to pay it back
5. Find out what plant foods are native to your area/region. Are these foods still commonly eaten today? Can you obtain them? Have other plant foods replaced them? What will it take to bring them back?
6. Naming traditions: Research the meaning of your first name. Who gave it to you? What is your last name? What does it mean? Does it have a connection to food? E.g., Miller, Hohn, Farmer, Plant, Mangialardi, Chow
7. Birthdays: Does your family celebrate birthdays? If yes, what are some ways that they do?
8. Traditions: Does your family celebrate a tradition that is shared by others from your background, culture or faith? What is it called? What is its meaning or history? Are there any celebrations or traditions that your family no longer practices? If yes, why?

### Activities:

1. Genealogy: Make a family tree. Ask parents and/or family members for help. Was this a difficult or easy process? Why? How many generations can you show?
2. Heirloom: Find a family heirloom, or object that belonged to someone and was passed down. Who did it belong to? Do you know a story connected to it?
3. Write a letter from an ancestor or elder: Ask an elder from your culture what advice they would give to children of today. If you don't have access to an elder, write the letter from the perspective of an elder from your culture to advise young people today. You can ask an adult you trust for help. Perhaps they can give you some of their own advice.
4. Read about the histories of foods that were traded historically, such as sugar and spices. Which groups controlled and/or profited from the trade? Who were the workers? Where do they come from? How were they treated? Were they compensated for their work?



# RESIST:

## HOW DO WE RESPOND TO PAIN AND BEING DIFFERENT?

### Discussion questions:

1. How do you take time to care for yourself? How do you protect your mind, body or loved ones?  
Prompts:
  - o We protect our skin, bodies and hair.
  - o We take time to rest and care for our wounds.
  - o We use old traditions and practices that heal.
  - o We visit elders and learn from those who practice the old ways.
  - o We carry things that connect us with healing (e.g., talisman, prayer beads).
  - o We may pray or use certain words of encouragement or affirmations.
2. When people treat you unfairly, what can you do or say to them?
3. What is privilege? Do you have it? If yes, what are some ways that you are privileged? When can you use your privilege to help someone else?
4. What are some causes that you can stand up for?



### Activities:

1. Research a historic figure who stood up against racism.
2. Create a sign, signs or social media post that fights against racism in your school, home or community. Post them.
3. Brainstorm a list of comebacks, actions or responses to use if you experience racism, see a racist action or hear a racist comment.
4. Practice saying them out loud.
5. Attend a march, protest, vigil or rally to fight racism or incidents of racial discrimination in your community.
6. Invite an elder who has experienced racism to your school, group or church. Ask them to share about their experiences and how they coped. Ask questions. Write and share about what you learned.
7. Read and review a book about anti-racism. Share your review on social media or your local newspaper.
8. Take a stand! What are some ways you can stand up or advocate for an underrepresented group? How can you make sure that their history and/or contributions are recognized?
9. Some cultural foods were forbidden to be eaten by authorities. Eating these traditional foods became an act of resistance and made them even more important. Research soup joumou (Haitian freedom soup), vanilla ice cream (African Americans), the three sisters' crops (The Trail of Tears) and Indigenous hunting and fishing rights.







## RESTORE:

### HOW DO WE CREATE HEALING SPACES FOR OURSELVES AND OTHERS?

#### Discussion Questions:

1. What is a safe space?
2. How do we feel when a space is unsafe?
3. There are different types of safety. Define emotional, physical, emotional and mental safety.
4. How do we make a space safe for ourselves? And for others who are different?
5. Some foods look, smell and taste different than what you are used to. Brainstorm ways that you can help make others feel safe and comfortable to eat their food.
6. Brainstorm a list of healing spaces. For example, Sweat Lodges, places of worship (churches, mosques, temples, etc.), home, nature. Talk about ways we can help make these spaces safe for people who use them.

#### Activities:

1. What are some traditional foods from your culture that heal your bodies when you are sick or unwell? Can you find these foods near your home?
2. Design a home kitchen or cafeteria that is safe for all. Draw or digitally design it.
  - o What kinds of food would you serve to make this a safe space?
  - o What will you add to make this an antiracist space?
  - o What foods are healing to you? When you eat them, how do you feel?
  - o Is there a dish that you make in your family that feels like home?
3. Have you heard of Georgia Gilmore? Read about her work and how she used cooking to take a stand. Can you think of other heroes of food justice or who use food to fight racial injustice?

## REJOICE:

### HOW DO WE FIND JOY?

#### Discussion questions:

1. Which foods do you find to be joyful?
2. What foods do you eat in times of celebration or that bring people together?
3. Think of a time you had a difficult experience. Could you find joy during this experience? Who was there?
4. Are there foods that you eat or that are eaten ONLY in times of celebration?

#### Activities:

1. Research a family recipe. Who prepared this food? Is there a story behind this dish?
2. Write a letter to yourself that is a promise and/or steps to ensure racism ends at your school.
3. Songs are sung and music is played often during racial justice movements. Find a song and research the story behind it. Some examples are "A Change Is Gonna Come" by Sam Cooke and "People Get Ready" by Curtis Mayfield and the Impressions.



## Additional Resources:

Agostini, A. *The Juneteenth Celebration Cookbook* (becker&mayer! kids, 2024)

Anti-Racist Art Teachers (Author), Paula Liz (Author), Abigail Birhanu (Author), Khadesia Latimer (Author). *Anti-Racist Art Activities for Kids: 30+ Creative Projects that Celebrate Diversity and Inspire Change* (Quarry Books, 2023).

Craft, J. *New Kid* (2019), *Class Act* (2020), and *School Trip* (2023), Quill Tree Books.

Guo, W. and Vulchi, P. *Tell Me Who You Are: A Road Map for Cultivating Literacy* (TarcherPerigee, 2021).

Kendi, I.X. and Stone, Nic. *How to Be a (Young) Antiracist* (Kokila, 2023).

Kendi, I.X. and Reynolds, J. *Stamped (For Kids): Racism, Antiracism, and You* (Little, Brown Books for Young Readers, 2021).

Jewell, T. *The Antiracist Kid: A book about Identity, Justice, and Activism* (Versify, 2022).

Jewell, T. *This Book Is Anti-Racist: 20 Lessons on How to Wake Up, Take Action, and Do the Work* (Frances Lincoln Children's Books, 2020).

Jewell, T. (ed.) *Everything I Learned about Racism, I Learned in School* (Harper Collins, 2024).

Romito, D. *Pies from Nowhere: How Georgia Gilmore Sustained the Montgomery Bus Boycott* (Little Bee Books, 2018).

Watch: *High on the Hog: How African American Cuisine Transformed America* (Netflix, 2021).



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