

SPECTRUM



COLOUR CONSCIOUS PARENTING

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S P E C T R U M

C O L O U R C O N S C I O U S P A R E N T I N G

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EXECUTIVE SUMMARY

Addressing complex and sensitive life/societal issues in parenting with young children can be difficult for parents. With racial inequality and discrimination coming to the front in society, also an interest in dealing with race and race-related issues in parenting arises. A *colour blind* view is endorsed by Dutch white people in general and as a consequence, a colour blind approach in parenting is popular. A colour blind approach in parenting means that parents avoid talking about race and race related issues. However, children already start developing race-related beliefs and behaviour from a young age (9 months), this is referred to as the ethnic-racial socialization process.

The aim of this project was to come up with interaction principles / a guideline for parents to talk about a complex and sensitive life/societal topic like race and race-related issues. For parents to adopt a *colour conscious* approach in parenting; talking openly about race and race-related issues and take into account own biases.

To start the project, a literature study was conducted. Negative effects of a colour blind approach were identified as well as the reasons why parents adopt a colour blind approach. Next to that, strategies in order to act colour conscious were identified through literature study based on experiences from parents identified as colour conscious. Also, the advice of experts were combined in a guideline on how to talk about race and race-related issues with young children in an age appropriate way. From the age of 7 a more sophisticated understanding of race and ethnicity develops and more serious topics can be discussed. The cognitive, emotional and social development of children in the age category 8-12 was investigated.

A *Concept mapping* session was performed with three parents, to understand their behaviours, motives, values and needs. The session gave insights in parents drivers and barriers, strategies they use and their view on colour conscious

strategies and the family context. From these insights two personas were made, both needing different triggers in order to establish a conversation about race and race-related issues. From the user research and the literature study, envisioned interaction qualities and criteria were made to use in the design.

Ideas were generated in different design directions. It was chosen to design for the direct interaction between parent and child in the conversation. Several brainstorm sessions were done with design students to come up with inspiration. After this, explorations were done exploring the interplay of three main elements in the design: (1) the issue to address (2) the design form and (3) the principles to trigger the conversation. Multiple ideas were explored in three explorations. It was a journey in finding the content of and a way to facilitate the parent to have, a colour conscious conversation. In the last exploration two families evaluated the tool as well as a game design expert and a child and adolescent psychiatrist.

The final design SPECTRUM is a conversation game that consists out of stories including social interaction where parent and child go through in a playful way. Being triggered and engaged by the stories challenges both the parent and the child to think from a broad spectrum; thinking in different perspectives by taking into account possible experiences, feelings, intentions, context, etc. Each story addresses another theme addressing race and race-related issues.

To evaluate the game a prototype was made. The whole game experience was provided and three stories were worked out. This prototype was evaluated with three participating families. It evaluated on (1) the impact of the conversation, (2) the experience and (3) the usability. After the evaluation limitations of the project and recommendations for future research and development were addressed.

GLOSSARY

In this glossary important terms for this report are described. The terms are divided by Subsections because some significant background information is given about the context of the word.

RACE

In every country different concepts are used to refer to the word race, this is influenced by the countries history and contemporary issues related to slavery, immigration and movements (the impact of “race” in the country). Race and ethnicity are terms used intertwined, mostly to refer to both appearance as well being part of a socio-cultural identity.

In the Netherlands it is not that common to use the word race, this in contrast with the US where race is more common to use. Instead the words *huidskleur* (skin colour) in combination with something like *afkomst* (roots), *eticiteit* (ethnicity) or *cultuur* (culture) are being used. Therefore, in the game (on the box, the user guide, etc), because of the Dutch context, the words *huidskleur* and *afkomst* are used. In this report the words race and sometimes ethnicity will be used with their definitions as follows:

Race

The grouping of people on the basis of physical characteristics. This is skin colour, but also characteristics that communicates country origins (bv. East-Asia, West-Europe, North-Africa, etc.)

Ethnicity

A socio-cultural identity that connects a certain group of people or a number of population groups.

RACE-RELATED ISSUES

Like the word race, racism can be considered complex, since it is interpreted differently by people. Racism is not only exclusion by individual belief, but other things are connected to it: structural racism, white privilege, racial inequality and meaningful racial differences. Also more some general terms are part of these terms: prejudice, stereotypes and bias. To cover this all, in this report there will be referred to race-related issues and not specifically to racism.

Racism

Racism is to treat a person or a group due to racial reasons as inferior or to make diminishing comments about that (Amnesty International, n.d.).

Structural racism

A system in which policies, institutional practices, social-class, cultural representation and other norms work in such a way, and even reinforce, maintaining racial inequity (The Aspen Institute, 2016). So racial prejudice and discrimination is not only something that individuals do, but a part of society.

White privilege

Privilege is someone having (unnoticed) advantages. A person can have privileges only because of certain conditions; age, class, race, gender, sexual preference, etc. In relation to race, in current society white is the norm and there is a preference towards light skin. This could give a person on certain moments a privilege.

Racial inequality

People having different opportunities in live and being treated differently due to the racial group they belong to. This can mean one is more likely to live in poverty, be imprisoned, dropout of high school, be unemployed, etc. (The Aspen Institute, 2016).

Meaningful racial differences

Meaningful racial differences are related to events of historical significance to race relations (for example Barack Obama becoming president of the U.S.) and different group experiences and views.

Stereotypes

A generalized view upon a group.

Prejudice

A preconceived opinion, most of the times negative, about another person/group that is not based on actual experience or reason (Kim, 2016).

Bias

An inclination for (positive) or against (negative) a person, idea or thing, especially in a way considered to be unfair (Kim, 2016).

A COLOUR BLIND OR COLOUR CONSCIOUS APPROACH

Colour blindness and colour consciousness are ways of looking to race and race-related issues resulting in a way of dealing with race and race-related issues (approach).

Colour blind

The believe that all persons, regardless of their skin colour, are civic equals and that race should not and does not matter.

General approach: not seeing race and therefore not mentioning race at all.

Approach in parenting: parents avoid talking about skin colour and race related issues.

Colour conscious

Recognizing that race continues to influence the life chances of people (Appiah & Gutmann, 1996).

General approach: using interventions when needed on significant moments (in companies, policies, education, etc.) and discuss differences.

Approach in parenting: talk openly about race and race-related issues in the family and taking into account your own biases.

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1



THE PROJECT

This Chapter provides an overview of the project, through setting the context, objective, relevance and research approach.

1.1 INTRODUCTION

1.1.1 RACIAL INEQUALITY AND DISCRIMINATION BROUGHT TO THE FRONT

In 2011 during the Sinterklaas (the Dutch Santa Claus) Parade, there was a demonstration against Zwarte Piet (Sinterklaas helper, Black Pete) which reached the media. In the Netherlands Sinterklaas is celebrated on the 5th of December, a children's holiday where children receive gifts from Sinterklaas who is accompanied by his helpers, Zwarte Pieten. In the 80's, people from the Surinamese-Dutch community already started to criticise the appearance of Zwarte Piet (NOS, 2016; Wijbrands, 2016). Only now, a fierce discussion started among a wider public, using social media as an important platform. Next to the general public, the discussion has been brought into courts and even the UN got involved. (Lemmens, 2017; Wijbrands, 2016). And now, every year, a few weeks before the Sinterklaas Parade (November), the discussion returns.

With the initiation of the Zwarte Pieten-discussion in public, discussions about racial inequality and discrimination are brought to the general public as well. The majority of the Dutch population is in a *colour blind* phase (Mesman, Janssen & Van Rosmalen, 2016). In a colour blind perspective people believe race should not and does not matter, but the danger is that it overlooks that race does actually shape people's experience which can preserve structural racism and inequality (Zou & Dickter, 2013). In a society that endorses colour blindness, accusation of racism (or in the case of the Zwarte Pieten-discussion; admiring a Figure that is seen as racist) triggers an offensive attitude, anger towards the messenger and resistance to the message. But time will learn; there is evidence that after anger and resistance change in behaviour and attitude follow (Mesman, Janssen & Van Rosmalen, 2016). So even though these discussions can be awkward and tense, they are necessary to become

aware and eventually establish change in attitude and behaviour.

1.1.2 THE PARENTING CONTEXT

Reproduction of prejudice and stereotypes are maintained by framing through media and through people's own unconscious behaviour (by implicit preferences and bias). The reproduction what has been learned from society can be clearly seen in the "doll test", where young children (aged 4 to 7 years) give most positive labels to a light-skin doll and negative labels to the dark-skin doll (see Figure 1-1). Children distinguish people's skin colour already in their first life year (Anzures, Quinn, Pascalis, Slater & Lee, 2009). After this, the socialisation process starts: what do I think of the other groups and what do I think of the group where I belong to? (Baars, 2016) Here, the child's race-related beliefs and behaviour also start developing; the ethnic-racial socialisation. The surrounding (parents/teachers/media) has influence on this process, which could lead to negative or positive racial behaviour.

Since the Dutch population endorses a colour blind view, this will influence their way of parenting and as a consequence the socialization process of their children. A colour blind approach in parenting means that parents avoid talking about skin colour and race related issues. In the documentary 'Wit is ook een kleur' (Busman, Van Erp & Bergman, 2016) parents were interviewed after listening to the answers of their children performing the doll-test (see Figure 1-2). The white parents mention rather not talking about skin colour and race related issues since they do not want to put emphasis on it and they want things to be normal and self-evident.

1 THE PROJECT



FIGURE 1-1. DUTCH CHILDREN PERFORMING THE DOLL-TEST SHOWN IN THE DOCUMENTARY 'WIT IS OOK EEN KLEUR'.



FIGURE 1-2. DUTCH PARENTS BEING INTERVIEWED AFTER WATCHING THEIR CHILDREN PERFORMING THE DOLL-TEST SHOWN IN THE DOCUMENTARY 'WIT IS OOK EEN KLEUR'.

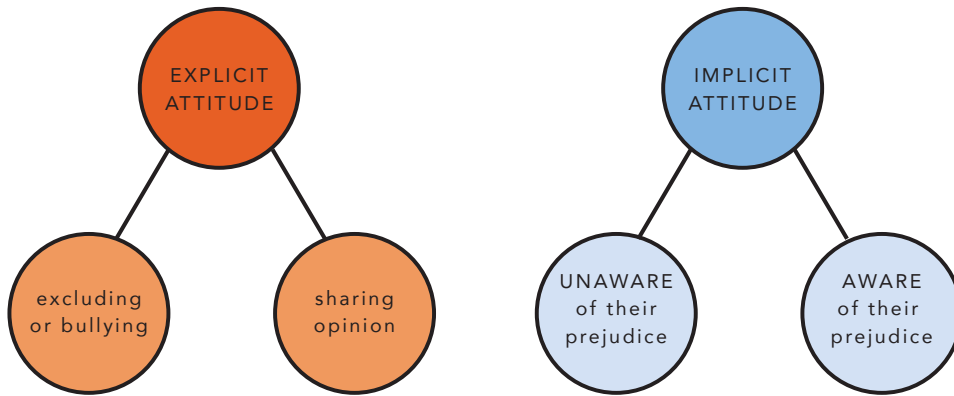


FIGURE 1-3. TWO GROUPS OF PEOPLE HAVING A DIFFERENT ATTITUDE TOWARDS DISCRIMINATION.

1.1.3 NEED FOR COLOUR CONSCIOUS TOOLS IN PARENTING

In relation to racism and discrimination, we can divide people in two groups: (1) people with an explicit attitude who approve discrimination or (2) people with an implicit attitude who reject discrimination (Figure 1-3). The people who approve discrimination usually do not have a problem with their opinion and to act like (discriminating) it or to express it. The people rejecting discrimination can still have implicit prejudice and stereotypes which become active by association. This group can then be divided in two subgroups: (1) a group who do not believe they have any prejudice (2) a group who are aware they have prejudices. Different methods and techniques are needed for these different groups to avoid discrimination or bias. (Kennissplatform Integratie & Samenleving, 2016)

This last group has a high motivation to change, since most of the time they feel ashamed of their implicit thoughts and feelings. They are therefore motivated to reduce this. Behavioral change can be difficult since implicit associations are already active in the brain. Nevertheless, these group needs tools for action, tools that keep them alert on any bias that can occur and which give them practical support to be more conscious and act different. So, the tools will help act in a colour conscious way. When acting colour conscious one acknowledges that race continues to influence the life chances of people and that sometimes interventions are needed on significant moments (in companies, policies, education, etc.) (Appiah & Gutmann, 1996).

In relation to the parenting context, the question for parents is then how they can have influence in the ethnic-racial socialisation process to avoid the reproduction of prejudices and to lead to a sensitive and positive racial attitude and behaviour. So colour conscious tools for parenting are needed. This concludes in the following vision for this project:

Going from a colour blind approach to a colour conscious approach in parenting.

1.2 RELEVANCE

1.2.1 FOR INCLUSIVENESS

In particular in the child's socialisation process, the parental behaviour and communication is crucial (Nelson, 2015; Hagerman, 2014). Concerning the ethnic-racial socialisation process, most research has been done with ethnic minority families (for example afro, latin or asian descent) and few research has been done with white families. This seems logical when one thinks of preparing ethnic minority children against discrimination and racism. However this seems less logical once the fact that white people often occupy dominant positions is considered. These are the places where changes can be made and structural racism can be influenced.

There is a growing interest in research regarding how this ethnic-racial socialization goes in white families, how they communicate about race. In literature some recent qualitative studies can be found with white families in the United States, United Kingdom and Australia; Matlock & DiAngelo (2015), Hagerman (2017), Hagerman (2014) and Iqbal (2014). In the Netherlands no research has been done in this area. Nevertheless, Judi Mesman, professor "Interdisciplinary Study of Societal Challenges" at Leiden University, is currently investigating this area and started a study on the parenting origins of prejudice.

1.2.2 FOR DESIGN

In the context of design, designers have become increasingly interested in designing for complex issues in current society (Tromp, 2013). Designing 'for the good' is something designers often mention, which can be practiced through different areas, like designing for developing countries or sustainability. Interaction design has expanded to health care, education, personal finances, etc. where designing for behaviour change and motivation are the main goal (Deterding, 2015). Because of this, there is a trend in designing for social impact in society in general.

1.3 PROJECT AIM

The aim of this project is to come up with interaction principles / a guideline for parents to talk about a complex and sensitive life/societal topic like race and race-related issues. Therefore the main question of this project is: "How to have a conversation between parent and (a young) child about a complex and sensitive life/societal topic like race and race-related issues?" To answer this question, research questions were made for the begin phase of the project (stated below). During design explorations (Chapter 5 Create and iterate) design questions arose and are stated in that Chapter.

RESEARCH QUESTIONS

1. How do parents deal with complex and sensitive life/societal topics in general and race and race-related issues in specific?
 - What are their concerns?
 - What are current approaches and strategies they use?

2. How do children develop an understanding of race?
 - How does the cognitive and emotional development relate to the type of conversation?

3. What are parents motives, values and needs when dealing with race and race-related issues in parenting? (in general: complex and sensitive life/societal topics)
 - What are barriers and opportunities for parents to deal with race and race-related issues in their parenting? (in general: a complex or sensitive life/societal topic)
 - Which strategies do they use to address race and race-related issues? How do they value certain colour conscious strategies?
 - How does a context (place/moment/ritual) support a conversation about race and race-related issues? (in general: a complex or sensitive life/societal topic)

1.4 APPROACH

The project uses an iterative process of research and design activities. As visualized in Figure 1-4, constant cycles of research and design are proceeded. This illustrates that research insights are used as input for design activities and the other way around. In the end, going multiple times through both cycles was the approach of this project to learn how to have a colour conscious conversation between parent and child.

RESEARCH

The research of this project consists out of literature research and user research. The project started with a literature study in order to to set and understand the context. This knowledge served as the input for user research, in which a context mapping session was organized with parents to empathize with the user. During the design explorations insights the research went further. By the insights gained through design new research was needed about race-related issues and gameplay to do another design iteration.

DESIGN

After the user research, the context was defined by personas, criteria, envisioned interactions resulting in a design goal. Through the design (and research) activities it became clear how the design goal could be met. Resulting in the type of colour conscious conversation and a way to have this conversation.

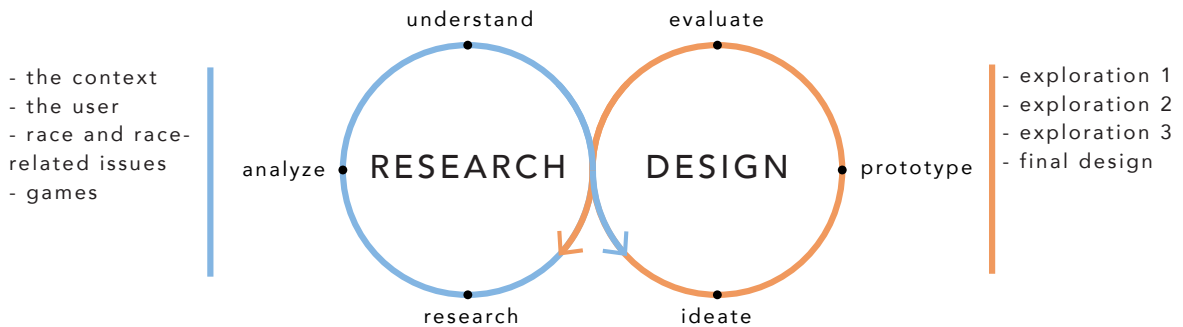


FIGURE 1-4. AN ITERATIVE DESIGN PROCESS.

2

UNDERSTAND

In this Chapter the parents view on dealing with race and race-related issues in parenting and the child's development and understanding in relation to race and race-related issues is discussed. Through a literature review, different parenting approaches and strategies are reviewed and different models are used to discuss parenting concerns and barriers.

2.1 DEALING WITH RACE AND RACE-RELATED ISSUES IN PARENTING

This section provides an understanding of the behaviour and concerns of parents dealing with complex and sensitive life/societal issues in general and race and race-related issues in particular in their parenting. Also the effect of not having a conversation about such topics and endorsing a colour blind approach are mentioned. The section concludes by providing strategies and describing the important factors needed to have a conversation about race and race-related issues with their children.

2.1.1 COLOUR BLIND APPROACH IN PARENTING

The way parents transmit information, values and perspectives relating to race and ethnicity to their children is called ethnic-racial socialization (Hughes, 2006). This is one way race-related beliefs and behaviours are developed by the child. The other way is by their surrounding and social context: media, school, teachers, friends, etc. Also here the parents can have a slight influence by creating this context.

EFFECT OF A COLOUR BLIND APPROACH

As said before, in the Netherlands a colour blind approach is popular among parents. The believe is that by not seeing race and therefore not mentioning race at all, it will diminish racial injustice (Apfelbaum, Pauker, Sommers, & Ambady, 2010). This mindset is based on good intentions: wanting to pursue that every person is treated equally. So colour blindness does not necessarily indicate negative attitudes towards minorities, but an inaccurate view on race relations can actually foster racial inequality and structural racism (Zou, & Dickter, 2013).

Apfelbaum et al. (2010) mentions some of the effects of colour blindness found in research. One of these effects is that it diminishes the accuracy of social judgement and increases decision making errors and racial bias in race-relevant contexts. It would also reduce sensitivity to potentially meaningful racial differences. It was found that not talking about the significance of race in history and in current events, one's concern for intergroup equality diminishes.

In general, with any interaction or event in relation to a certain topic (e.g. sexuality, race, death, etc.) where the parent ignores, avoid or acts awkward around, children will notice and they will draw their own conclusions and make assumptions which can be incorrect (Mesman, 2016; Govaerts, 2016). In an interview with Glenn Helberg (personal communication, April 18, 2017), specialized in child and adolescent psychiatry, he said that this behaviour gives a negative message to the child: we do not talk about this, so it is not good. Likely, the child will not talk about it anymore, which could lead that he/she will have more difficulty to handle the topic him/herself and/or tensions will be created around that topic.

PARENTING DILEMMAS

Parents face certain concerns in addressing race and race-related issues with their children. These concerns can be conflicting and therefore it can be seen as a social problem. In the Social dilemma theory a social problem is described as a situation where personal concerns are in conflict with collective concerns. Within a personal or collective concern there are also short-term and long-term concerns (Tromp, 2013). In the social problem described above, there are conflicting concerns in (1) addressing race and race-related issues as a person and (2) treating complex and sensitive life/societal issues in parenting as a parent (see Figure 2-1).

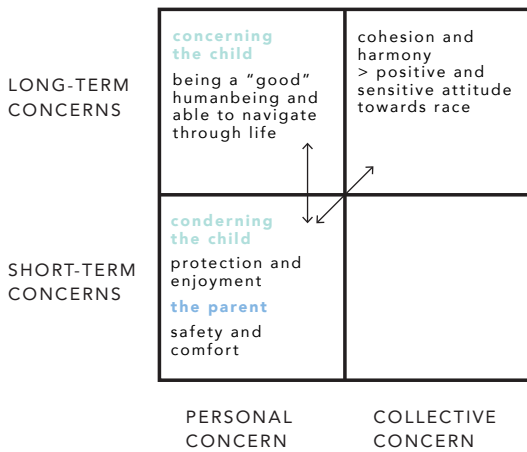


FIGURE 2-1: CONFLICTING CONCERNS OF PARENTS WANTING TO ADDRESS A COMPLEX AND SENSITIVE LIFE/SOCIETAL ISSUE IN GENERAL AND RACE AND RACE-RELATED ISSUES IN GENERAL.

From an individual perspective on the short-term a person would want to stay in a safe and comfortable zone and as a parent protecting their children from harm and cruelty and enjoying life as a family. However, staying in a comfort zone and living in a bubble can cause long-term individual implications for the child. In general, as a parent you want to prepare your child for life. For this it is sometimes necessary to act as a role-model (which may mean, getting out of your comfort zone) and to expose your child to the 'real' world to learn certain lessons and develop necessary skills to cope with

life. Furthermore, it can have collective implications in the long-term. It can impact others by creating tension or insensitivity in race relevant contexts and eventually preserving structural racism.

In relation with a colour blind approach, Baars (2015), Neville (2010) and Winkler (2009) identified some reasons why adults or parents do not talk about race or race-related issues;

- (1) Racism is not an issue. Everybody gets the same chances in life and is responsible for one's social life.
- (2) Fear of appearing prejudiced or as a racist and activating stereotypes and racism in children.
- (3) Viewing race as a taboo topic. Difficulties in mentioning skin colour and differences.
- (4) Racism is not an issue in the child's life and children cannot be prejudiced.

In the method "Dialog als burgerschapsinstrument" (n.d.), created by Diversion in collaboration with Universities and Teacher training Institutes, teachers mention that they wait for the child to initiate something about complex and sensitive life/societal issues. This way, it is the child who gives a signal regarding a certain topic which has become relevant in his/her daily life. Parents may use the same strategy. However there are pitfalls when not initiating these conversations. First, a child's reaction can overwhelm the parent and maybe he/she is not prepared to freestyle (because of the reasons described above). As a result, the parent maybe ignore it or show discomfort. This behaviour, as said before, can give a negative message to the child. Second, maybe the child will never mention anything regarding the topic even though the child already received input concerning the meaning of race and creates ideas around race (this will further elaborated in the next Chapter). In conclusion, that could lead to never have a conversation with your child about a certain topic at all that might actually be useful/needed.

2.1.2 COLOUR CONSCIOUS APPROACH IN PARENTING

In a colour conscious approach, families talk openly about race and race-related issues and take into account their own biases (Hagerman, 2014). There are some strategies identified parents use who identify themselves as “anti-racist” or progressive to raise their children as “anti-racist” and to have conversations about race and race-related issues. However, when not having such conversation it is important to know what are important factors to establish this behaviour. Therefore, a model for behaviour change will be used.

IDENTIFIED COLOUR CONSCIOUS STRATEGIES

There are indirect and direct strategies parents use to influence the ethnic-racial socialization process. Indirect strategies are about constructing a context and providing social interactions. Children (together with their parents) interact within these contexts, creating an understanding about the social world around them resulting in ideas about race (Hagerman, 2014). Noticing that designing your context depends on other values/priorities parents have and their social-economic class. Direct strategies are things parents explicitly do to communicate about race and race-related issues.

indirect strategies

Choice of living situation

This consists of the choices parents make about the neighbourhood they (will) live in and the school they choose their children will go. Here the priority is that those places are not homogeneous and have a lot of diversity.

Providing contact with diverse people and cultures

Here the parents take their children to certain events or to countries (traveling) in order to come in contact with diverse people and culture.

direct strategies

Standing-up against racism

Here the parents take their children to certain events or to countries (traveling) in order to come in contact with diverse people and culture.

Intervene in moments/questions where race and race-related issues pop-up

When something remarkable happens related to race or when your child asks a question about race or race-related issues, taking that moment to have a conversation about it.

Making use of attributes

Having a conversation about race and race-related issues through an attribute communicating diversity, race and/or race-relevant situations. The attribute could be a book, a television program, a newsfeed, a toy, a song, etc.

HOW TO INITIATE THE CONVERSATION

In the Fogg Behaviour Model (Fogg, 2009), three factors control whether a target behaviour is performed: motivation, ability and triggers. A person should be (1) highly motivated (2) have the ability to perform the behaviour and (3) be triggered to perform the behaviour (see Figure 2-2). The target behaviour in case of dealing with race and race-related issues in parenting, is for parents to address there issues with their children. For parents with an attitude that rejects discrimination and being concerned their children to be “good” persons, their social motivation is most likely high. When this behaviour is not being performed, it is necessary to understand why this is not performed (ability) in order to reduce these barriers and making the behaviour simpler. Next to that, the behaviour should be triggered, even when the ability and motivation are high.

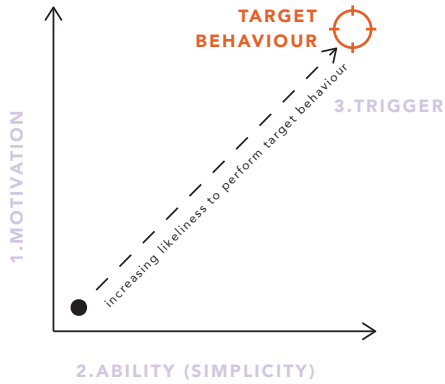


FIGURE 2-2: THE THREE COMPONENTS OF THE FOGG BEHAVIOUR MODEL: MOTIVATION, ABILITY AND TRIGGERS.

Fogg describes three different triggers, depending on the level of motivation and ability: (1) a “spark”, containing a motivational element (low motivation), (2) a “trigger”, triggering the behaviour while making it easier to do (low ability) and (3) a “signal”, serving as a reminder (high motivation and ability). So, depending on the specific type of person designing for, a different trigger is needed to support parents to have a conversation with their children.

2.2 CHILD DEVELOPMENT

This Chapter discusses the development of children in relation to the understanding of race. Advice of experts is given on how to talk about race and race-related issues in an age appropriate way. The age group on which will be focused on is chosen in this Chapter. Their cognitive, emotional and social development and abilities will be described.

2.2.1 UNDERSTANDING RACE

Ideas about race are formed at all ages, the blue parts in Figure 2-3 illustrate the highlights of some manifestations in the ethnic-racial socialization. It starts when nine-month-olds see differences between peoples faces with a different skin colour and/or appearance traits (Anzures, Quinn, Pascalis, Slater & Lee, 2010). At that age also the other-race-effect starts to occur: only faces of the own-race category can be differentiated at the individual level, faces of another category becomes a unity. You cannot help this, the only risk is that this group view could lead to stereotypes (Baars, 2016). At the age of 3 it is common that children prefer to play with children from their own ethnic group (Baars, 2016; Corridan & Medina, n.d.). From the doll-test, mentioned before, it can be concluded that young children already receive messages concerning the meaning of race from society and their surrounding. In a research of Van Ausdale & Feagin (1996) with children aged 3 to 5 years in a diverse class, they observed that young children already start exploring the concept race and ethnicity. The children use it as a tool in the daily construction of social life: including or excluding others, defining oneself and others, how power and control link to racial and ethnic understanding. Sheri R. Levy (Fromm & Milbrand, n.d.), Ph.D. in development, maintenance and reduction of prejudice among adults and children, says that at the age of 7 to 10 children develop a more sophisticated understanding of similarities and differences among groups.

Adults often misperceive the racial and ethnic language and activities of children and/or they even do not observe racial conflicts or name-calling (Fromm & Milbrand, n.d.; Van Ausdale & Feagin, 1996). Not seeing, does not mean children are not exposed to, or participating in, those acts. As described above, racial and ethnic differences are powerful identifiers of self and others for children. Besides, children do not need to have hatefully racist attitudes to be biased and have racial prejudice (Winkler, 2009). However these prejudices and acts may be unintentional, it still can hurt the feelings of and have impact on the ones involved. Teachers from primary schools and students from Teacher training Institutes (Dialogo als burgerschapsinstrument, n.d.) observed that young children (preschool) already receive information about complex and sensitive societal issues happening in the world. They mention children often hear things, while they do not know the ins and outs of the matter.

Having this said, adapting a colour conscious approach in parenting and involving in a conversation about race could be practiced from a very young age. Not making the links and not knowing the ins and outs, gives parents the opportunity to talk about these issues and guide their child(ren). The type of conversation you will have, how you talk and what you talk about, will then depend on the development of a child. This will be discussed in the next Subsection.

2.2.2 AN AGE APPROPRIATE CONVERSATION

TALKING ABOUT RACE

Several experts in the area of parenting, race or prejudice, give advice regarding how to talk about race and race related issues depending on age (Corridan & Medina, n.d.; Fromm & Milbrand, n.d.; Peters, 2017; Winkler, 2009). When children make remarks about skin colour or show prejudice towards race, the remarks can be hollow or unintentional. It is then necessary to respond and talking in a calm, straightforward and positive way to these kind of remarks. Below an overview is made of the advice from these experts towards parents on what to talk about, per age group, and some general advices.

0 - 6 years

- Before talking: Expose the children to a diverse environment (So they can observe the parent interaction with diverse people).
- Talk about / point out physical differences and pay attention to special talents or contributions inherent to diversity.

7 - 12 years

- Talk about exclusion. Do this by comparing racism to a situation in the world of perception of the child (e.g. a sports team where the players are picked by skin colour / culture / gender / etc.).
- Talk about fairness and unfairness. Encourage to consider how certain remarks/behaviour may hurt/ impact someone.
- Dispel generalizations. Challenge negative remarks with positive ones.

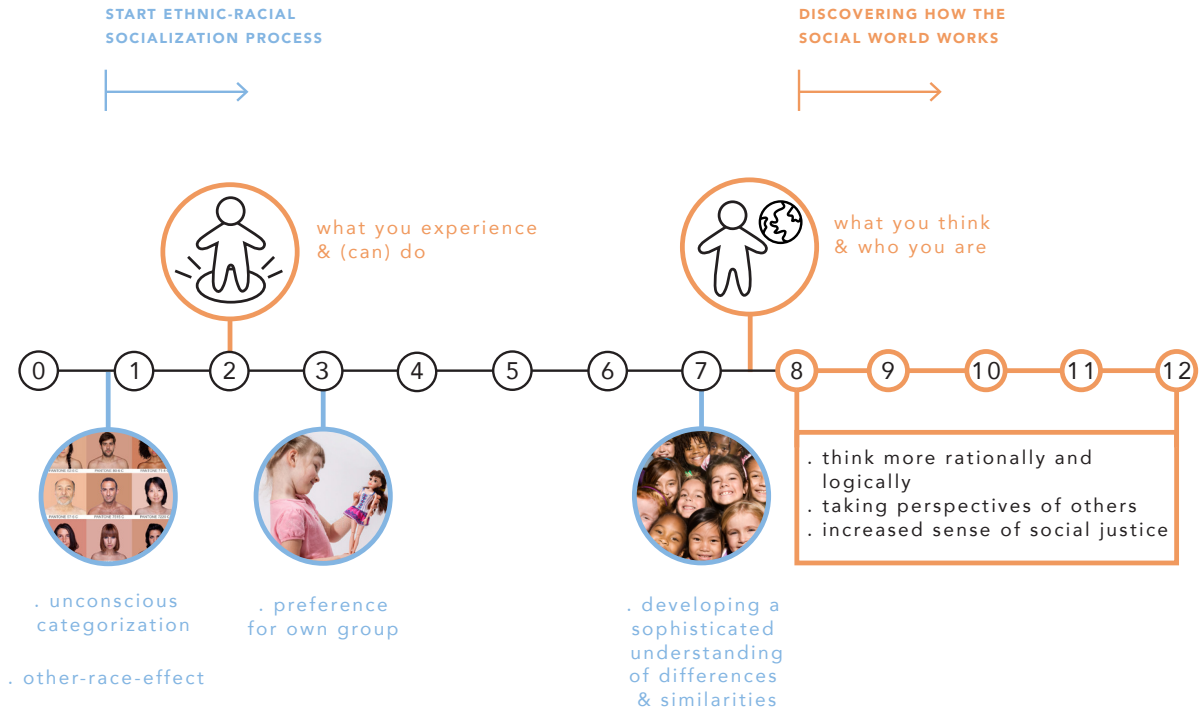


FIGURE 2-3. THE CHILD'S DEVELOPMENT IN RELATIONS WITH THE ETHNIC-RACIAL SOCIALIZATION PROCESS AND THEIR COGNITIVE, EMOTIONAL AND SOCIAL DEVELOPMENT.

GENERAL ADVICE

Be accurate, in an age-appropriate way

- Not only celebrate diversity, but also talk about the influence of race (that it is not only incidental and bad behaviour, but also part of society).
- Use past and present (explain what discrimination is and that it is still present).

Stimulate complex thinking

- Talk about both differences and similarities.
- Challenge negative remarks with positive ones.

In conclusion, from the age of 7 a more sophisticated understanding of race and ethnicity develops and more serious topics can be discussed. So from that age it is also possible to discuss race related issues. In the next Section the development of children in the age category 8-12 years old will be described.

DEVELOPMENT AGES 8 TO 12

To understand the ability of a child to learn new things and reflect upon things it is needed to understand the cognitive, emotional and social development. For a child in the age group 8 until 12 years old, reality takes a central part. They are discovering what are the right things to do and the right things to become (Kerpel, 2014; Reiher & Acuff, 2008). In this Subsection the development of an 8 to 12 years old will be described. The orange parts in Figure 2-3 are about this development.

Cognitive development

From the age 6 to 7 there is a major shift in the focus of brain development, from right to left. That means that the development of the intellect, logic and reasoning capacities takes center stage. As well, around the age of 7 to 8 years children are able to handle simple abstractions and think more rationally and logically. (Reiher & Acuff, 2008).

Emotional and social development

From the age of 7, children begin to experiment more with handling their emotional and social lives independently. The growing independence

from family begins around the age 8 to 9 years old. Nevertheless, they are still dependent on their parents. From the age of 8 they are able to take other perspectives and problem-solve in social situations. They recognize the views of others in interactions, are able to talk about that and resolve differences or modify behaviour if needed. (Child Development, n.d.; Child Development Tracker, n.d.)

Moral development

With an increased reasoning power, children aged 8 through 12 see moral issues in a new way. Younger children see things as absolute and unchangeable; things are right or wrong or bad and good. Now they start thinking by themselves and do not immediately take over the point of views of others. Nevertheless, they still want to fit in and do the right thing: they get an increased sense of social injustice and the ability to think ideologically (Hagerman, 2014). Moral questionings is then an opportunity for them to uncover rules and ways how the social world works. (Reiher & Acuff, 2008).

Attractiveness

Due to the development of their logic and reasoning and wanting to be perceived as "growing up", children from this age category leave behind many of their "childish" activities and objects. They become interested in more complex and reality-based toys/games/etc. (Reiher & Acuff, 2008). For this reason, the author of the book 'What kids buy and why' advice product developers developing for this target group to use for example "real-life kids" on packaging or using designs perceived as "old enough" and "cool" rather than "too young" or outdated.

Dialogue and reflection

To have a good conversation with children it is necessary to take the development of their ability to reflect into account. Between the age of 7 to 8 years, children start interpreting things; what do you think, who are you, what suits you, what is important to you? Possible questions towards the child could be (Fisher, 2017):

- How do you look upon this situation? (what would you do / behave)

- What is true in your eyes? (what do you believe)
- How would you do it? (who you are)
- What would you advise yourself in this situation?
(who do you want to be)
- Why is that important for you?

In order to have an interesting and nice conversation, the why-question is important and thorough follow-up questions are important. In the book 'reflect(l)eren kun je leren' (2017) Monique Fisher, the author, mentions that the why-question often is not answered and especially not by children. Diverse trainings advise to not ask the why-question. In her opinion it is a beautiful question. It has a reason why children ask the why-question a lot: it comes from an explorative nature, to understand the world around them. It is about the right timing and asking with interest. Nevertheless, she concludes that it is an art to have a good reflective conversation and to ask thorough follow-up questions.

CONCLUSION

COLOUR BLIND APPROACH VS. COLOUR CONSCIOUS APPROACH

A colour blind approach is popular among parents: a mindset with good intentions, but promoting an inaccurate view on race relations can conserve inequality and structural racism. Dealing with complex and sensitive life/societal issues in parenting in general, race and race related issues in specific, comes along with some dilemmas: should I initiate such topics, how should I initiate these topics, does my children even understand the topics and is it even an issue? Adults might not even see or misinterpret children's language and activities around such issues.

In a colour conscious approach, families talk openly about race and race-related issues and take into account their own biases. There are indirect and direct strategies parents can use to influence the racial/ethnic socialization process. The indirect strategies are about constructing a context and providing social interactions. The direct strategies are the things parents can do explicitly to communicate about race and race-related issues. For parents having trouble or not initiating such issues, it is necessary to understand one's motivation and ability, to design the right trigger to perform this behaviour.

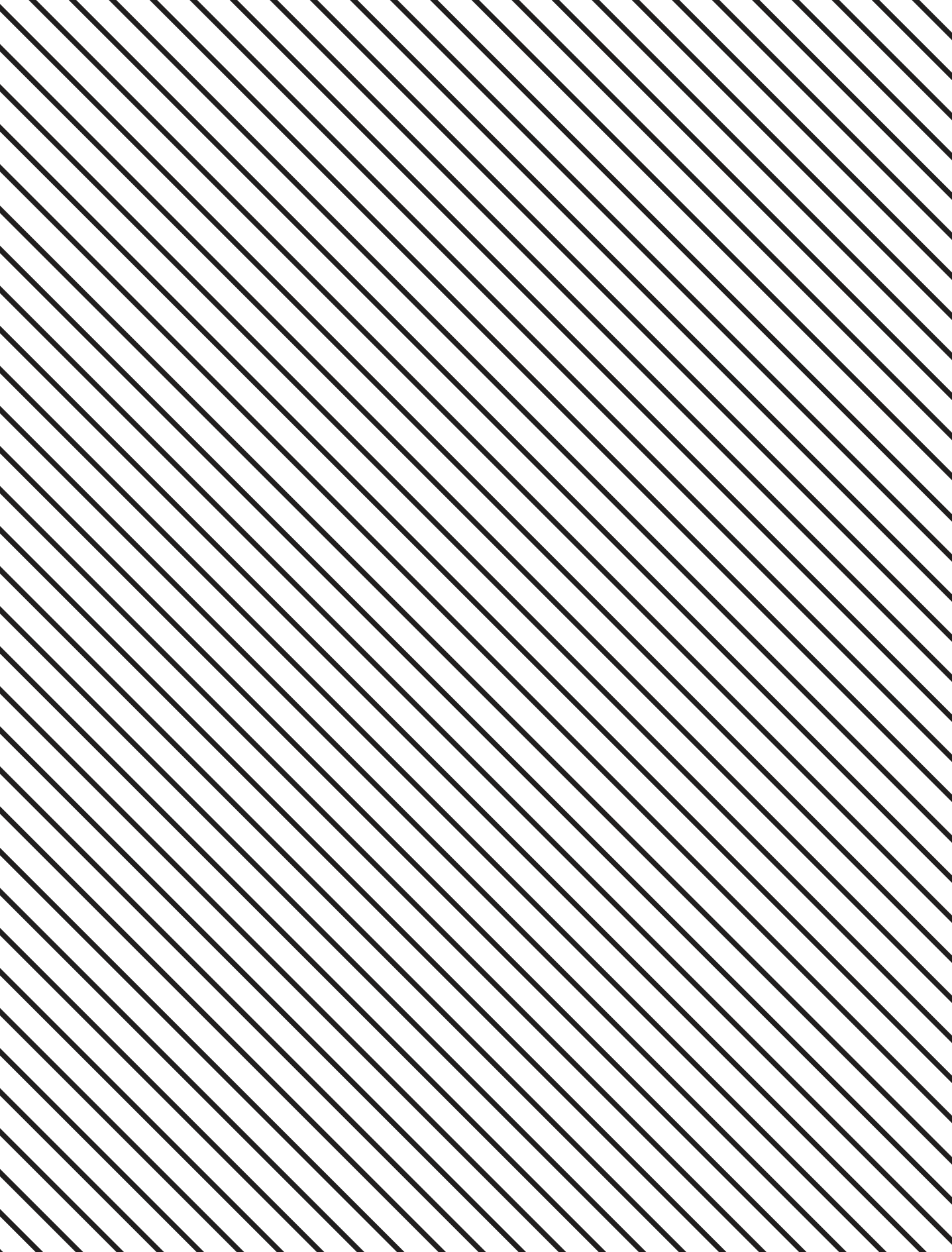
TALKING WITH YOUNG CHILDREN ABOUT RACE AND RACE-RELEVANT ISSUES

For children, racial and ethnic differences are powerful identifiers for self and others. Above all, children do receive messages about the meaning of race and about complex and sensitive life/societal issues. As a consequence, children can also be exposed to, or participating in, racial conflicts or name-calling. Most of the time, children do not know the ins and outs of an issue and their behaviour is unintentional. Adults can guide children by talking about those issues with them.

With this notion, several experts in the area of parenting, race or prejudice give advice on how to talk about race and race related issues and what to talk of, depending on the age of children. From age 0 to 6 those conversations are about pointing out differences and similarities of people concerning their appearance. From the age of 7 to 12 the conversation can shift towards the topic discrimination: talking about exclusion, unfairness and generalization.

TARGET GROUP AGE

That is, from the age of 7 more serious topics can be discussed. In a social perspective from that age they also begin to develop a more sophisticated understanding on race/ethnicity and they get an increased sense of social injustice. From the age of 8 they start to think rationally and logically and they are able to take other perspectives and problem-solve in social situations. Furthermore they start interpreting things; what you think of, who you are, what suits you, what is important to you. So moral questioning, reflecting upon oneself and other views are things that can be asked from them to discover how the social world works. With this in mind, the chosen target age group are children between 8 to 12 years.



3

EMPATHIZE

This Chapter describes the research done and shows gained insights about the current behaviour, motives, values and needs of parents in dealing with race and race-related issues in their parenting. It shows their drivers and barriers, their current strategies and view upon having a conversation about race and race-related issues.

3.1 USER RESEARCH

This Chapter describes the set-up of the user research and the key-insight gained through the research. Next to the key-insights, take-aways are described in challenges and opportunities

3.1.1 RESEARCH GOAL

This study is conducted to gain a better understanding of the parents experience on parenting and how they deal with the topic race and race-related issues in their parenting. Three sub-research questions for this user-study were:

- What are barriers and opportunities for parents to deal with race and race-related issues in their parenting? (in general: a complex or sensitive life/societal topic)
- Which strategies do they use to address race and race-related issues? How do they value certain colour conscious strategies?
- How does a context (place/moment/ritual) support a conversation about race and race-related issues? (in general: a complex or sensitive life/societal topic)

3.1.2 METHOD

This user research was inspired by the *Context mapping* method. The research existed of two parts: a sensitising booklet to be filled in at home and a qualitative session with the parents. The booklet focussed on parenting and in the session the focus lied on the parents experience on dealing with race and race-related issues in parenting or how they envision that. In the session several stimuli were used to evoke stories (dilemmas, strategies and contexts) to reflect on earlier experiences (Sanders & Stappers, 2012; Boeijen, Daalhuizen, Zijlstra & Schoor, 2014). Since the project deals with two sensitive topics (parenting and racism) and to avoid a feeling of judgment in those both subjects, individual sessions were chosen.

PART 1 - SENSITISING

To prepare the parents for the session they received a booklet with some small assignments to be made before the session. Figure 3-1 shows the filled in booklets, the booklet can be found in Appendix 3-A). On the one hand the booklet is to sensitise the parents for the session; to make them already more sensitive about their thoughts, feelings and ideas about their experiences in parenting (Sanders & Stappers, 2012). On the other hand to gain understanding about their way of parenting and family dynamics.

PART 2 - INTERVIEW

As mentioned before, in the qualitative session different stimuli were used. Each of these will be discussed in this Subsection and the used materials can be found in Appendix 3-B.

dilemmas

During the session dilemmas were proposed to gain understanding of the concerns of parents for certain behaviours in parenting situations in order to get understanding in parenting barriers and drivers concerning complex and sensitive life/societal topics. Furthermore the dilemmas were also used to trigger them to think and talk about own experiences where such parenting dilemmas occur/occurred. These experiences could be about topic related experiences (race and race-related issues) or other topic experiences. The main purpose was

In the booklet, parenting dilemmas were

introduced and explained. The dilemmas were not related to the dilemmas of the research, like dealing with money. They exercised to fill in the pros and cons for both concerns they could have in a specific situation. The participants were also asked to think of a dilemma by themselves. The session started with new dilemmas as conversation starter and to make the link towards how to deal with a complex and sensitive life/societal topics and in specific race and race-related issues in their parenting.

Dilemmas can have more abstract or concrete concerns. The dilemmas used in the sessions were on the one hand abstract enough to think in various parenting issues, concerning dealing with complex and sensitive life/societal issues with their children. On the other hand the dilemmas were concrete enough to think about specific parenting issues, concerning dealing with race and race-related issues.

strategies

In literature different strategies are identified to address race and race-related issues (see Section 2.1). During the sessions parents were asked if they had some (conscious) strategies themselves. Then the parents were asked to evaluate the strategies found in literature: what they do or do not do now and if they want to do different in the future.

context

To explore the family (home) context and the possibilities in that context to address race and race-related issues, different scenarios were showed and discussed with the participants. Sketches were made of different scenarios, which included space, interactions, rituals or moments and some attributes.

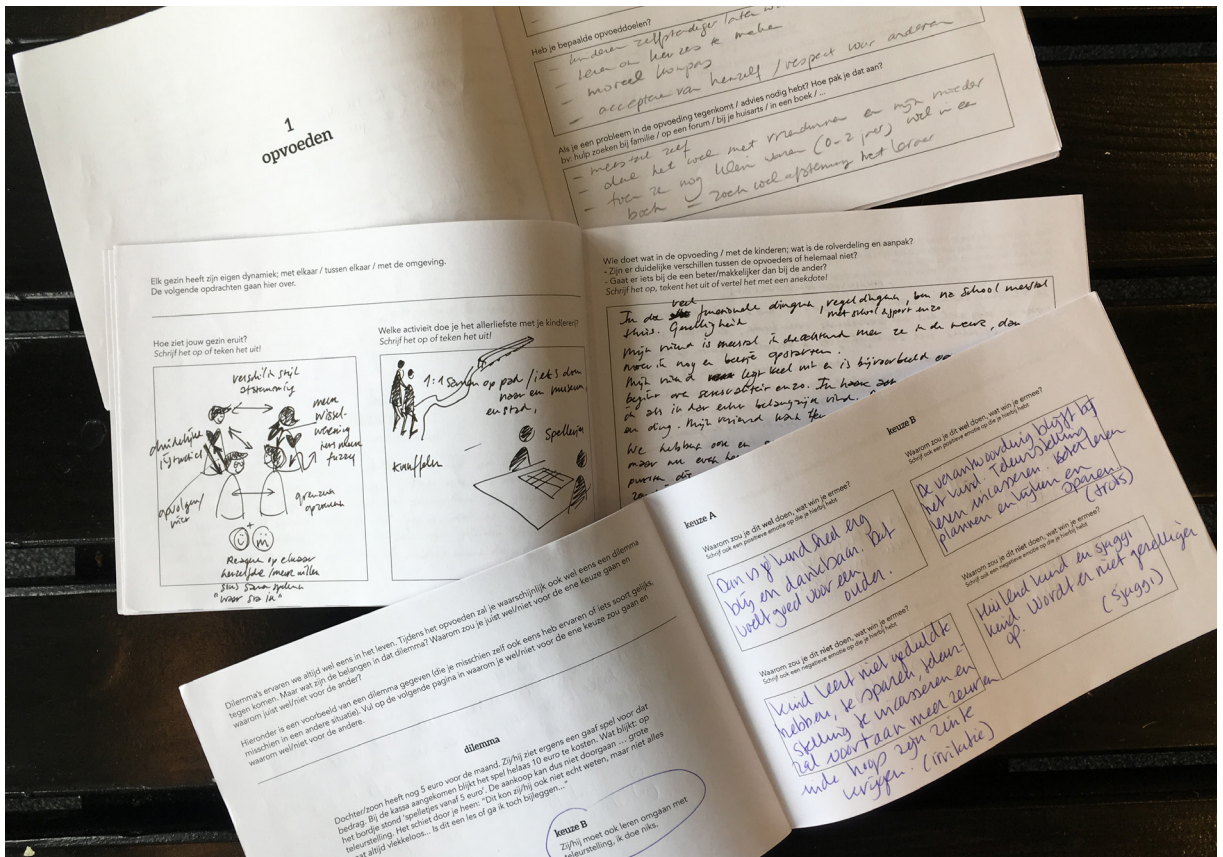


FIGURE 3-1. FILLED IN BOOKLETS BY PARTICIPANTS SHOWING THREE DIFFERENT ASSIGNMENTS: (1) PARENTING, DESCRIBING THEIR PARENTING, GOALS AND STYLE (2) DYNAMICS, FAMILY DYNAMICS (3) DILEMMAS, PARENTING DILEMMAS.

3.1.3 PARTICIPANTS

The research was conducted with Dutch white parents who have children between 8-12 or had children of this age group recently, so that they have or had have recent experience with children in this age group. The targeted participants for this research are parents who consciously deal with their parenting and/or acknowledge the problem of treating race and race-related issues in parenting. Therefore the selection was based on high educated parents or parents conscious about diversity. In this research 3 mothers participated, two living in Rotterdam (big city) and one in Delft (small city). The parents were only told on beforehand that the research was about parenting and about treating diversity and racism related issues in their parenting.

For privacy reasons the identity of the participants will be hid. Real names and other (identifying) information will be removed from the transcripts and booklets. Instead, participant x is used for the transcripts and analysis. In case of communicating information (quotes) pseudonyms will be used. One of the parents explicitly asked to stay anonymous, given the sensitivity of the topic.

3.1.4 PROCEDURE

The session was done in the house of the participants, this to help them recall and think about experiences in the family context. Researcher and participant were sitting at a table with space to set out the materials (booklet, dilemma's, strategie cards and scenario's), laptop and notebook (see Figure 3-2).



FIGURE 3-2. IMPRESSION OF THE SET-UP, IN THE PARTICIPANTS HOMES.

The research was done by only one researcher with the role of active listener and observer/note taker. The session was recorded so the focus lied on the role of active listener, still remarkable observations were written down during the session.

3.1.5 ANALYSIS

After the session, all interviews were transcribed (see Appendix 3-C). And analysed by coding several parts (drivers, barriers, values, strategies) and later combined in topics (see Appendix 3-D).

3.1.6 KEY INSIGHTS

The most interesting insights are described in this paragraph. Also challenges and opportunities for the design were identified. Those are stated after the related insight in an orange box.

PARENT'S DRIVERS AND BARRIERS

drivers

LONG-TERM CONCERNS, CONCERNING THE CHILD

"a basis" (Nina)

"a moral compass" (Veronique)

"a coat rack with principles" (Silke)

Developing a basis in early childhood is important for the parent so the child can explore around that basis by himself and the parent can trust they will make the right choices by themselves. Also building resilience as a child is an important concern in order to deal with the world in adulthood. By providing the right experiences in the right age phase and confronting them with a relevant reality certain skills

can be developed, like empathy or dealing with affliction.

"I think it is about providing the right things in the right age phase. And when you don't do that correctly, the children will become less resilient and they will get rattled when they are older, adults." (Veronique)

Stimulating complex thinking was appreciated by the parents: paying attention to stereotypes, various aspects of people and the reason behind behaviours. Even though one of the parents was not sure if racism was part of her children's world, she was reflecting on the fact it is a reality in society and that her children are observing the context they live in. .

"My world is super white, my surrounding, my friends. I think it is meaningful to pay more attention to those things with the children. Now, like we are talking about this... Yes, about stereotypes and things like that." (p2)

ENJOYING CONSCIOUS LEARNING MOMENTS

"They are really intrigued by debts. How does that come and, yeah, I explain that to them, the way the world works. [...] And those conversations are really nice. I like to talk about those kinds of things with them, and that's possible of course." (Veronique)

The parents enjoy having serious and reflective conversations with their children about complex and sensitive life/societal topics to understand the way the world works. One of the parents experienced having these kind of conversations as more difficult. Still, she acknowledges the importance of those conversations and appreciating and enjoying it as being a shared experience.

For the other parents it was easier to initiate and to give substance to such topics. One of the factors that could have influenced that, is that both of those families were exposed to a general problematic issue in their private lives. One of them was divorced and in the other family one of the grandfathers was diagnosed with cancer and passed away. Because of this, they experienced

having difficult, unavoidable, conversations which they choose to face.

“Sometimes doing things consciously is good, because some things sneak up on you which you rather not want to.” (Silke)

There are also some downsides mentioned by the parents about conscious moments:

- It is too much: parents can get tired of it, as well the child since already has to do a lot and learn so much (mentioned by Silke).
- It does not work for every child necessarily (mentioned by Nina and Veronique).
- Difficult to go from a telling mode to a listening mode (mentioned by Nina).

Challenge | natural

Making the conscious moments more natural and avoid being preachy.

PERCEPTION OF CHILD'S ABILITY AND OBSERVATIONS

“At some point, they started to ask to us if those people vote Geert Wilders. And then I thought, well, they do think about those things, about what is being said.” (Nina)*

Parents noticed that they can have reflective conversations with their young (one of the parents 7 years old daughter) children. Also, it was observed by a parent that her children do get messages and make links between things they observe:

- From moral lessons taught to them, through for example a movie facilitated by an after chat with his mother.
- From messages through media or people, in specific about controversial topics.

barriers

VULNERABILITY AND INSECURITIES

AS A PARENT

Parents can feel vulnerable as a parent. You never learned how to be a good parent and that can make you scared of doing the wrong thing. Another thing is feeling pressure from peer parents and parenting gurus (referring to experts on the field of parenting, like dr. Spock or nanny Jo Frost) opinions and judgments. Everybody has something to say and knows better and that generates insecurities. Am I doing it well? What do the others think of this?

Opportunity | fuck-ups

One of the parents mentions the book *How2talk2kids*, which is part of a soft parenting advice movement (Haefen, 2015). One of the aspects that she likes about the book is that it shares fuck-ups: things may go wrong! This makes it humoristic, but most importantly, it makes the parent more confident and forgivable in their parenting

IN RELATION TO RACISM

When experiencing difficulties having conversations about complex and sensitive life/societal topic the parent does not know how to give substance to a conversation or feels prudish and so experiences the topic as a taboo. One of the parents mentioned feeling insecure towards the topic of racism for the following reasons:

- feeling confused about issues concerning racism: how are things working? what are other perspectives? what do I think of this?
- the threat in this topic is that it feels as if there is no room for perspectives and doing

* Geert Wilders is a Dutch politician, party leader of the PVV. He is notorious for his fierce criticism against the Islam and his outspoken views upon migration and freedom of speech.

something wrong. She feels difficulties giving stance.

Note: For this parent, participating in this research was already a way to put her thoughts in order and a starting point to think how to take action towards this topic in her parenting

Opportunity | exploration and play

(1) Dilemmas: the dilemmas used in the research, created a comfortable feeling. One of the parents mentioned that not making a choice between the concerns made her comfortable and open to speak.

“Everything is okay and it makes you understand the other point of view” (Silke)

(2) Games: games are a way to trigger exploration - adopting different roles and making mistakes.

child’s ability. Heavy topics can contain cruelties, like slavery and wars. One of the parents says that she do not want to expose her child at that age to those cruelties. Furthermore, another parent mentioned to preferring to keep heavy topics light.

COLOUR CONSCIOUS STRATEGIES

This Subsection illustrates the concerns, values and goals of parents in relation to the strategies found in literature to address race and race-related issues and strategies the parents mention themselves.

indirect strategies

NEIGHBOURHOOD AND SCHOOL

The value of dealing with and learning from diversity is important for all the parents in this research. Still, the commitment towards this value can be stronger for one parent than for the other. When the motivation is high enough, the context where the family lives and operates in can influence certain choices they make; for example, the choice of city, neighbourhood or primary school. In relation to this value, two of the parents made a conscious choice to not live and operate in a homogeneous context. The other parent mentioned having this value, however she did not adapt her context to that. She would like to see it differently, but she will not put this in practice.

“I would have loved that they went to that school, but there they didn’t felt at home, so they chose another school. I cannot force them. In my opinion, they should choose for themselves.” (Silke)

Parents also have other values and goals in their parenting. Some of them can be more important than others and then interfere. Another value mentioned by two parents during the research (with children in the first class of high school) was children making their own choices. In some cases that interfered with the value of dealing with and

UNCONSCIOUS TOPIC

“It is really unconscious. [...] For example, I’m more aware of being a woman [...] the difference between men and women.” (Veronique)

Concerning the nature of the topic, some barriers come above. One of them is that issues related to race happen really unconscious. The parent is most of the time not even aware when a valuable moment arises. Another is, for example, feeling powerless when a negative stereotype is confirmed and being sceptic about that: how can you really undo that? Is then the remark.

HEAVY TOPIC

“Preferably keeping it light and short, the only thing is that it doesn’t get as deep as you want” (Silke)

“What can my child handle?” Parents mention that they ‘just do something’, they assess their

learning from diversity. When the parent preferred a certain choice themselves, in line with that value, the child making their own choice was found more important, even if that means going for a choice the parents does not totally agree upon.

EVENTS AND TRAVELING

“Morocco, we go there often and I believe that is a good thing. This way they get a different view on ‘the Moroccan’” (Nina)

Some of the parents go to specific events in order to expose their children to different kind of people, their stories and way of living (for example “het verhalenhuis” and “stadssafari”). Also, travelling was mentioned as a conscious strategy to being exposed to different people and cultures and to learn from that. Here again, one of the parents values travelling for the reason mentioned above, however when she comes to think about her holidays she still visits what she calls “safe places”.

direct strategies

STANDING UP TO RACISM

None of the parents actively stood up against racism. One of them mentioned it as a negative approach and preferably would seek for connection instead of disapproval. In line with this, another parent involve her children in some meaningful activities related to the topic (the parade of *leder*¹ to stand up for equal rights).

CONVERSATION ABOUT RACE, RACISM, RACIAL INEQUALITY, STEREOTYPES AND PREJUDICE

“At school, they sometimes do stuff for poor children in Africa and they are black or brown. And then Isabel says to me ‘but those children... most of the time they are black children who are poor’. And then we talk about that. That there are enough children, dark-skinned children, in other parts of the world. And also in countries, where it goes well.” (Veronique)

The parents mentioned having conversations in general about diversity, but not specifically about things like racism, skin colour or stereotypes. Nevertheless, when asked about stimulating complex thinking some stories and strategies came above about stereotypes and prejudice on skin colour or ethnical background. One of the strategies was to dismantled stereotypes when a specific situation come to the front, encouraging the child to not only stick to the image they got from a specific group. Another strategy is not giving the answer yet about a certain comment or question the child just made, but instead ask questions to the child so they answer themselves and to get a conversation going on.

DEVELOPING SKILLS

“I taught him to look further: but what is the reason of the behaviour of that person?” (Nina)

Parents mentioned strategies they use to develop certain skills like resilience, empathy, comprehension. They do this by (1) bringing in nuance and not judging at first sight. They do this by using the question strategy mentioned above to challenge their children to look further. Another way is by (2) watching certain movies or playing certain games. Movies can show perspectives and emotions and games could help to learn how to handle certain emotions and it helps taking other points of view by doing.

CONTEXT

When | moments

ROOM FOR CONVERSATION

Some moments suit better than others to start a conversation between parent and child. There are fuzzy and busy moments, like breakfast or right after school when the children only want to discharge and move on. All parents mention that those are not the good moments to start a conversation.

There are also moments which are calmer and where there is room for conversation. For this parents Dinner time is a setting where the family comes together and a setting to ask questions and talk and discuss things. Nevertheless, it is also a stiff moment when you are sitting straight with your plate and across each other. Moving settings, like walking and cycling, and active moments, like doing activities together, were indicated as good moments by the parents in that case. After dinner time there is room to do something, to watch a television program or play a game. In bed, before sleeping, is a moment to ponder and reflect upon the day. Although, the parents indicated that this is a good moment to talk about personal thoughts and concerns. Weekends and holidays were also indicated to be suitable moments. Those are moments where you have time and when you can shake up a conversation.

THE RIGHT ATMOSPHERE

When talking about something in depth and personal you want to have the right atmosphere. The parents preferred to have these type of conversations in their own, a familiar setting. Public spaces, such as playgrounds, bus station, etc., can be tricky since you have other people near you. Also, you want to have a certain calmness around you and have time to talk about it.

How | artefacts

Next to the right moment and atmosphere, a hook to involve in this conversation is crucial. The parents mentioned several attributes they use which arose conversation about certain topics:

- Initiated from the school; news or history (for example World War II) treated at school.
- Something that happened at school or with a friend.
- Reading a story from a book
- Games
- Movies

CONCLUSION

PARENT'S DRIVERS

Parents enjoy having meaningful conversations with their children, to talk about how the world works. The concern of the children's development to become a "good human" and being able to navigate through life, as well mentioned in Section 2.1, is a high motivation to leave their own comfort zone or to trigger parents to have a conversation about complex and sensitive life/societal issues in general and race and race-related issues in specific.

PARENT'S BARRIERS

The barriers parents encounter in addressing a complex and sensitive issue in general are connected to their ability (see Figure 3-3). Firstly the relation with their own ability and the perceived ability of the child. Their own ability refers to how easy they are as a person in addressing a sensitive and complex topic. Two identified barriers were (1) not knowing how to give substance to such conversation and (2) being prudish and so experience the topic as a taboo. The ability of the child is how the parent assess the cognitive and emotional ability of their child. In which cruelty and complexity in a topic like race-related issues can scare the parent off. Secondly their experience in addressing such complex and sensitive issues could also influence their ability to open such conversation. The parents having less trouble addressing such issues experienced a complex and sensitive life issue which came to the surface; (1) one of them was divorced and talked about that period and how she dealt with that towards her children and (2) one of them talked about the death of her children's grandfather where cancer was diagnosed and how she dealt with that.

A barrier in addressing race and race related issues in specific, that is crucial to even be able to start a conversation, is that race-relevant situations happen really unconscious for people who are, in race, the norm in society. So the invisible needs to be made visible in order to establish a conversation.

PARENT'S STRATEGIES

The insights of the strategies as well as the drivers and barriers serves input for understanding the behaviours, motives, values and needs of the parents. The strategies show how this is reflected in their choices of neighbourhood and school, events and traveling and their way of directly have influence in the (ethnic-race) socialization process. The insights are used to define personas, which will be introduced in Section 4.1.

THE FAMILY CONTEXT

Parents preferred to have these type of conversations in their own, a familiar setting. There needs to be a certain calmness and time to talk. The parents mentioned using several artefacts that in their context trigger conversation and where skills like empathy and reality could be learned. Artefacts can be a mean in making the invisible visible.

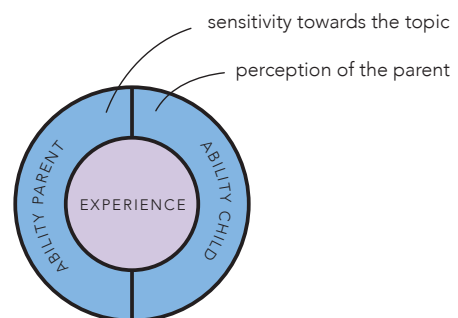
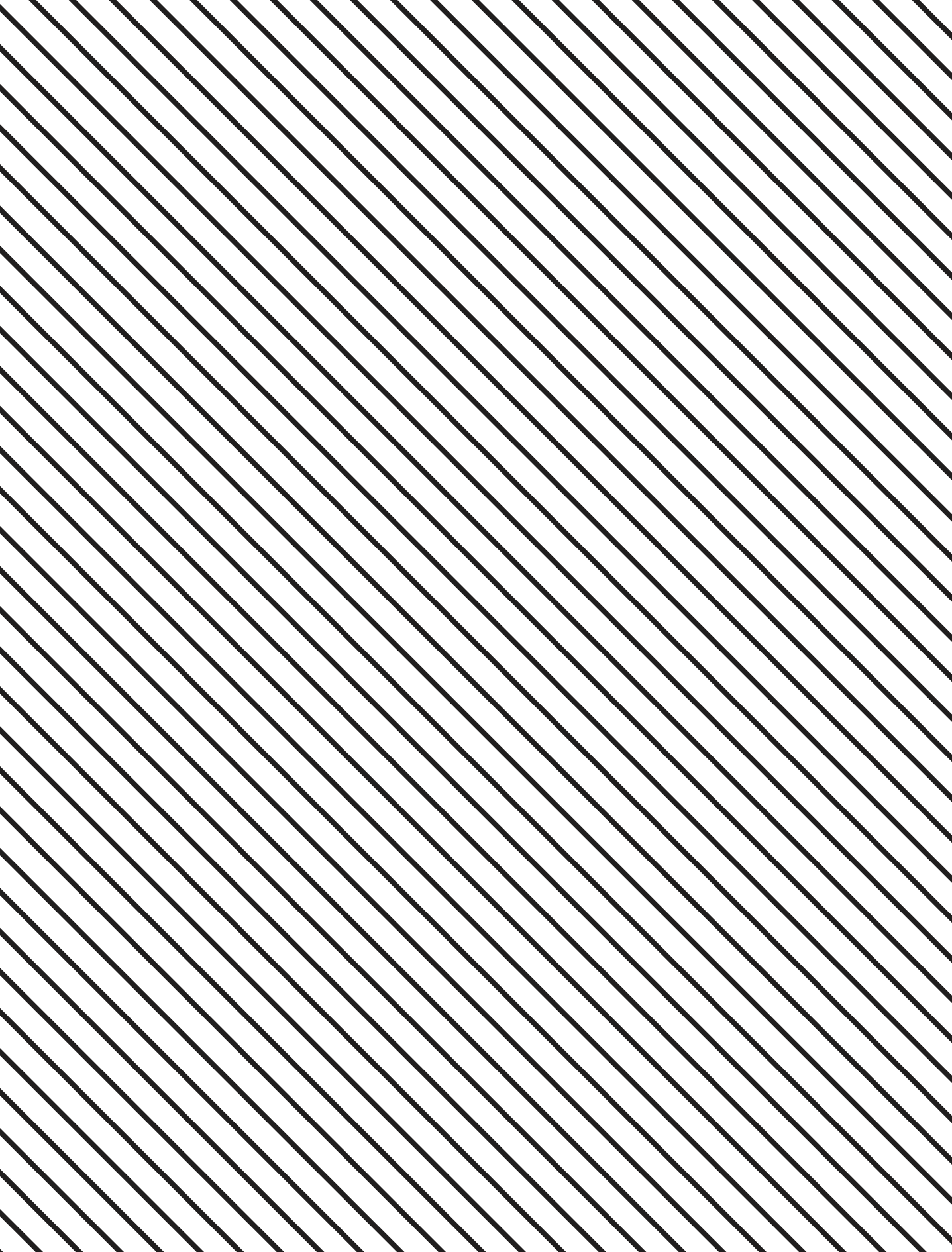


FIGURE 3-3. ASPECTS DEFINING THE ABILITY OF THE PARENT.



4

DEFINE

This Chapter defines the context of the project: who are involved, what are the problems and opportunities and which criteria should be met. The Chapter will conclude with a design goal.

4.1 PERSONAS

Who are the intended users and what are their behaviours, needs and values?

4.1.1 GOAL

From the user research two personas were made to define and understand the intended user. They will be used to empathize with the intended user and to be aware of during the ideation process. Furthermore it can be used as a means to communicate to others and to let them empathize with the project.

4.1.2 APPROACH

The focus of this project lies on parents, supporting them to involve in a conversation with their children. Therefore personas of parents were made. Since the intended users for this project are parents who are open and willing to engage in a dialogue about racism, both can be found on the left side (active) of the framework shown in Figure 4-1 which is used to define the personas (in the following Subsection this framework will be explained). The personas were based on the participants of the user research and two different personas were identified. Quotes come directly from the participants.

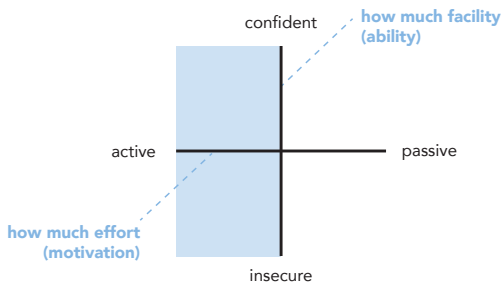


FIGURE 4-1. FRAMEWORK "HOW DO I DEAL WITH A COMPLEX AND SENSITIVE SOCIETAL/LIFE TOPIC".

For consistency purposes and in order to be able to focus on the two different types, it was chosen to use a mother for both of the personas. Also, the personas were based on the participants of the user research, this was also a reason to use mothers. Nevertheless, the personas can be a representation for both a father and a mother.

4.1.3 THE PERSONAS

The persona is built around the parenting style: values, needs and challenges in their parenting are reflected. This in relation with the family dynamics and the focus of the project to understand the user in their family context with reference to dealing with complex and sensitive life & societal topics and anti-racism strategies.

The right part of the persona shows how the parents considers their context in relation to the anti-racism strategies identified in literature and user research. To illustrate how the parent and how the family deals with complex and sensitive societal/life topics, two frameworks were made. The framework "how do I deal with a complex and sensitive societal/life topic" contains two axes. One axis is about the motivation of the parents: how active or passive the parent is towards taking actions in integrating such topics. The other axis is about their ability: how easy is it for them to handle such a topic, do they feel insecure or confident towards the action. The other framework "initiator" illustrates who of the parent is more likely to initiate such a topic and how each family member involves (yellow line), steps on the sideline (white line) or disturbs such conversation (red line).

THE FIERCE PARENT

Froukje

... WORKS AND LIVES IN ROTTERDAM WITH HER HUSBAND DANIEL AND THEIR TWO CHILDREN, BART (7) AND TOM (9). SHE IS A SOCIAL WORKER IN YOUTH CARE AND LIKES TO DRAW.

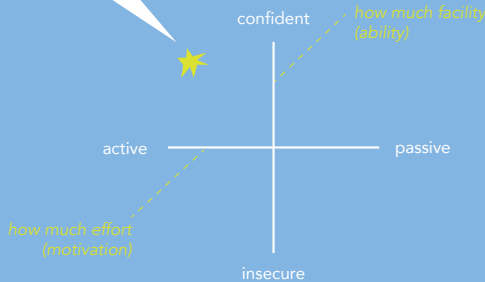


my way of parenting

Froukje has a positive view on people and the world and wants to give this message to her children. She enjoys to have conversations with her children about live, feelings and values. Around bedtime she likes to lie in the "big bed" with her boys, where she can cuddle with them or read something from a book. Once she also tried meditation with them. They all enjoyed it, but with Tom she has to watch out with these kind of things, he can get annoyed to do things too consciously and tend to become a bit rebellious.

how do I deal with a complex and sensitive societal/life topic

"Recently we joined the parade IEDER1 in Amsterdam. Then I take the boys with me and we walk. I think that is important, I impart that a lot, that everyone deserves respect."



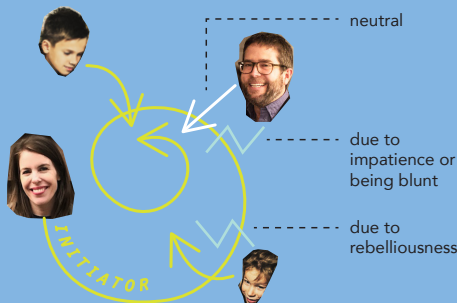
"Daniel is the one who explain things, the trivial facts. While I'm more the one who talks about the feelings. Talking about fuss the boys do with me."

As a family they like to play volleyball together. With board-games her husband Daniel gets a bit impatient. He is also not that much of a talker, he can be more blunt in conversations.

my family's dynamics - handling complex and sensitive topics



"With one of the two I can discuss and evaluate things very well and the other one sometimes gets annoyed with it. The style doesn't fit both of the children very well."



how I provide interaction with diverse people and different cultures



"We travel a lot. We went four months through Asia. Among others to Malaysia, which is Islamic, and to Thailand, which is Buddhistic. We often go to Morocco, I think that is valuable, then they get a totally different view of "the Moroccans"."



"I consciously raise my children in the city. I come from a village and I thought that was monotonous and limited. I like it that my children grow up in the diversity of a city where everyone has their own reality and have totally different lives then ours."



"I consciously gave other people a place in my children's lives: grandparents, aunts, uncles, friends. I've Moroccan friends, Surinam friends, and so on. They sometimes think in different ways which I think is valuable. I've the feeling I can't always give my children what they need."

Irene

... WORKS AND LIVES IN DELFT WITH HER HUSBAND ROBERT AND THEIR TWO CHILDREN, ROSA (11) AND HANS (9). SHE WORKS IN A SMALL ARCHITECT OFFICE AND FOLLOWS THEATER CLASSES.



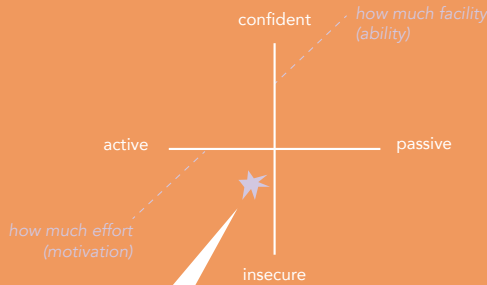
my way of parenting

Irene cares a lot about the development of her children and she deals consciously with her parenting. She let her children participate in meaningful activities, like music lesson. Every week they organise a family meeting where they discuss things concerning the family. Irene likes when experiencing live goes in a natural way. Although taking a moment of reflection is also needed. Experiencing things together is even better. Her family enjoys playing board games together, especially during holiday time when they have the time for that.

my parenting challenge and goal

Irene struggles having conversations about topics she doesn't feel comfortable with. Sometimes she doesn't know how to reply to a question, what's actually her opinion and what are the arguments? Or she don't know how to initiate the conversation, is it appropriate to talk about this topic? She still needs to find her way to handle these things, since she thinks it is important to have talk about certain things in live.

how do I deal with a complex and sensitive societal/life topic



"I'm not that much of confrontation I guess... I think that is difficult, but I actually would like to do that."

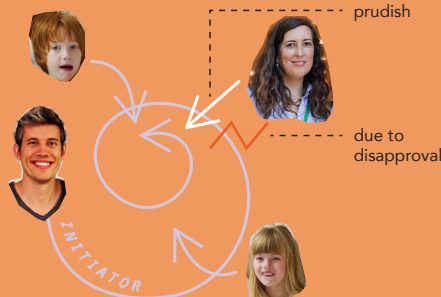
Her husband Robert is more the initiator of complex topics. He likes to do that: he and the children for example like to debate or to find the reasoning behind things.

"Robert is the one of giving explanation, for example sex education: one of the children had heard something and then he explains a certain part of it. While I'm more prudish and searching for the right words."



"I've been raised with not getting a lot of explanation, while my children ask a lot the why-question. Sometimes I think 'pffff, you make it really hard for me'. But I I think it is good they do that and I learn a lot from that too."

my family dynamics - handling complex and sensitive topics



how I provide interaction with diverse people and different cultures



"In my opinion traveling and seeing different cultures is valuable. We like adventure, so we have a rebuilt camper that gives us that feeling of adventure. Still we choose to visit the more safe places, like Spain or France."



"It is in Delft were I function, where I live and work. That's what I am realizing now, we really live in a select group of people, in a certain section of society. You actually would like... but I'm also not going to change that..."



"My home help is a Turkish woman, Zubah. We always drink a cup of coffee together. I also once visited her with the children at her place. Preferably I would like her to do other work for me, so she doesn't fulfill that archetypical role."

4.1.4 DIFFERENT TYPE OF PERSONAS

Both personas deal differently with a complex and sensitive societal/life topic and face their own challenges. Therefore, different types of support and triggers are needed. Fogg (2009) describes different type of triggers to trigger behaviour, see Section 2.1. Each of the personas needs a different trigger (see Figure 4-2):

Irene fits in the Facilitator trigger: she is active, wanting to engage in a conversation about racism, and thus highly motivated. However, she struggles giving substance to it and making it practical. So the tool needs to trigger the behaviour and also make the behaviour easier to execute: showing her it is easy to do and that on that moment she has everything she needs to handle the conversation.

Froukje fits under the Signal trigger: she is also motivated, but for her it isn't that hard to handle such conversation. She just needs an indicator, something that tells her when is the moment for a certain behaviour. So the invisible needs to become visible to her. While Froukje loves to talk about such topics, her sons can react opposite to this (not in the mood) or feel pressured. Her challenge is then, when engaging in such conversation with her children, to activate the listening mode instead of the telling mode.

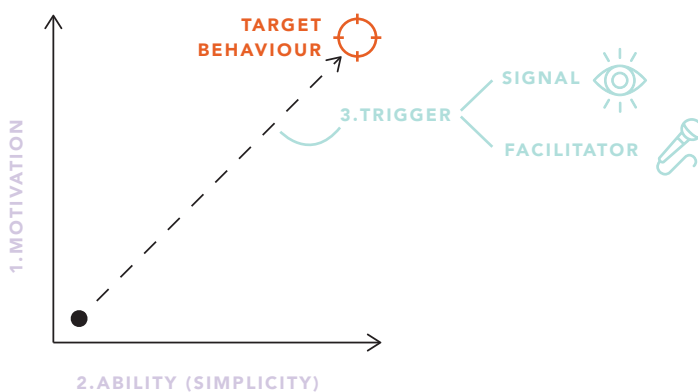


FIGURE 4-2. THE THREE FACTORS OF THE FOGG BEHAVIOUR MODEL WHERE TWO DIFFERENT BEHAVIOUR TRIGGERS ARE NEEDED FOR THE PERSONAS DESCRIBED IN THIS CHAPTER.

4.2 INTERACTIONS

*What are the current interactions and why are they happening?
What are the envisioned interaction qualities?*

4.2.1 GOAL

To understand the problem to design for, the current interactions between parent and child related to race and race-related issues are described together with the reason why these interactions occur and the effect of it. In order to have a positive effect, envisioned interaction qualities are described. These will be established through the concept.

These reasons are affirmative (reason A and B) and additional to (reason C) the reasons found from the literature study. Below, those reasons are described together with the interaction that follows in relation with that behaviour (see Figure 4-3).

Reason A.

Reason (4) in combination with (2) (Section 2.1)

The perception that it is a non issue in their children's lives.

- Talking about it will focus on current problematics around race (even though it is reality in society) > activating stereotypes and prejudice

Interaction: No conversation, no interaction.

4.2.2 CURRENT INTERACTIONS

In the user research three reasons were identified why it could be the case the parents do not talk explicitly about race and race-related issues.

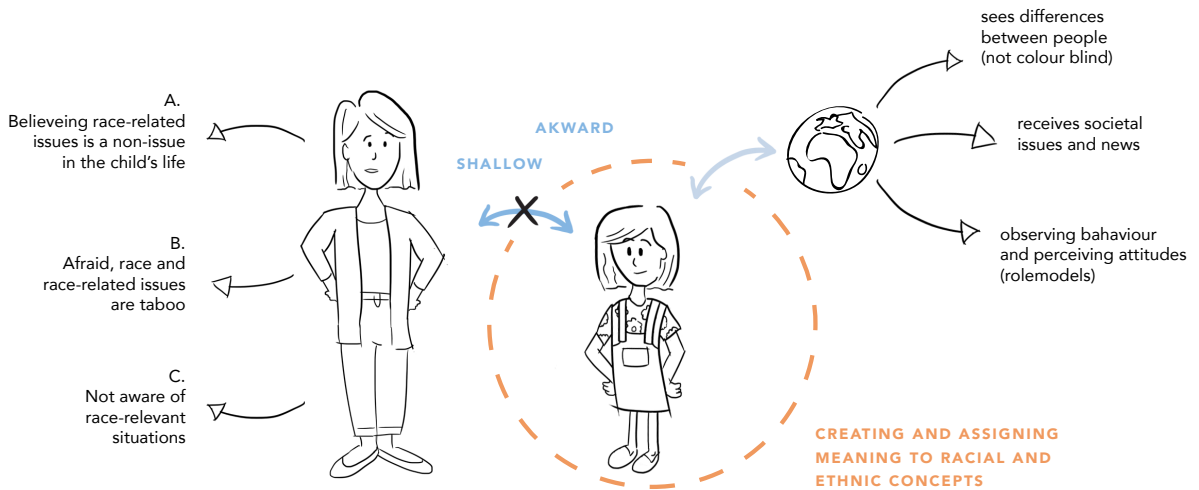


FIGURE 4-3. CURRENT INTERACTIONS (COLOUR BLIND APPROACH)

Reason B.

Reason (3) (Section 2.1)

Viewing race as a taboo topic.

- Afraid of talking about a complex and sensitive life/societal topic.
- Doubting on own knowledge and point of view and then saying the wrong thing

Interaction: Awkward or tense.

When a situation occurs where race is involved in which the parent feels uncomfortable or does not know what to think of it and reacts in a weird way, angry way or tries to ignore it (see Figure 4-4 for an example).

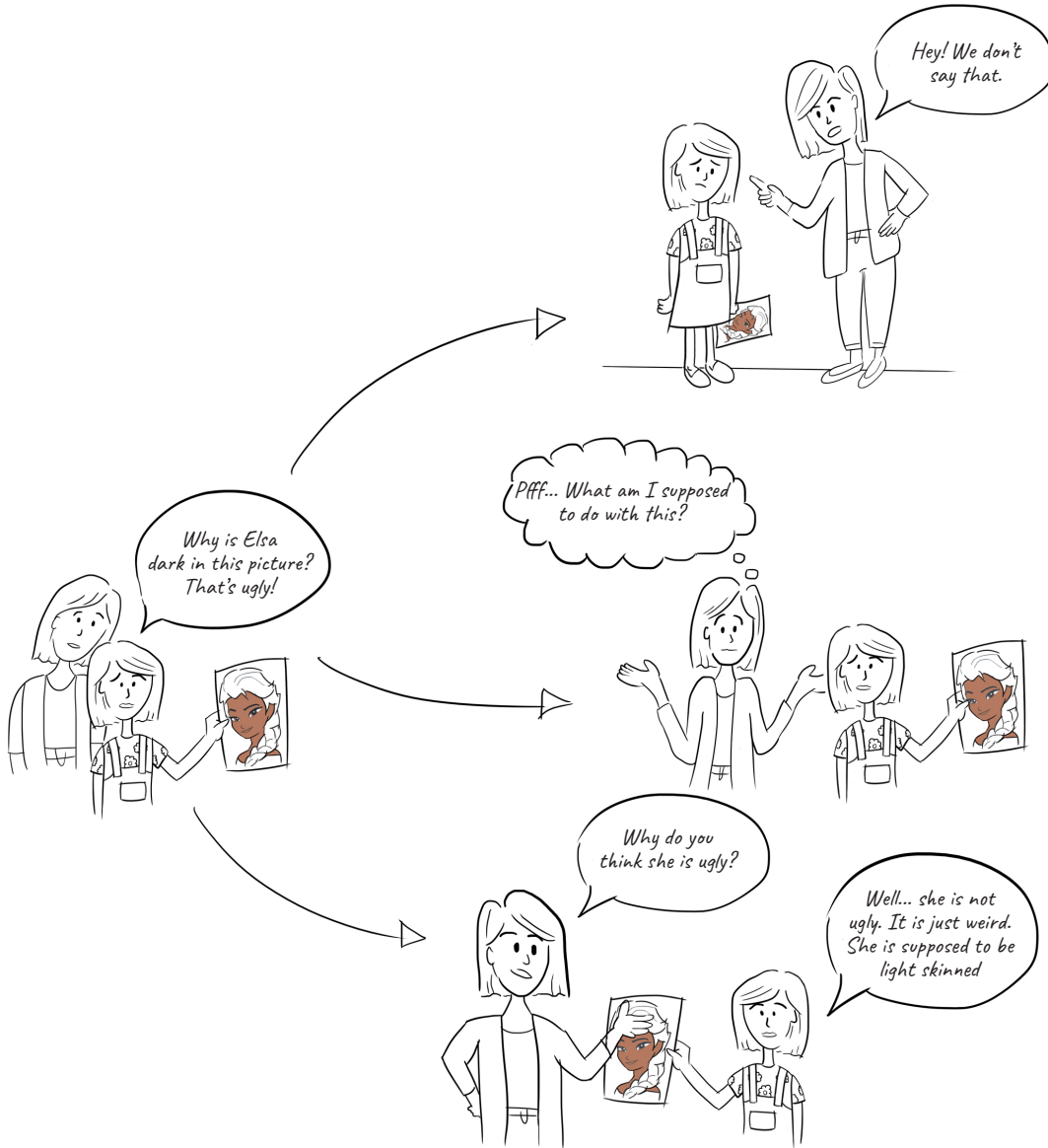


FIGURE 4-4. (B) AN EXAMPLE OF A STORY BASED ON A REAL SITUATION OF ANTHONY PETERSON (RETRIEVED FROM [HTTPS://WWW.YOUTUBE.COM/WATCH?V=U5GCETBP7FG](https://www.youtube.com/watch?v=U5GCETBP7FG)), ILLUSTRATING A COLOUR BLIND APPROACH AND A COLOUR CONSCIOUS APPROACH.

Reason C.

From user research (Chapter 3)

Race related issues happen unconscious for them.

- The parent is not sensitive to meaningful race-relevant situations "hidden" in daily life.

Interaction: Shallow interaction.

When a situation just passes by the parent (see Figure 4-5 for an example)

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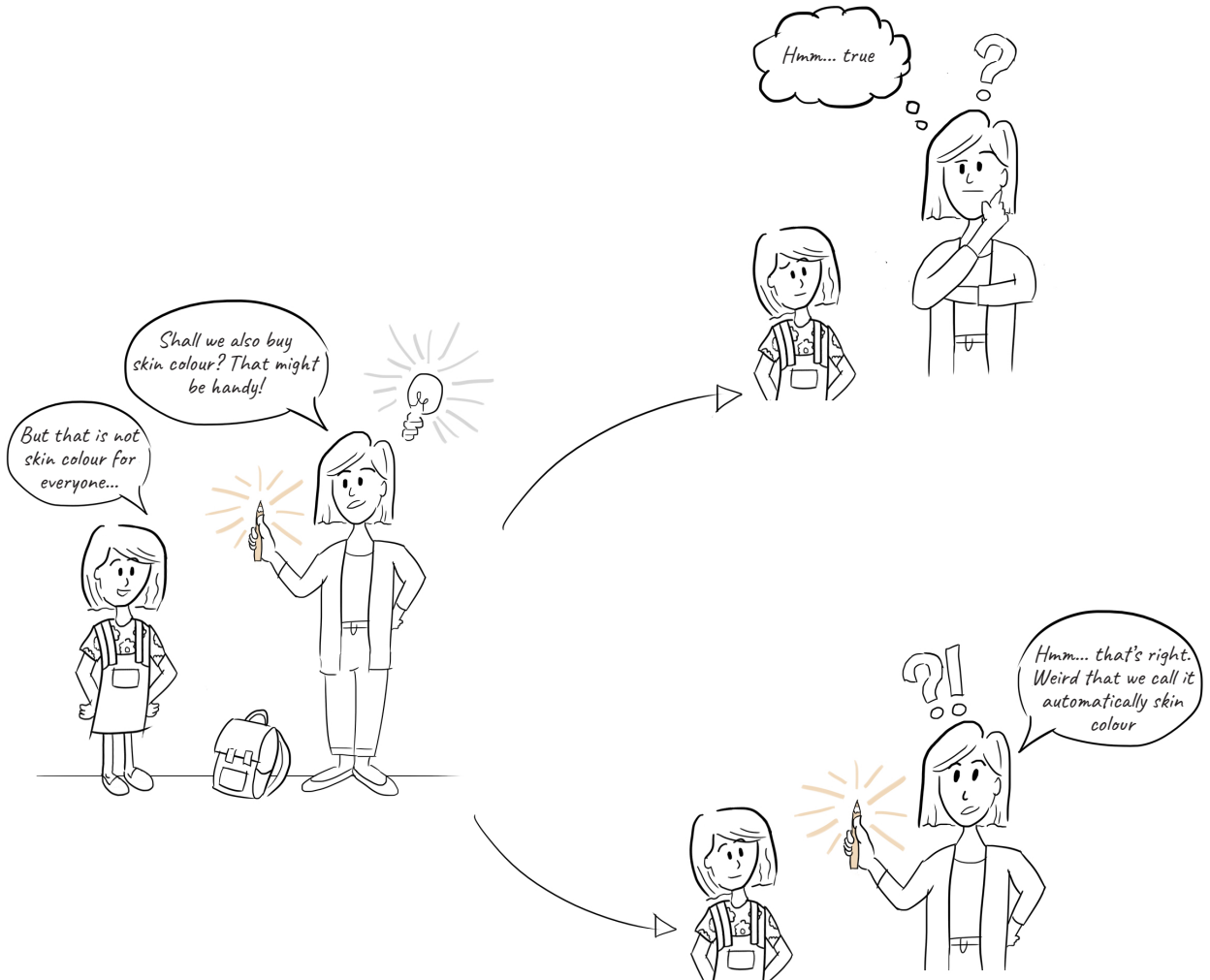


FIGURE 4-5. (C) AN EXAMPLE OF A STORY BASED ON A REAL SITUATION OF ONE OF THE PARENTS THAT PARTICIPATED IN THE USER RESEARCH, ILLUSTRATING A COLOUR BLIND APPROACH AND A COLOUR CONSCIOUS APPROACH.

4.2.3 ENVISIONED INTERACTIONS

In order to establish a positive and sensitive attitude towards race and race-relevant situation for children, it is important that the child can talk openly with the family about race and race-related issues and take into account their own biases. In order for parent and child to have a calm and positive conversation and to be able to reflect on own biases, the following interaction qualities are defined (see Figure 4-6):

OPEN

Asking and talking about everything unbound, in a calm and positive way.

ENJOYABLE

A positive and fun experience while talking about a heavy topic.

EXPLORATIVE

Exploring within the topic without any obligation: there is no good or bad.

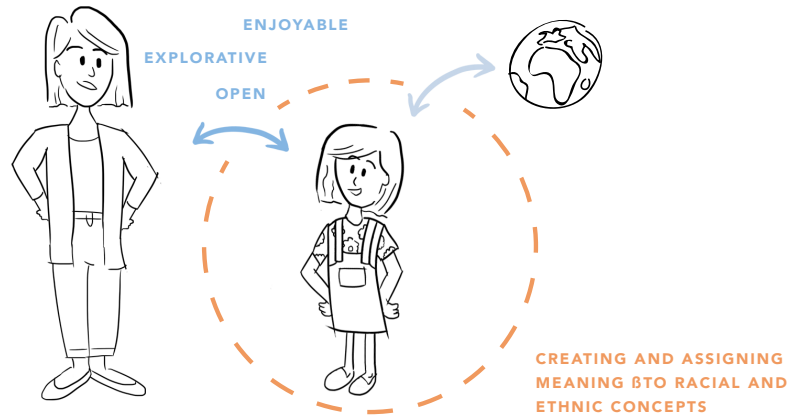


FIGURE 4-3. ENVISIONED INTERACTIONS (COLOUR CONSCIOUS APPROACH)

4.3 CRITERIA

Which criteria does the design needs to meet?

4.3.1 GOAL

From the personas and envisioned interactions, criteria were established. The criteria are the aspects the design needs to meet so that the parent can initiate and engage in a colour conscious conversation with their child.

4.3.2 CRITERIA

The criteria are placed under each person involved. Also a Section *Conversation* is included, here criteria for the type of conversation are stated based on advice given by researchers in the field. Numbers 1 and 2 are made bold since these are crucial to make the conversation happen. Number 3 is used in both the parent and child criteria, because they fall under the same category.

PARENT

- 1. Creating a signal: making the invisible visible.**
- 2. Allow exploration: figuring things out, making mistakes, understanding and reflecting.**

3. Positive approach: eliminating the heaviness.

4. Parents role: avoid being didactic (NL: *belerend*), and instead have a shared experience.

CHILD

3. Fun and engaging: elements that make the activity engaging and the conversation enjoyable, even though it is a serious one.

5. Mature look for the design, avoiding being childish in order to be appealing for the age group.

CONVERSATION

6. Not only celebrating diversity*, but also talking about the problematics: racial inequality, as a structural aspect and institutionalized.

* *celebrating diversity: where the term diversity is generalized and the message is that everybody is equal - which shift the view from that not everybody is treated equally and blinded by the norm (dominant group) privileges and disadvantages stay unseen. (Hagerman, 2017; Anderson, 1999)*

CONCLUSION: DESIGN GOAL

The personas and current interactions give a rich understanding of the context. An interactive tool will be created that will facilitate both of the personas. In first place, a hook has to be created: making the invisible visible. For Irene it is important that the tool will make the conversation easy to have, for this she needs to feel confident and safe to talk about such a topic. For Froukje, the tool should guide her into a listening mode. For this the following design goal is defined:

I want to make parents capable and feel confident and safe to have an explorative, open and enjoyable conversation with their child(ren) (age 8 to 12) about race and race-related issues.

The intended effect is that parents become capable and feel confident and safe. With this, a new experience will be introduced; that it is actually easy to find a way to talk about race and race-related issues. In the longer run, the tool will then make both parent and child sensitive towards race-related issues. For the parent a new behaviour will be unlocked: intervene on moments in daily life where race is relevant. For the child, it is a way to navigate further in live while being aware of their own biases and of race relevant situations.

5

CREATE AND ITERATE

This Chapter provides an overview of the ideation process. This phase was about discovering the interplay of elements in the design to facilitate a colour conscious conversation between parent and child.

5.1 IDEATION

5.1.1 DIFFERENT DESIGN DIRECTIONS

To achieve the formulated design goal different design directions could be explored. The questions for the tool to design is then: Where in the conversation will the tool come in? There are three directions that could be designed for:

before

1. Preparing the parent

In the user research parents mentioned that they sometimes also do not know yet how they think about certain issues related to race and that moments containing a reference to certain issues happen really unconscious. So a tool could focus on preparing parents to create awareness on race and race-related issues (giving them knowledge and letting them reflect) and of concrete situations where they could intervene.

2. Nudging the child

A hook could be created through the child. The child could for example engage with a tool somewhere else (school/street/museum/...) that treat race and race-related issues. Mentioning this at home will create the conversation starter.

during

3. Direct interaction between parent and child

A tool that put race and race-related issues to the front and triggers parent and child to engage in a conversation about what is being presented.

For this project it was chosen to directly influence the conversation between parent and child, the third direction. Parent and child will discover about and explore in this issues together.

5.1.2 BRAINSTORMS

To start the ideation phase several brainstorm sessions were conducted to set the understanding race and race-related issues, and to gain inspiration for ideas. Two brainstorm sessions were done in groups with design students, Figure 5-1 gives an impression of one of the session and the outcomes of the brainstorm sessions can be found in Appendix 5-A.

From these brainstorm sessions the design space was set, varying in different form (books, games, roleplay and artifacts), triggers (e.g. paving tiles) and principles (e.g. empathizing) (see Figure 5-1 the picture below for some examples). After this brainstorm, it was chosen to go further with gameplay as a design form. This was chosen to give room for exploration and a way to have fun and a positive experience. Which is a good motivation to use the tool. The tool will be analogue to keep the interaction close between the parent and child.

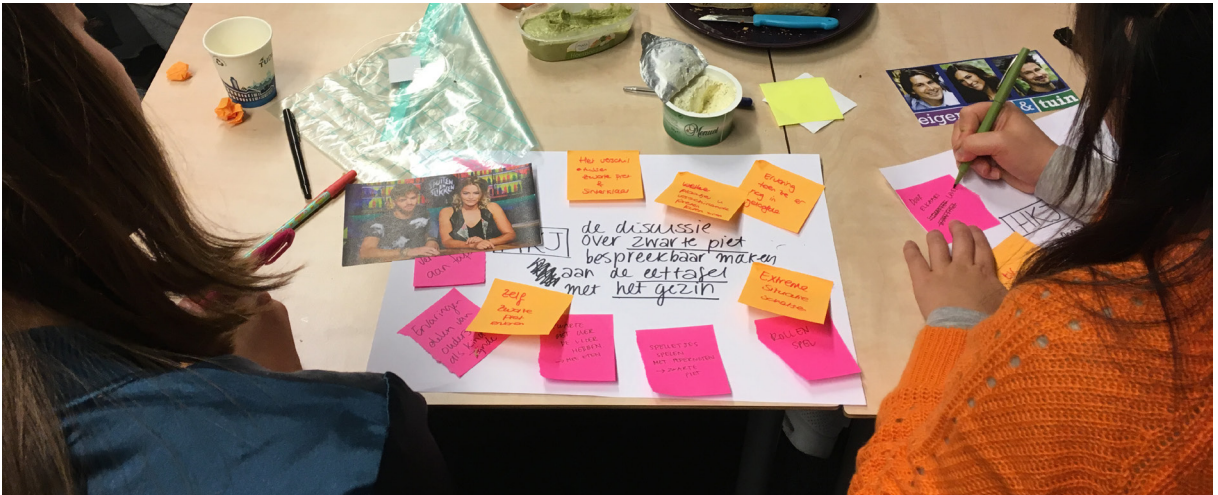


FIGURE 5-1. BRAINSTORM SESSIONS

5.2 EXPLORATIONS

5.2.1 INTRODUCTION

Some gameplay ideas were generated (see Figure 5-3), and playable prototypes were made to explore. These ideas varied in different design forms, issue to address (related to racism) and principles. Every element raises a different question and all these three elements will work together resulting in a colour conscious conversation (see Figure 5-2).

Exploring these different elements was a journey to discover:

- how the tool would help the parent
- the type of colour conscious conversation between parent and child would be provoked
- the experience of the activity (fun, engaging)

In the following Subsections the three main explorations will be described and the insights they gave. The explorations are accompanied by coloured Sections: (1) purple Sections, describing the design form used (2) blue Sections, giving background information on the issue wanting to address (3) green Sections, describing the principles used to evoke the conversation. Orange blocks are used for insights that lead to the chosen concept.

Gameplay

Analog

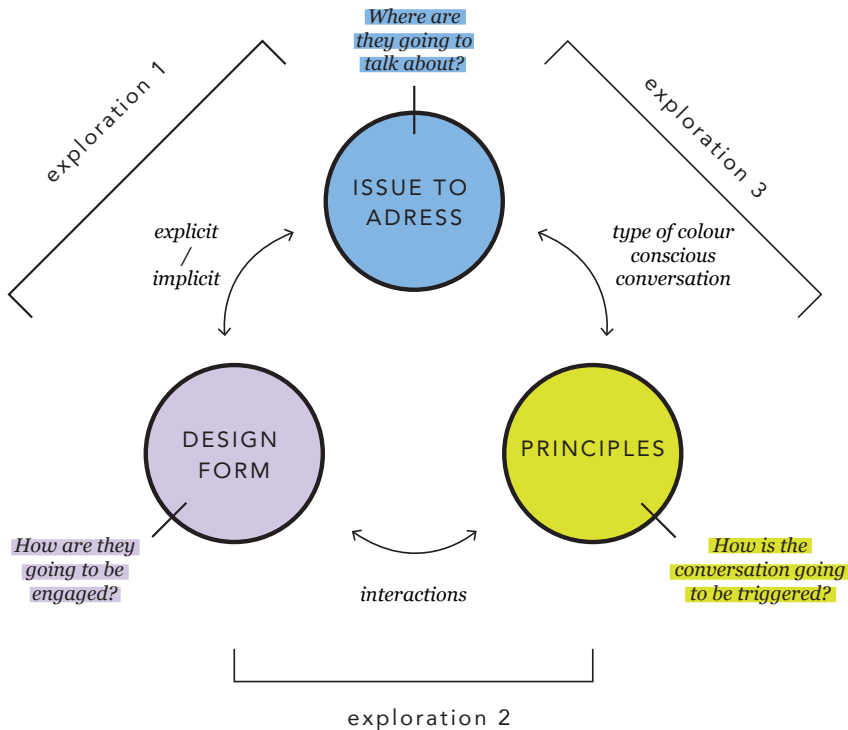


FIGURE 5-2. THE INTERPLAY OF THREE ELEMENTS WHEN DESIGNING FOR A COMPLEX AND SENSITIVE LIFE/SOCIETAL ISSUE TO ADDRESS; (1) ISSUE TO ADDRESS (2) DESIGN FORM (3) PRINCIPLES.

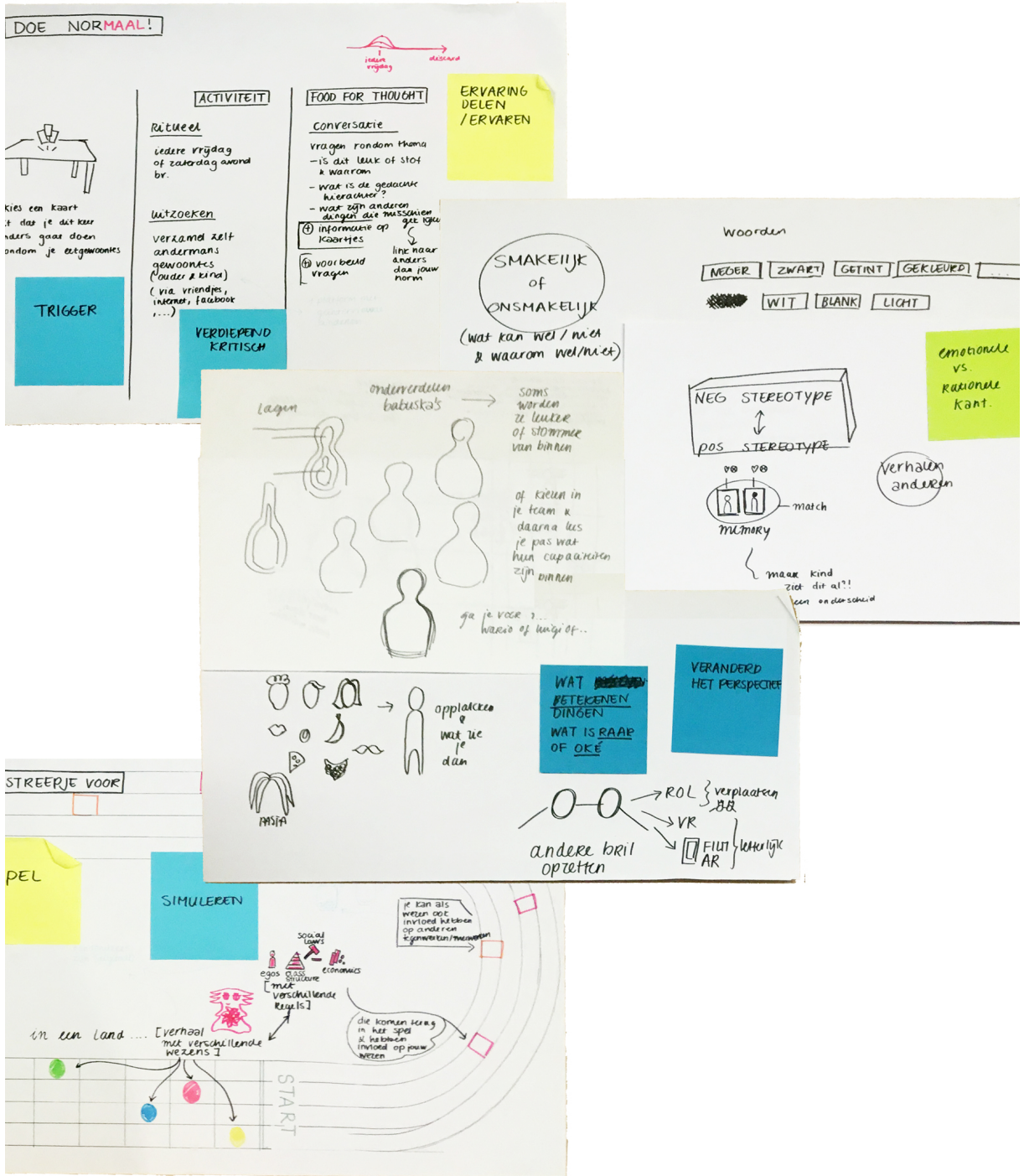


FIGURE 5-3. AN IMPRESSION OF THE IDEAS GENERATED DURING THE EXPLORATIONS.

EXPLORATION 1

*“It isn’t a topic
where I easily start
talking about.”*

- mother of two sons

5.2.2 EXPLORATION 1

For this exploration a quick prototype was developed of two ideas. One of them was a Quartets game and the other idea was a Dining ritual. Both ideas address a different issue related to the topic to result in a colour conscious conversation. The combination of the issue wanting to address and doing that in a playful manner resulted in this two ideas (design form). In Figure 5-4 and Figure 5-5 you can see the prototype of the idea, the topic content and the principles used. For more details and elaborated results see Appendix 5-B.

DESIGN QUESTIONS

- How does the parent experience
 - the activity? (intended: engaging/fun)
 - the conversation related to race and race-related issues? (intended: easy/safe)?
- Which trigger has potential to lead to a conversation about racism?

APPROACH

In order to answer the questions interactive prototyping and evaluation was used as a approach with a parent (participant 3 of the user research) to explore two ideas. A quick prototype was made of both ideas to experience and to imagine to use together with her children. The Quartets game could be played together with the researcher. For the Dining ritual a picture of a plate with food was added to set the context and to imagine the way of use of one aspect of the idea. While playing and enacting several questions were answered about the idea.

KEY-INSIGHTS

The Quartet game was experienced as fun and safe. Furthermore it made the issue wanting to address explicit and had potential in triggering

the conversation. Nevertheless, this was easily overseen since the focus lied on the activity and not on a moment of conversation.

“It raises questions... but now you are focused on the activity. If there would be an element that would cause a conversation...” (parent about Quartets game)

The Dining ritual was imagined as a fun and enjoyable experience, only it was to implicit and not easy to lead to the intended issue to talk about.

“Now you talk about how things go somewhere else and what there is different and that’s how far the conversation goes.” (parent about Dining ritual)

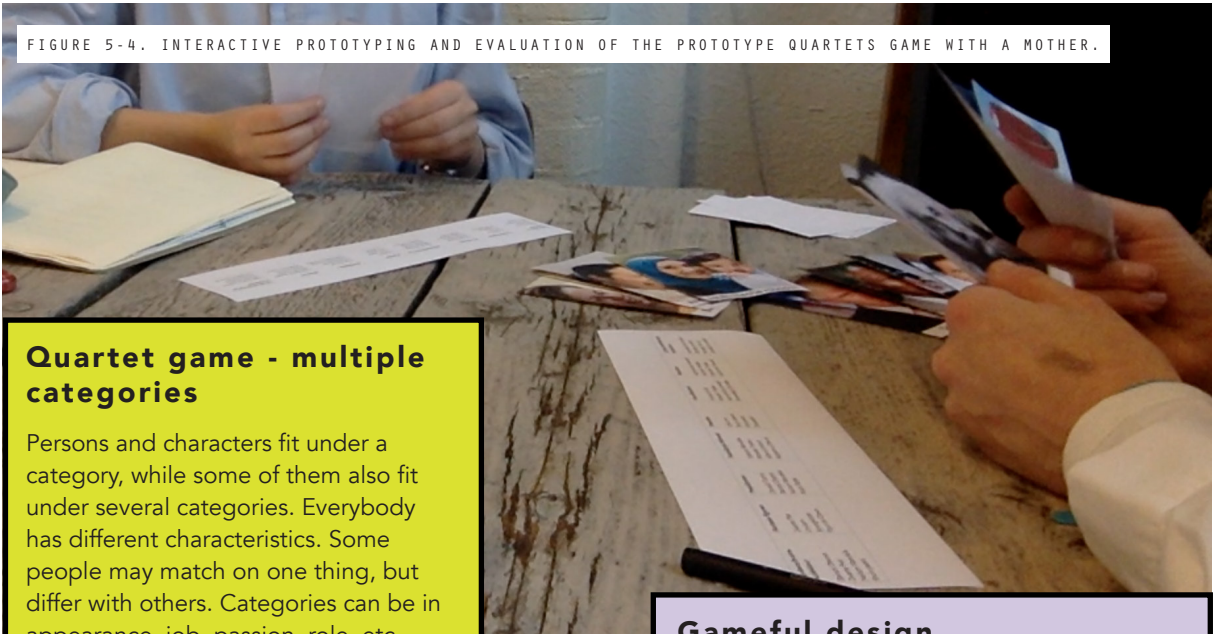
CONCLUSION

What clearly was missing in these two prototypes was guidance for the conversation, hints for; (1) what to do; giving moments for conversation and (2) what to say; leading them into the type of conversation. A gameful experience is indeed fun and enjoyable. Since the focus lied on the design form in combination with the issue to address the triggers didn’t yet lead to a conversation. In the next exploration attention will be paid on the two mentioned missing aspects and on principles to trigger the conversation.

value diversity: emphasize on differences

Most of the times we try to emphasize on the fact that we are all equal and that race does not matter. But if we emphasize on the fact how similar we are, that may reduce sensitivity to meaningful racial differences. Recognizing how different we are from each other and then appreciating those differences can make our more sensitive towards racial inequity and bias (Apfelbaum et al., 2010). Furthermore studies have shown that thinking in more complex ways and for example paying attentions to more attributes of a person at one and not only race, reduces levels of bias (Winkler, 2009).

FIGURE 5-4. INTERACTIVE PROTOTYPING AND EVALUATION OF THE PROTOTYPE QUARTETS GAME WITH A MOTHER.



Quartet game - multiple categories

Persons and characters fit under a category, while some of them also fit under several categories. Everybody has different characteristics. Some people may match on one thing, but differ with others. Categories can be in appearance, job, passion, role, etc.

Provoking figures

Some of the cards portray people or characters with a link towards history or contemporary issue related to race and race-related issues.

Gameful design

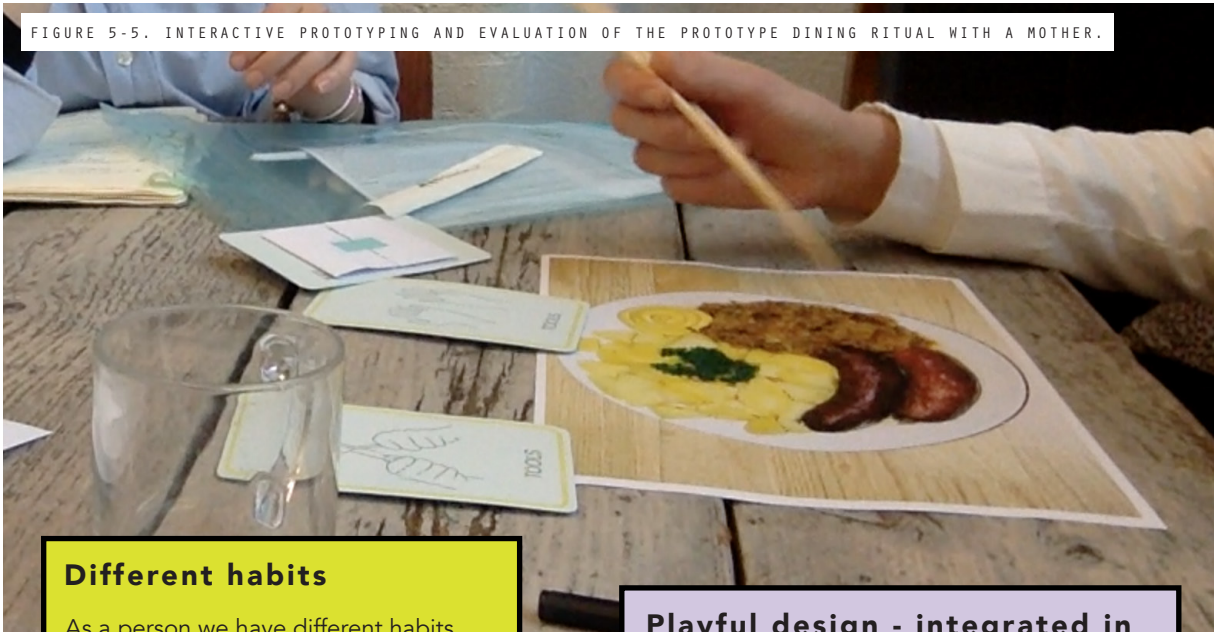
A game gives room for exploration: experiencing different roles and experimenting with behaviour is also a safe environment, where things can go wrong.

Games are experienced as fun and a good way to engage children into the activity.

the norm

The norm is the way of doing in which, according to general views, is considered as normal. It isn't that odd that in a society the dominant group determines that norm. Norms exist in dimensions like health, age, culture, class, sexual orientation, skin colour, etc. (Arikoglu, Scheepers & Koranteng, n.d.). For example looking to sexual orientation, heterosexuality is the norm. And for example looking to skin colour, white is the norm. The norm is also present and (conscious and unconscious) communicated in media (e.g. in movies) and attributes (e.g. toys). This can blind us, especially if you're part of that norm, and think: that's the way of being and doing. Wanting to avoid that, it is important to be aware of the norms, different ways of doing, your position and the other position.

FIGURE 5-5. INTERACTIVE PROTOTYPING AND EVALUATION OF THE PROTOTYPE DINING RITUAL WITH A MOTHER.



Different habits

As a person we have different habits. For example around food and diner we have our own way of doing. By exploring different ways of doing things around food and dining rituals it is triggered to look further in a fun way.

Playful design - integrated in daily activity

Triggering the conversations trough daily activities can make the activity more natural.

EXPLORATION 2

“You want to keep the meaning as close to the reality, because you want to play with the sensitivity of the topic. After that the type of play comes in.”

- game designer Simon Tiemersma TPM Gamelab

5.2.3 EXPLORATION 2

For the next exploration an idea was explored that came out of the following combination. First the issue wanting to address and second a way (gameful design) to use certain principles to trigger explicit moments of conversation. The challenge would be to built in moments of conversation in a natural way and to construct a game (rules, feedback, goal etc.) around it.

DESIGN QUESTION

How to built in natural moments of conversation?

APPROACH

The idea explored in this exploration was a board game where parent and child would encounter situations where they would experience structural disadvantages or advantages. This, to trigger a feeling of unfairness. For this exploration, games were analyzed and several iterations were made by making prototypes and evaluating them. The following methods were used:

- Interactive prototyping and evaluation with designers (roleplay: parent-child).
- Co-creation with game designers and design students.
- Expert consultation on game design.

The insights of the activities led to a new prototypes. Figure 5-6 shows the process of these explorations. Beneath each prototype positive and negative outcomes are stated. For more details and elaborated results of each activity see Appendix 5-C.

PROCESS

Interactive prototyping 1

Goal

The goal of this prototype was to have a game that could be played from beginning to end and to know:

- Do the situations cause moments of conversation?
- Do they get the game? (through feedback) (reflecting on the issue presented)
- How do they experience the game? (theme, goal, situations) (enjoyable/fun)

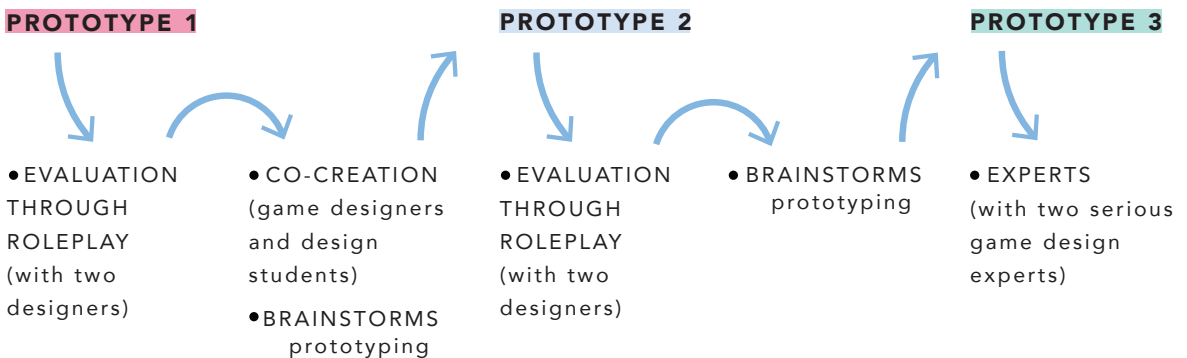


FIGURE 5-6. PROCESS OF EXPLORATION 2.

"The Story of Bob and Race"



Graphic Credit: Barry Deutsch. leftycartoons.com

FIGURE 5-7. ILLUSTRATION SHOWING PRIVILEGE AND DISADVANTAGE NEXT TO EACH OTHER.

Privilege

There are some dimensions of social significance which gives us a certain position in society: gender, ethnicity, class, sexual orientation, skin colour, age, etc. Next to the position that it gives to us it also influences our behaviour and thoughts. So these dimensions have an impact and some of those can cause advantages and disadvantages in life. That is not something fixed, this changes in relation to the context (time, place, country, organization, etc.) (Arikoglu, Scheepers & Koranteng, n.d.).

Racism is something that put someone at a disadvantage, but we can also see it as something that can put others at an advantage. The latter case is called white privilege. Through the implicit association test, it was found that in the Netherlands there is a preference for people with a light skin colour and with a Dutch background: positive is linked with a light skin colour and negative to dark skin colours (Critical Mass, n.d.). This is illustrated in the next example: when a person with a light skin colour is acting suspicious near a bike, one will not notice (automatically giving him the benefit of doubt). when a person with a dark skin colour is acting suspicious near a bike, one will recall and think it is suspicious (automatically doubting his intentions).

Peggy McIntosh stated several conditions where a privilege or disadvantage can occur (McIntosh, 1988). Based on that, the *White privilege test* was used in several interventions to illustrate the influence of the dimension skin colour/ethnic background. One of these interventions, *White privilege walk*, shows that both advantages and disadvantages next to each other causes reflection and eventually awareness.



FIGURE 5-8. INTERACTIVE PROTOTYPING AND EVALUATION 1 WITH TWO DESIGNERS.

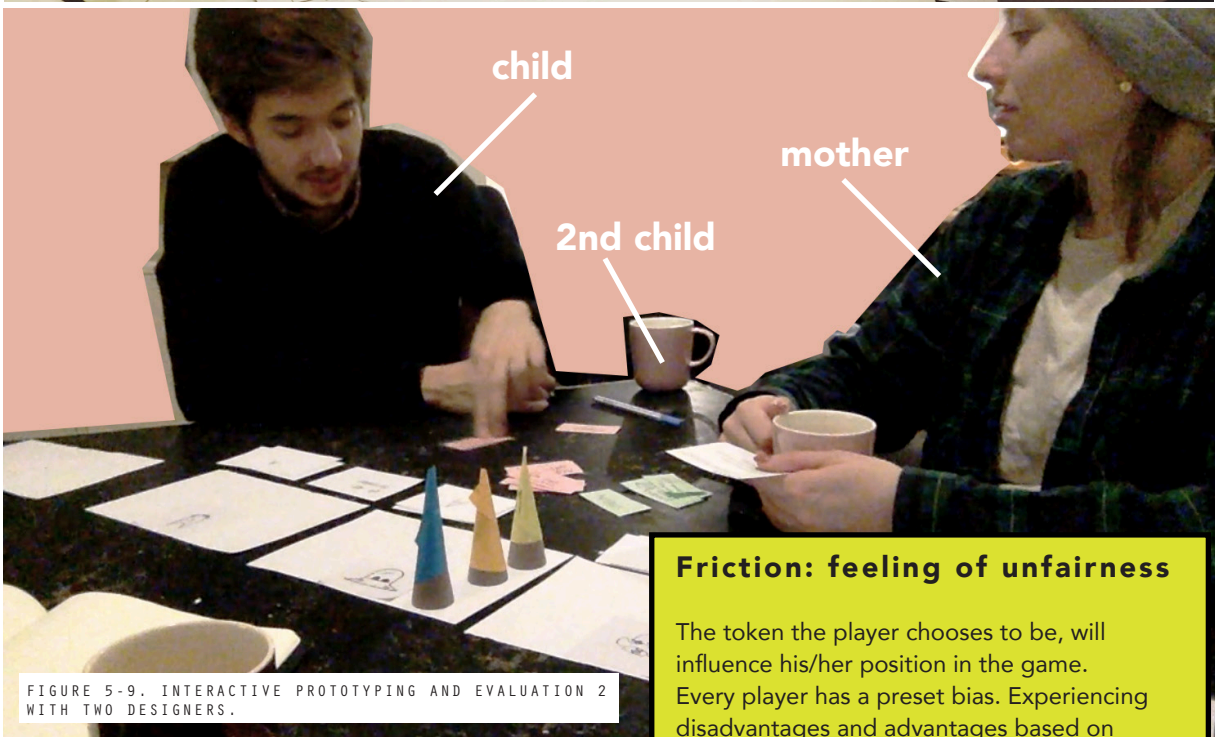


FIGURE 5-9. INTERACTIVE PROTOTYPING AND EVALUATION 2 WITH TWO DESIGNERS.

Gameful design

Participants

- Bo Wong (graduated Design student)
- Gia Nguyen (graduated Design student and passionate gamer)

Key-insights

- + Situations/events based game was fun and appreciated.
- The situations were too implicit to cause a real discussion about race and race-related issues.
- Perception of having clear advantages or disadvantages based on the character you are were not strong enough.

Take-away

A situation based game was mentioned as being valuable. The game can be transformed into a talking game: based on events and dilemmas where serious and fun things can happen.

feedback that builds up disadvantages or advantages.

See Figure 5-10 for an impression of the session.

Interactive prototyping 2**Goal**

Focussing on the situations/events and provoking strong feelings

Participants

- Minon Rosier (UX designer)
- Joppe van Dijk (entrepreneur in design)

Key-insights:

- + Emotions of discomfort and frustration were evoked
- The prototype wasn't experienced as a game
 - > no clear end goal (beginning to end)
 - > no influence in the game (no strategie could be applied in improving on disadvantages)

Expert consultation**Goal**

Evaluating prototype(s) and gaining feedback on the prototype and advice on gaming.

Experts

- Marierose van Dooren, PhD, specialized in Persuasive game design
- Simon Tiemersma, game designer at gamelab TPM

Key-insight

The conversations gave insights about serious gaming by discussing the prototype and the design goal. The key-insight from these conversation was that the type of game (game activity) needs to fit the meaning (learning objective). Simon Tiemersma as well as one of the participants in the interactive prototype sessions, interpret that the game was about empathizing with being discriminated. While the game had to get the sensitivity of race and race-relevant issues into the game. Simon mentioned *Triadic Game Design* which is a game

Co-creation**Goal**

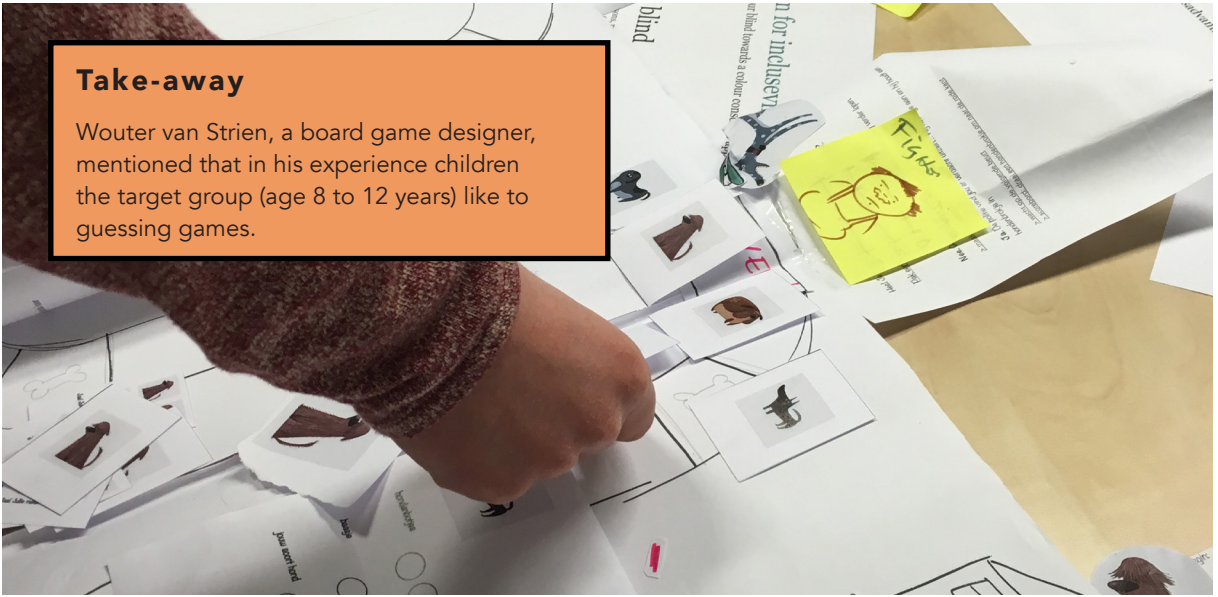
- How to make the disadvantages and advantages more obvious
- How to trigger the feeling of unfairness

Participants

- Pablo Ortiz de Zaldumbide (Serious Game Designer)
- Wouter van Strien (freelance board game designer)
- Adinda de Lange (Design student)
- Sam Smits (Design student)

Key-insights

- > Built from the situations/events and give the situation more context in order to elaborate on what happened:
 - Who did it? (referring to a prejudice)
 - Why did that happen to that dog? (referring to a privilege/discrimination)
- > Strong feelings of frustrations and awkwardness can be caused through clear feedback: visual



Take-away

Wouter van Strien, a board game designer, mentioned that in his experience children the target group (age 8 to 12 years) like to guessing games.

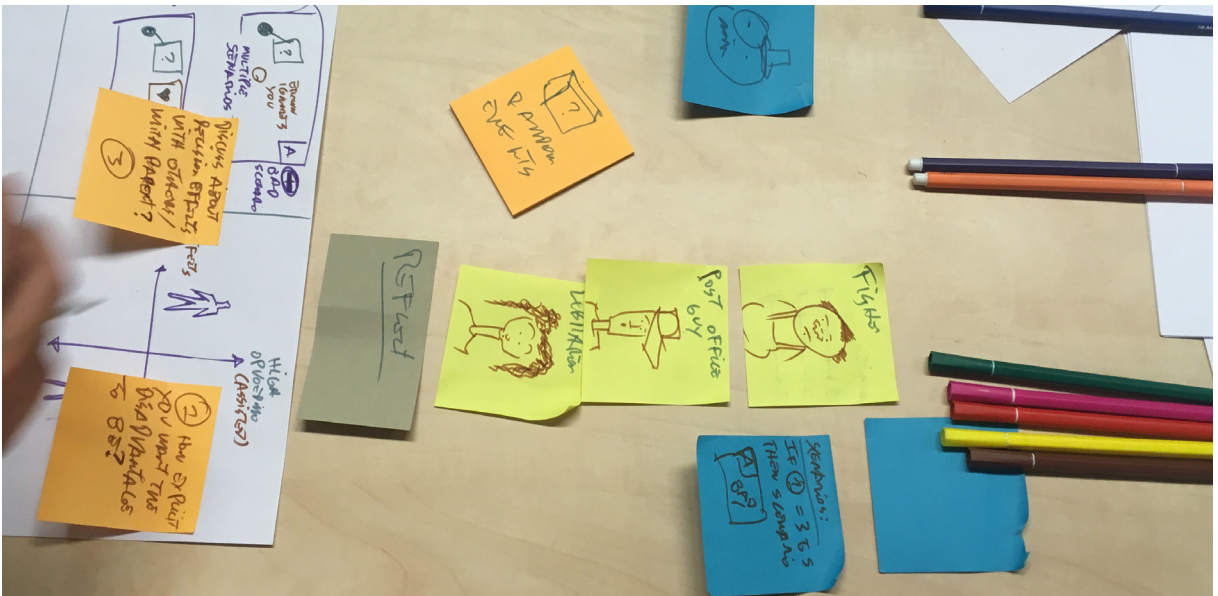


FIGURE 5-10. CO-CREATION SESSION WITH GAME DESIGNERS AND DESIGN STUDENTS.

design approach emphasizing on the balance between the three components: *Reality*, *Meaning* and *Play*. *Reality* and *Meaning* needs to be close to each other and after that *Play* comes in. The advice was to look again to the *Meaning* and then look to *Play*.

CONCLUSION

The interactive prototype and evaluation sessions were ways to test a full game and the intended experience. The co-creation sessions helped in accomplishing ways to do that. Nevertheless, the intended conversations didn't come out. Feedback from serious game experts was about the connection between the learning goal and the game goal.

In developing the game it was difficult to find the balance between making aspects of race and race-related issues implicit and explicit through game elements (characters, goal, stories, feedback etc.). These were consideration to get game goal straight with the learning goal. To have an enjoyable and fun experience, but also to trigger the serious conversation about the issue being addressed. One of the considerations was the usage of characters (abstraction vs. real people). The characters in combination with what would happen in the situations (experience structural disadvantages or advantages) will make the link to real life. Another consideration was the game goal. Having rules and goals would make behaviours explicit; this is right to do and that is wrong to do and this is how the player wins. The barrier in making things explicit in this game was that one one hand you want to put the problematics to the front, but on the other hand you do not want to put emphasize on stereotypes and that bad or good things will always happen with a group of people. And this was exactly one of the fears of the parents; 'I do not want to make an issue' or 'do not want to be racist'.

The game was interpret by both game expert as participants, as creating empathy with being discriminated. While the game had to get the sensitivity of race and race-relevant issues into

the game. This type of game, with the difficulties explained above, made the sensitivity flat. One of the game experts mentioned *Triadic Game Design*. In which the components *Reality* and *Meaning* needs to be close to each other and after that play comes in. Where the *Reality* is the context and scope of this project. Thinking about *Meaning*, what is really this meaningful effect? Advice was given to first take a close look to the meaning again and then look to *Play*. This is the starting point for the next exploration.

EXPLORATION 2

“That gives a bit of a game element. It triggers to look way broader next time, like: okay, what else can be going on?”

- mother of two sons

5.2.3 EXPLORATION 3

From the learned experiences of the previous explorations first it was looked which type of game would fit in for the learning goal. In the previous game, events were encountered, describing a situation in relation to race-related issues. In this exploration these situation-based game would be the starting point.

DESIGN QUESTION

- How to match the playful activity with the education value?

APPROACH

For this exploration new games were analyzed in order to match the playful activity with the education value. From this, ideas were developed and a prototype was made to evaluate with parents and children and with experts.

PROCESS

Meaning

As stated in the introduction of the project (Section 1.1) the meaningful effect for children, is to get sensitive towards race and race-related issues. The meaningful effect for the parents, as stated in the design goal (Chapter 4), is to be able and feel confident and safe in order to have a conversation about race and race-related issues with their child(ren) (age 8 to 12). The education value should be put in the playful activity (Deen, 2015). The learning objective for the game is then, that talking openly about race and race-related issues as a family is easy and possible. Discussing rich situations, one of the building blocks in the next exploration, could achieve this.

Conclusion

The education value is: talking openly about race and race-related issues as a family is easy and possible.

Type of game

Again there was looked into games, this time the focus lied on discussion games and guessing games. This type of games are suitable to make a person talk about situations and people involved. It gave inspiration for situations with a kind of a dilemma to solve or to guess. In relation to situation where race and race-related issues are involved, like the Zwarte Pieten-discussion, there are always multiple ways to look to such situations. Being able to open up to and think in different perspectives is valuable, seen the sensitivity and complexity of these issues. One of the take-aways during the user research was that discussing multiple concerns of a dilemma also took the fear away of discussing such complex and sensitive topics. Different ideas were generated to design a dilemma and discuss perspectives in a playful activity (see Figure X).

Conclusion

Dilemmas should be created which have to be solved or to guessed.

Ideation and prototyping

A prototype was created to evaluate. This prototype consisted out of stories where situations of everyday racism would be included and where the principles will make these situations open to discuss. Parent and child go through the stories by round, where missing parts have to be filled in by the parent and child.

In this exploration one iteration is made on the game-board-map to place the stories on (one tested with the first parent and child and the other with the second parent and child). Photos of the two different game-board maps can be found in Appendix 5-D. The final design is based upon this prototype, the type of stories used are similar. For this prototype only two stories were developed, with minimal effort on the drawings and maximal effect for the content and message to be communicated. Since they stories and going

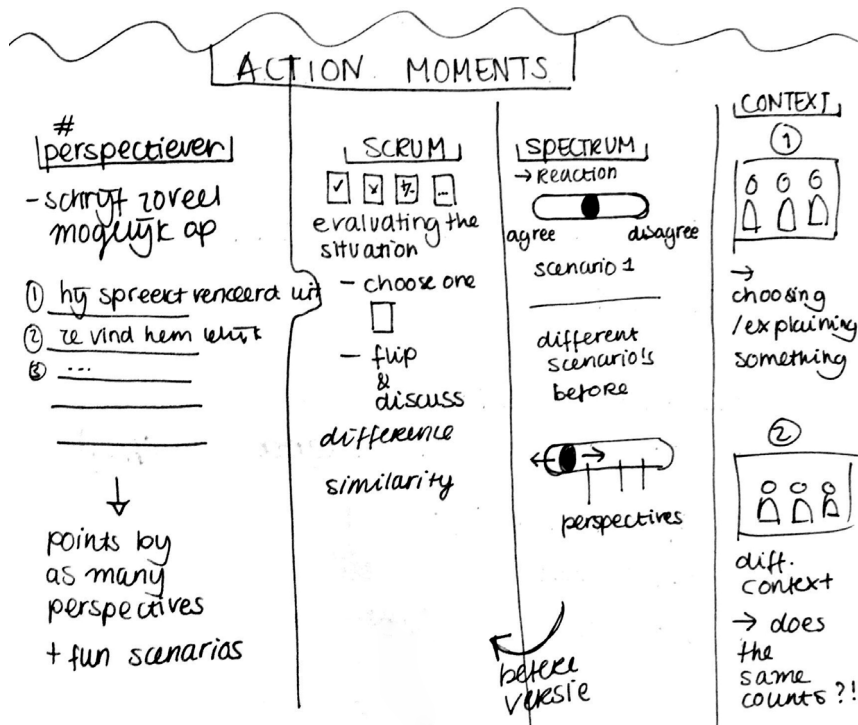


FIGURE 5-11. IDEAS GENERATED OF PRINCIPLES TO TRIGGER CONVERSATION IN A STORY WITH A DILEMMA.

through the stories are quite similar as the final design, these stories and the examples of the stories are presented in Chapter 6.

EVALUATION

Parent and child

Through interactive prototyping and evaluation with parents and children the prototypes were evaluated. This was a first exploration in how the principles of the game would guide the parent into a conversation about race and race-related issues with their child. In Appendix 5-E all the results can be found, in this Subsection key insights are given.

Participants

Participating family 1: Krista (Mother) and Rianne (Daughter, 10 years old)

Participating family 2: Anna (Mother) and Mick (Son, 10 years old)

Key insights

Envisioned effect and interactions

The mothers were happily surprised by all the possibilities. In this way they were able to discuss all perspectives presented in the stories.

One of the children, Mick, expressed emotions of surprise and excitement when he discovered when there were preset cards including different possibilities to fill in the gaps. Going through stories one by one was observed as an engaging experience.

Education value

One of the parents mentioned that by showing what is possible, the imagination of children will be expanded. It shows different ways of looking to something. She says that the prototype makes this really clear.

The tool enabled parent and child to have a conversation about race and race-related issues in

Everyday racism

When talking about racism, we often think about an explicit racist attitudes and behaviour. Over the years explicit racist attitudes and behaviour have improved. Nowadays a more subtle and ambiguous forms occur in daily life, suggested by researchers and referred to in many languages: under-the-skin, new, aversive, symbolic and/or modern racism. This new form of racism was already described in the Netherlands by Essed (1984) in the '80, where she refers to it as everyday racism (Essed, 1984) (Nelson, 2015; Pettigrew & Meertens, 1995). This new form of racism is difficult to pinpoint. In the research of Essed (1995), she uses qualitative stories in order to communicate these often subtle and ambiguous situation.

Stories

Stories are used because:

- In a study of Crystal, Killen & Ruck (2014), they use stories with social interactions to evaluate intergroup contact and evaluations about race-based exclusion. They based this on the theoretical work of Piaget (1993), where it is stated that children learn morality through everyday interactions between peers. Also,
- It grasp the subtle and ambiguous form of modern racism and making it explicit.



FIGURE 5-12. INTERACTIVE PROTOTYPING AND EVALUATION 1 WITH A PARENT AND A CHILD.

Missing parts - different perspectives

There are moments in the story where parts are missing. These moments allow to discuss and/or guess what has happened and naturally talk about race and race-related issues. In the user research one of the parents felt comfortable by the open-end of the dilemmas presented to her, this gave her the feeling it was okay to talk about this sensitive topic. The missing parts are open to fill in by the parent and child themselves, also cards are included with suggested possibilities. In this way it allows the parent and child to think in different perspectives and to take into account context, intention, experiences, feelings, etc.



FIGURE 5-13. INTERACTIVE PROTOTYPING AND EVALUATION 2 WITH A PARENT AND A CHILD.

Playful design - discussion tool

Triggering conversation by missing parts to be filled in and/or guess what has happened in a story related to race and race-related issues.

a structured and clear way. The parents were happy with all the possibilities in order to discuss the themes in an open and elaborative way.

Guidance parent

The parent were able to ask questions related to race and race-related issues and they were able to ask questions in relation to the child worlds (for example bullying). One of the parents even came up with a creative comparison between saying 'Ni hao' to a random asian looking person in the Netherlands and when they are on holiday that people talk English to them. This challenged her child to think about the context and the intentions in those situations. The parent felt proud that she came with this comparison.

Usability

It wasn't totally clear how to use the prototype. Placement of cards, names and indications need to be reviewed. A combination between intuition and instructions are needed. Also the lay-out of the game-board need to be revised: how to explore/discuss the different cards.

Round three was not understood by the parents, they got confused in how to place the cards and how the story needed to be ended.

Expert talk

To evaluate the prototype two experts were consulted:

- Glenn Helberg, child and adolescent psychiatrist and standing up for equal rights of minorities
- Simon Tiemersma, game designer at gamelab TPM



Key-insights,

Glenn Helberg

Usage of words

The words you use are of great importance. You have to ask yourself the question: "Am I being pure enough?", you do not know what will stick in the mind of the child. Using the word discussion implies something different than the word dialogue. In this tool, parent and child will be having a dialogue and not a discussion. The tool is a place where a dialogue will take place.

Choice of design

Next to the words, which choices are made for the appearance of the characters and emotions they express are important. "With every symbol that you use, you provoke something in a person".

Combination game (surrounding) and reflection (self)

The tool invites to talk about the direct world of perception of the child. The combination of the game and self reflection part work is good. During the game (round 1-3) it is about the surrounding: how does the surrounding interact. Next to this it is also important to seek the emotional part.

Potential of the idea

In the end Glenn was really enthusiastic about the tool and he saw potential in it. The tool has potential to create future skills, by letting the child think beyond (context, intention, etc.) The same tool could even be used to talk about other serious topics, like sexuality, gender inequality, etc.



Key-insights

Simon Tiemersma

"gamerules", a decision for the parents

The parent should be seen as the facilitator. They are the one who can decide how to play the game, since they know their children. In this way they can put emphasis on things the children like to do; one would love to talk, while the other maybe needs more activity. The way you go through the game in the current prototype is simple and strong. Other rules like making a guessing game between round 1 and 2 could be added to the user manual.

Logic of the timeline

The logic of the timeline is really important. That could be a reason why round 3 was difficult to execute. Adding and changing cards through the whole story line may be confusing. An advice is to make a new storyline, by going further from round 2. Furthermore, the simplicity of round 2 is really good. Since they already learned to go from round 1 to 2, it would be good to have a similar way in round 3.

Metaphor: a brainstorm

Simon used the word brainstorm as a metaphor for the game part, going from round 1 to 3, as a kind brainstorm. The same rules of a brainstorm apply: everything is possible, nothing is good or wrong. It is therefore good to make a clear distinction between this brainstorm part, where it isn't yet personal in order to come up with many possibilities.

Reward

A take-away could be added at the end of the story, for example making a drawing or making a picture. This could be a way to end the game, a kind of game goal.

CONCLUSION

INTERPLAY BETWEEN ELEMENTS

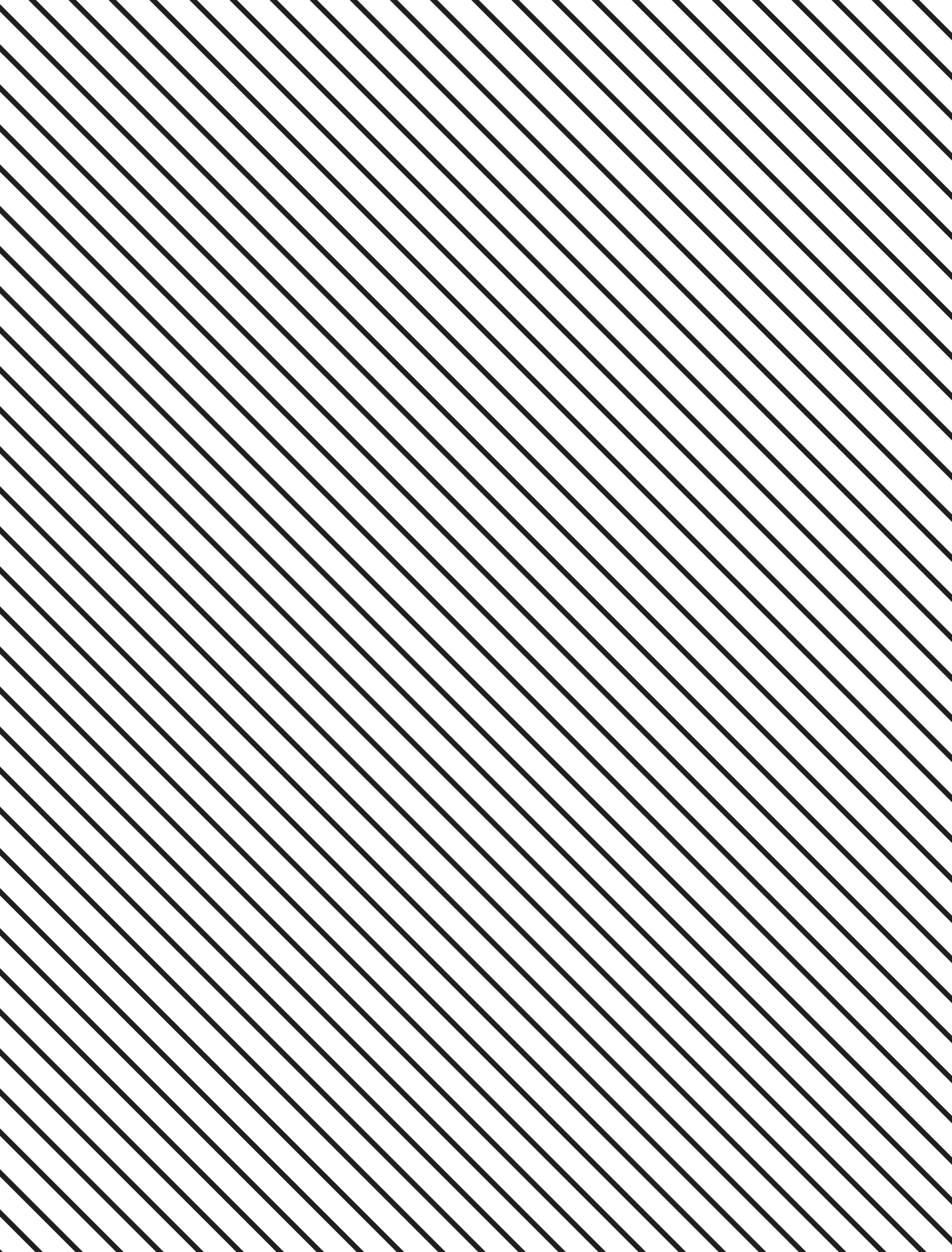
When designing for a complex and sensitive life/societal issue to address the interplay between the following elements are important: (1) issue to address (2) design form (3) principles. It is then which interactions and criteria are most important, that decide the embodiment of these elements. For the design, engagement is an important aspect in order to establish a fun and enjoyable experience. Nevertheless, the issue to address is most important. In order to establish a conversation, the principles are key in triggering a conversation.

EXPLORATIONS: MEANING AND THEN PLAY

Exploration 1 and 2 focussed mostly on the design form in order to establish an engaging experience while provoking a natural conversation through play. By focussing on the game and the experience, it was difficult to provide guidance for the parent in order to establish natural moments of conversation.

Serious game experts mentioned that it is crucial to first define the *Meaning* and then the *Play*. The meaningful effect for children, is to get sensitive towards race and race-related issues. The meaningful effect for the parents is to be able and feel confident and safe in order to have a conversation about race and race-related issues with their child(ren) (age 8 to 12). The learning objective for the game is then, that talking openly about race and race-related issues as a family is easy and possible.

Exploration 3 focussed on the issue to address, by defining the *Meaning*, and then on the principles which would lead to the type of *Play*. A prototype was tested with parents and children and a natural conversation about race and race-relevant issues came out. The parents were facilitated to ask questions and it was engaging for the children to go through the game. Some steps in the game and the placement of elements was not totally clear yet, this is a point of improvement.



6

THE DESIGN

This Chapter presents the concept that was developed for this project. Different parts of the game, how it works and the content of the stories are elaborated.

6.1 INTRODUCING SPECTRUM

SPECTRUM is a conversation game to facilitate a dialogue between parent and child about race and race related issues. The game consists out of stories including social interaction where parent and child go through in a playful way. Each story treats a certain theme related to the influence of race which can be for example a prejudice or underrepresentation. The game is called SPECTRUM since it challenges both the parent and the child to think from a broad spectrum. There are moments in the stories where something happens and they have to guess why that happens. Thinking in different perspectives, taking into account the context and possible experiences, feelings of the lead character in the story, will generate different possibilities.

SPECTRUM from the child's perspective

The stories are little comics, where every scene is a separate card. To fit the child's world of perception the characters in the stories are children of their target groups age, end primary school. Furthermore, the setting and activities take place in a child context. In one storyline there are missing parts, this allows the children to puzzle where to place these parts and to guess what has happened. Next to serious topic related possible parts there are also some unrelated and/or funny parts. Discovering the story part by part makes it fun and engaging to go through the story.

SPECTRUM from the parent's perspective

The missing parts in the story allow the child and the parent to think by themselves why something happened. The game also gives some preset cards containing a possibility what could have happened or been thought of by the characters. For the parent, thinking about various possibilities and

going through these preset cards allows...

... a natural and explicit conversation to happen about the topic. Since the missing part has to be filled in, a conversation starts naturally about the situation. Furthermore, the stories will lead at some point to a conversation about race and race-related issues. The stories contain clues towards the topic, as well to unrelated things, and the preset cards contain possibilities both related and unrelated to the topic.

... the situations open to discuss. It communicates that everything is okay to say. It made it easy for this parent to talk about race and race related issues in the interview itself, it gave the feeling that there was no right or wrong in this sensitive and complex topic.

... the parent to listen to what the child has to say and to discover their thoughts. The child will respond with their experience and subsequently the parent intervenes on the answer by asking questions.

The story will be finished by choosing a suitable end for the story with some neutral and positive scenarios. This, to think of how to act in a colour conscious way. To wrap-up the story a take-away about the theme processed in the story and an experience of a person sharing his/her feelings is included. Questions are added to empathize, to reflect and for the purpose of thinking in their own context.



6.2 THE STORIES

6.2.1 GUIDELINES FOR MAKING THE STORIES

In each story, a relevant social interaction occur between the characters: how a person behave towards another person (see Figure 6-1). As mentioned in exploration 3, morality is learned through everyday interactions between peers (Crystal, Killen & Ruck, 2008). In the interactions things can be observed which can be linked to the influence of race, like the treatment of others, (in) equality and (un)fairness. By discussing what could have happened, why something happened and how the situation could have been different, the child becomes aware and can learn from it.

In the stories, the interaction is viewed from the perspective of one of the characters. This gives the opportunities to look to several situations from the view of the person being influenced by race (executor) (see Figure 6-2) or the person experiencing the influence of race (experiencer) (see Figure 6-3). By this, the complexity of the topic can be discussed in several levels, like the intention of a person and the impact on the experiencer.

In the last scene of the storyline a reaction or behaviour is portrayed. In order to act in a colour conscious way this reaction could be substituted by new scenes. These scenes contain positive and neutral ways of dealing with the situation. The character can do nothing or do something with the situation. When doing something about it, acting in a colour conscious way, (1) a question could be asked towards the character, for example to understand the view of that person or (2) a behaviour could be executed in order to be inclusive, for example to not go along with a prejudice.

In general it was chosen to keep the content as open as possible and not steering the parent and



FIGURE 6-1. EXAMPLE OF A SOCIAL INTERACTION IN STORY: REMY, BAS EN JORD.



FIGURE 6-2. THE THOUGHTS OF AN EXECUTOR: DANIEL.



FIGURE 6-3. THE THOUGHTS OF AN EXPERIENCER: MAY.

child too much. By this the parent can decide where to put emphasize on and which parts to explain. Nevertheless, clues are given in the stories to guide the parent and trigger the child; through attributes, gestures, behaviours, reactions and emotions.

6.2.2 INSPIRATION FOR THE STORIES

a The stories of SPECTRUM are based on real stories and interviews with children and adolescents, reflecting on childhood. Through this project people of different skin colour and/or background participated in brainstorm sessions. In these sessions many stories about experiencing the influence of race came to the front. Furthermore some explicit conversations were organized with people of different skin colour and/or backgrounds. It was experienced that, from these conversations with adolescents, a lot of stories were difficult to translate into a child's context and understanding. However, in those conversations some situations popped up fitting in a child's world of perception. These stories will be presented in the next Subsection.

6.2.3 EVERYDAY RACE-RELATED ISSUES IN THE STORIES

SPECTRUM uses stories in the world of perception of children, addressing everyday racism. As mentioned in Section 5.2., everyday racism is subtle and ambiguous and therefore difficult to grasp. The stories used in SPECTRUM makes those interactions explicit which makes both parent and child more sensitive towards these more subtle race-relevant situations and race related-issues.

A framework is made to categorize different everyday situations where race-related issues occur (see Figure 6-4). For this, research about microaggressions and white privilege was used in

which situations were described where everyday race-related issues appear (Sue, Capodilupo, Torino & Bucceri, 2007; McIntosh, 1988). The following categories were identified:

EXCLUSION

This refers to traditional racism; a perceived threat from and rejection of the dominant group.

BIAS/PREJUDICE

Consciously and unconsciously being influenced by race in behaviour and decisions.

UNDERREPRESENTATION

Not or shallow being represented in society (through media and artefacts). Middle-class white culture is dominant and became the norm in aspects like beauty, language, cultural practices, food, and so on.

UNDERREPRESENTATION

Microaggressions are described as: "Brief commonplace daily verbal, behavioural, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults toward people of colour." (Sue, 2007)

This situations that fit in these categories contain different characteristics, which are placed on the axes of the framework: (1) what; is the race-related issue that emerges explicit or implicit (2) how; in which way is the racial slight or insult being communicated. Both of these characteristics depend slightly on perception. It is then possible that the examples that are given for these categories coming out of the framework can have an overlap with another category.

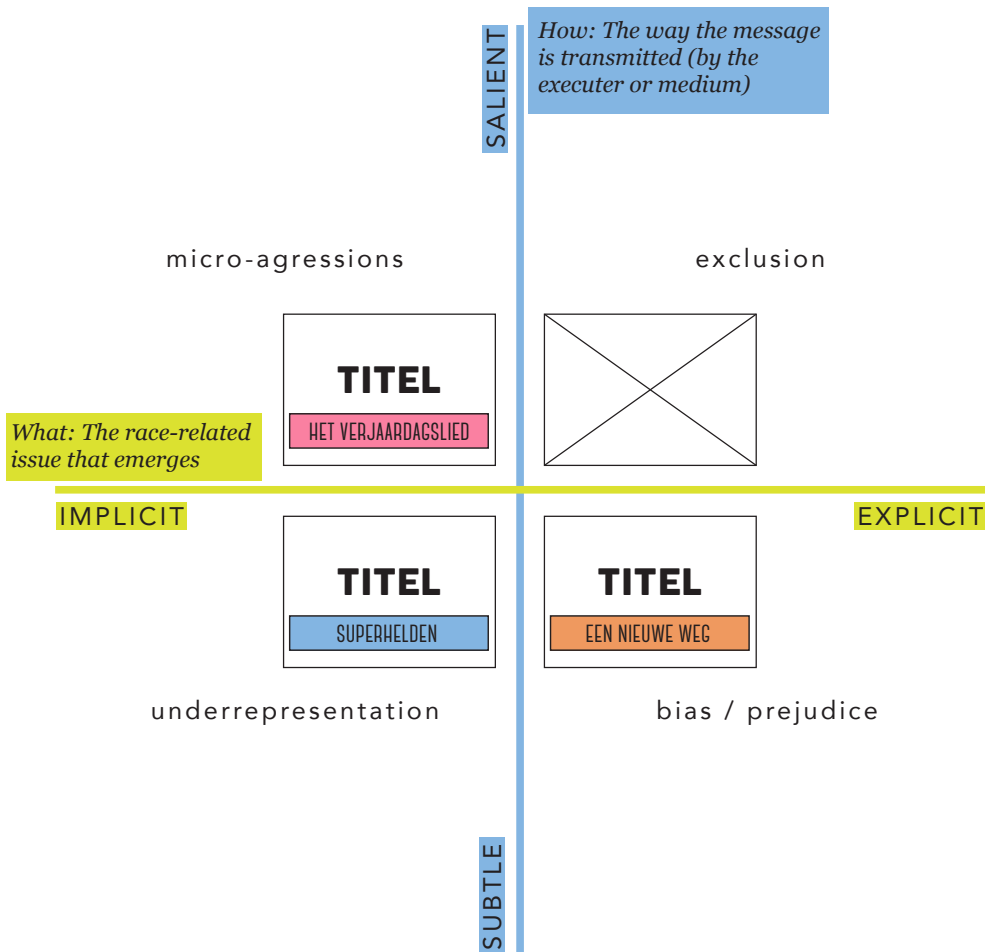


FIGURE 6-4. A FRAMEWORK WITH CATEGORIES OF DIFFERENT EVERYDAY SITUATIONS WHERE RACE-RELATED ISSUES OCCUR.

Despite this, not grasping the stories explicitly, it is this perception that makes it interesting to discuss these kind of situations. In the paper of Sue (2017) dilemmas are identified which come along with these types of situations where perception and experience take a big role:

- Dilemma 1: clash of racial realities
- Dilemma 2: the invisibility of unintentional expressions of bias
- Dilemma 3: perceived minimal harm of racial microaggressions
- Dilemma 4: adaptive ways of handling and responding to microaggressions

SPECTRUM includes discussion on these dilemmas by giving parent and child the opportunity to discuss perspectives and taking experiences, feelings, context, intentions, etc. into account. At the end of every story, also a take-away and an experience of a person, in line with the theme, is included. This has been done to pay extra attention to these dilemmas; for example to empathize with the impact a certain behaviour can have.

In the framework, the category exclusions will not be used, since this is the explicit form of expressing racism. For each of the other categories a story was created for SPECTRUM. The title of this three

stories are places in the categories they belong to (see Figure 6-4). The content of the whole stories can be found in Appendix 6-1, a short description of the stories and its relevance is stated here:

HET VERJAARDAGSLIED

The birthday song

May, a Dutch girl with Chinese parents, is being confronted with the song “Hanki Panki Shanghai”. A lot of people with an Asian appearance are often confronted with Chinese-related remarks or jokes like approaching the person with “Ni hao” while not knowing that person. Being confronted with insensitive comments and jokes in relation to your race or culture can become annoying.

EEN NIEUWE ROUTE

A new road

Daniel has a prejudice against Moroccan people, he rather avoid a person that looks Moroccan. Ethnic profiling is something that happens a lot, a group of people (for example a person with a Moroccan appearance or dark skinned) is being judged as suspicious. Individual people falling in the physical characteristics of these groups notices these suspicions, which may have impact on them (Amnesty International, 2013).

SUPERHELDEN

Superheroes

Remy, a dark skinned boy, almost never sees people with his skin colour playing as the main character in movies and/or series. In history white people were often associated with superiority and people of colour have often labeled as “the other”. Media is a way where racial inequality and injustice still persist (criticalmediaproject, n.d.) by (unconsciously) communicating subtle messages.



6.3 THE GAME

6.3.1 LOOK AND FEEL

The stories

The stories are illustrated on cards and will give the feeling of a comic book. Each card represents one frame of a comic book. Comic books are often read by children and using this style gives possibilities to provide context and to create an attractive appearance. (Figure 6-5). To stay in this comic style, the situations and characters were drawn (Figure 6-6). Drawing comics are also something a child can relate to and will invite the children to draw by themselves during the game. Some of the children showed, during the explorations and later in the evaluation, their drawings and even comic drawings.



FIGURE 6-5. COMIC BOOK LAYING AROUND IN A FAMILIES HOUSE.

The game

The overall look of the game is also based on a comic style (see Figure 6-7). Giving a lot of colours, but also making it serious with black clean lines and surfaces, makes it attractive to the target age group.



FIGURE 6-6. AN EXAMPLE OF ONE OF THE DRAWINGS MADE FOR ONE CARD IN THE GAME.



FIGURE 6-7. IMPRESSION OF THE STYLE USED FOR THE GAME

6.3.2 DIFFERENT PARTS

The game consist out of different parts (see Figure 6-8). The game comes in a box together with instructions. Most important are the different stories together with the game-board-map. One round is played with one story that can be placed on the game-board-map. Each of the parts will shortly be introduced in this Section. The detailed and complete digital files can be found in Appendix 6-A.

BOX

- showed in figure 6-9 on the next page

The box is the first contact with the game. Here the title of the game is presented with a slogan, which communicates the purpose of the game. On the back a short description is given about the game explaining what to expect, what the conversation will be about and the purpose of the game. Also practical information can be found. The box is flat and compact, made for 6 stories, which is a handy format for transportation and for storage.

INSTRUCTIONS

- showed in figure 6-10 on the next page

User manual

There is a manual for the parent as well for the child. For the parent three important communications are included (1) the purpose of using this game, in order to act colour conscious, (2) tips on how to guide the conversation and (3) inspiration to add more game elements. The tips consist of example questions, placed under categories. They are based on different type of questions Hajer & Meestringa (2015) give in their book, 'Handboek taalgericht vakonderwijs', that can be used to get deeper into a conversation. The inspiration is based on Exploration 3 (Section 5.2) observed game elements children added and the tips of the game design expert Simon Tiemersma. The children get a general description about the

game. What they can expect and how you can play SPECTRUM.

Instruction card

A separate instruction card is included explaining how to place the cards on the game-board-map. This explanation is important, so by having a separate card it will not get lost in the other information they got through the manual.

GAME-BOARD-MAP

- showed in figure 6-11 on the next page

The game-board-map has to be unfold and placed on a surface. To play the game, some space is needed. The game-board-map itself is 40x60 cm and some of the cards will likely be placed around the map.

STORIES

- showed in figure 6-12 on the next page

In the box, 6 stories can be found. Each story is bundled with a paper wrap. You choose one of the stories to play with.



FIGURE 6-8. ALL PARTS OF THE GAME.



FIGURE 6-9. THE BOX FRONT AND BACK SIDE.

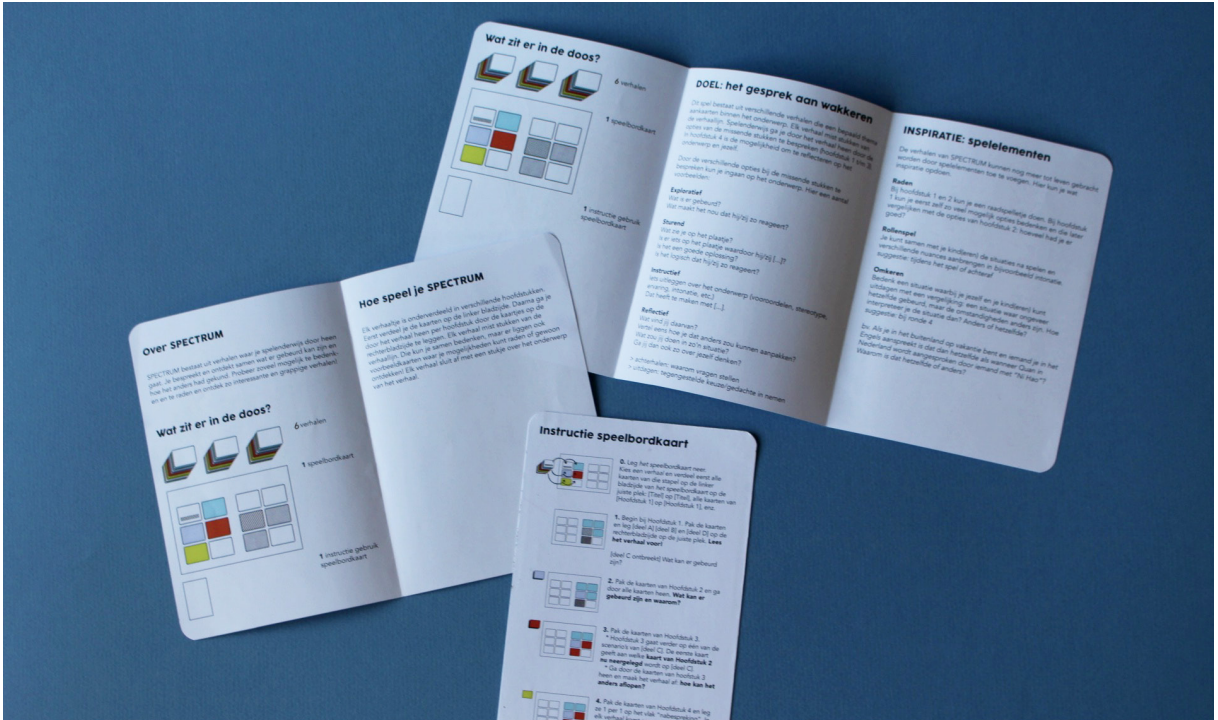


FIGURE 6-10. THE INSTRUCTIONS: USER MANUALS AND INSTRUCTION CARD GAME-BOARD-MAP.



FIGURE 6-11. THE GAME-BOARD-MAP UNFOLDED.

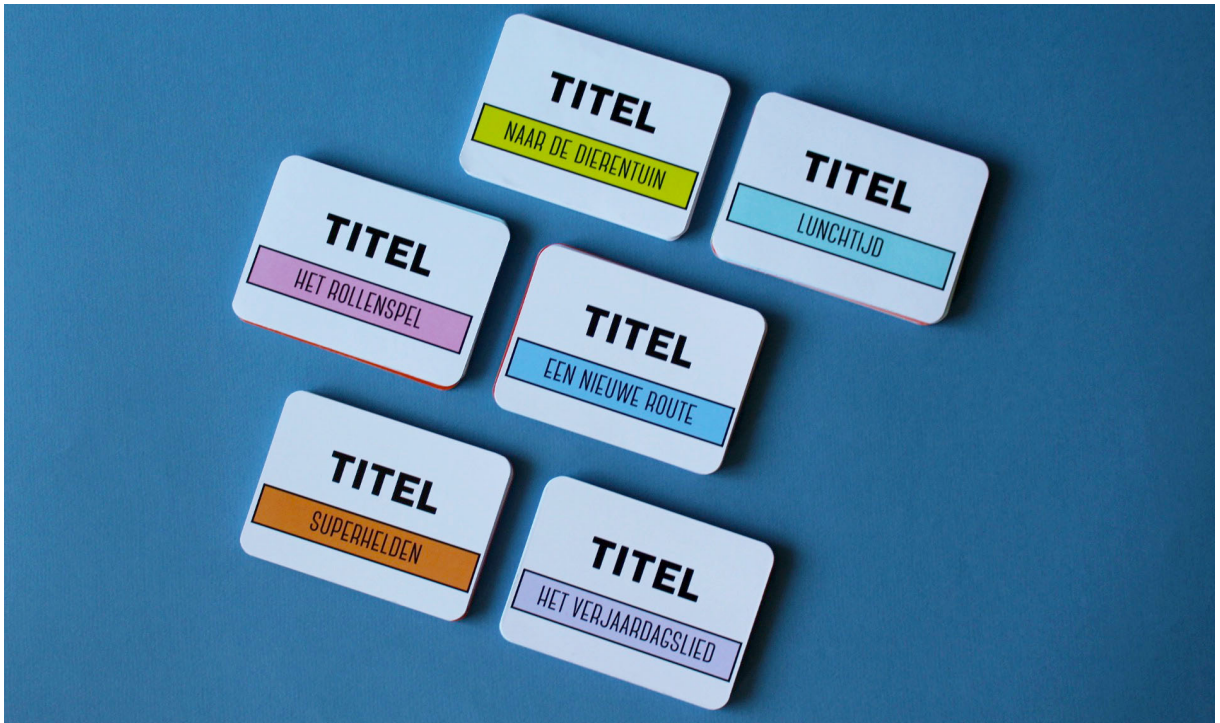


FIGURE 6-12. 6 STORIES BUNDLED AS LITTLE PACKAGES.

6.3.3 GOING THROUGH A STORY

When going through one story, first all cards need to be placed on the left side of the game-board-map (see Figure 6-11). After placing the cards, parent and child will go through the story in a playful way by placing the cards per round on the right side of the game-board-map (see Figure 6-11). In this Subsection every round briefly will be explained (see Figure 6-13 for an overview of the rounds and Figure 6-14 for an example story):

ROUND 1

Hoofdstuk 1; hoe het begon

This round sets the context of the story. [part A], [part B] and [part D] are given and [part C] is missing. Different things could have happened and/or thought of by a character in order to result in the behaviour/reaction in [part D]. On the cards, clues can be found through attributes, gestures, behaviours, reactions and emotions to guess what happened in [part C]. Here parent and child are triggered to think in different perspectives, taking into account experiences, feelings, context, intentions, etc.

ROUND 2

Hoofdstuk 2; wat is er gebeurd?

In this round multiple possibilities are given what could have happened in [part C]. Going one by one through these cards, multiple perspectives will be discussed by parent and child. The cards take different experiences, feelings, intentions, the influence of context, etc. into account. To make round 1 playful, parent and child can play a guessing game between round 1 and 2; by summing up as many possibilities in round 1 and checking in round 2 if they came up with the possibilities put into the game.

ROUND 3

Hoofdstuk 3; hoe loopt het af?

Round 3 is made to focus on the stories theme and possible colour conscious solutions. For this, round 3 builds further on one of the cards included in round 2. Now, [part A] and [part B] stay on the game-board-map and [part C x] has to be placed on the game-board-map. [part C x] is one of the cards from round 2 related to a race-related issue. An instruction card is included into the cards of round 3 indicating which card is [part C x] and has to be placed on [part C]. Then 3 times a possible outcomes for [part D] and [part E] are included. Parent and child go through these outcomes, choosing their best/logical outcome in order to finish the story.

ROUND 4

Hoofdstuk 4; nabespreking

In round 4 parent and child learn more about the theme of the story. Two cards are included; (1) a take-away about the theme and (2) about an experience of a person in relation to the theme. The goal of these cards is to create empathy and reflection. Because of this form, the tone of round 4 is more serious than the previous rounds. It was avoided being didactic by (1) leading it to personal things to reflect on, for example asking the child with what they identify with and (2) by not providing to many questions (avoiding the feeling of an assignment). The text and questions are meant to trigger thoughts and give some guidance and inspiration for the parent to talk about.

storyline

1 THE BEGINNING > READ THE STORY SET-UP
place [part A], [part B] and [part D] on the game-board-map

setting the context
A

multiple **clues**
leading to possibilities
B



effect:
behaviour/attitude
D

2 WHAT HAPPENED > DISCUSS POSSIBILITIES
go through all [part C]s

cause, possibilities:
think in **different perspectives**
C

3 WHAT COULD HAVE GONE DIFFERENT? > DISCUSS SOLUTION BEHAVIOUR
(1) remove [part D] & place [part C] X of round 2 on the game-board-map
(2) go through all [part D]s and [part E]s

card x round 2,
related to the topic
C

solutions:
acting **colour conscious**
D

E

97

reflection

4 DEBRIEFING > REFLECT ON YOURSELF AND YOUR CONTEXT
cards can be placed on [debriefing]

broader **societal issue**:
short lesson about
the theme

question:
reflection

experience person:
empathize with
feelings

question:
reflection

FIGURE 6-13. OVERVIEW HOW TO GO THROUGH A STORY IN 4 ROUNDS AND INDICATED ON WHICH MOMENTS THE CONVERSATION IS TRIGGERED. FIGURE 6-13. OVERVIEW HOW TO GO THROUGH A STORY IN 4 ROUNDS AND INDICATED ON WHICH MOMENTS THE CONVERSATION IS TRIGGERED.



FIGURE 6-14. 'HET VERJAARDAGSLIED' AS AN EXAMPLE TO SHOW AN IMPRESSION OF THE CARDS PER ROUND.

3

HOE LOOPT HET AF?

1. Haal [deel D] weg
2. Leg de volgende kaart op [deel C]:



3. Maak het verhaal af met een van de verhalen uit Hoofdstuk 3

3

HOE LOOPT HET AF?



3

HOE LOOPT HET AF?



4

NABESPREKING

Nederland is een multi-culturele samenleving. Er wonen heel veel mensen van verschillende afkomst en culturen! Er zijn ook mensen die in Nederland zijn geboren en waarvan de ouders of grootouders uit een ander land komen. Hierdoor kan je je op verschillende manieren identificeren: iets waar je jezelf bij vindt horen! Dat kan een land, een huidskleur, een geloof, een cultuur, een club, etc. zijn.



→ Waar hoor jij allemaal bij?

4

NABESPREKING

Quan is geboren en opgegroeid in Nederland. Haar ouders komen uit Singapore. Ze voelt zich heel Nederlands, maar ook een beetje Singaporees, ze kan ook een beetje Chinees.



"Vaak spreken mensen me aan met 'Ni Hao'. Dat vind ik vervelend, want hierdoor word ik steeds op mijn uiterlijk aangesproken en worden dingen over me aangenomen."

→ Hoe zou het voelen als je dit telkens weer hoort, alleen door een aanname die wordt gemaakt?

6.4 USER SCENARIO

In this Section a user scenario shows the use of the game and the interactions while playing the game. Photos and quotes are used out of the final evaluation (which will be discussed in Chapter 7) and one photo comes from the evaluation from Exploration 3 (Section 5.2). The photos and quotes from the participated families will be used interchangeably. In the user scenario one name will be used for the parent (Babette) and one name for the child (Noa; which matches both a girl and a boy). 'Het verjaardagslied' is used as the story they go through.

Babette: "Look, a manual for you and for me. Let's read.."

Noa: "Done!"

"So you have to, actually, the pieces of stories... and then you have to come up with something in between?"

Babette: "I think so! Let's see if we can do this."

"Instructions... Place the game-board-map on the table and choose a story. First, distribute all the cards from the deck on the left side of the game-board-map on the right spots."

SCENE 1

The user manual and instructions are read by both parent and child separately.



SCENE 2

The cards of one of the stories are placed on the left side of the game-board-map.

Noa: "Title'... 'How it begins'..."

Babette: "Place all the cards from Chapter 1 on Chapter 1..."

Noa: "Ehm... 2, 2, 2... En this one here..."

Babette: "Okay, start with Chapter 1."



SCENE 3

The cards of Round 1 of the story are placed on the right side of the game-board-map and Nao reads the story out loud.

1

HOE HET BEGON

Noa: “May, now in Chinese!’. Hmm... strange.”
“Han ki p an ki shhh...”

Babette “Hanki panki shanghai! Hanki panki shanghai! Hihi...”

& Noa:

Noa: “They wonder why May looks like that’. Huh, but what is that one, part C?”

Babette: “We need to guess that. So, why did that happen, what do you think?”



SCENE 4

Babette and Noa discuss what could have happened. A conversation is triggered by the cards.

1

HOE HET BEGON

- Noa: *“They are bullying her”*
 Babette: *“You immediately say, that it is bullying?”*
 Noa: *“Yes.”*
 Babette: *“She has two expressions: here a bit ‘hmm’ and there happy. Which reaction will it be?”*
 Noa: *“I think she is a little bit upset... And she could be laughing, because it’s funny that they do it wrong. Probably it isn’t correct...”*
 Babette: *“Would you like it if you were May?”*
 Noa: *“No...”*
 Babette: *“Wouldn’t you proudly stand on a chair and sing something in real Chinese?”*
 Noa: *“No... I wouldn’t like it”*



SCENE 5

Noa, together with Babette, go through all the cards of Round 2 and discuss all the different perspectives.

2

WAT IS ER GEBEURD?

Noa: *"Aaaa... I think I know another one!"*
"Okay, wait, let's look to all of them then."

Babette: *"Hey, that one you mentioned!"*

Noa: *"Yeeeeee..."*

Noa: *"It is not this one for sure, that's weird..."*

Babette: *"She can also like it."*

Noa: *"But I think she isn't really Chinese."*

"Okay, this one has a big chance. She will have heard it more often."



SCENE 6

Babette asks questions about the context in the story: the intention of the children in the story.

2

WAT IS ER GEBEURD?

Babette: *“If the children don’t mean it nicely, how could you notice that?”*

Nao: *“I think in the way they sing it.”*



SCENE 7

Babette and Noa go through all the cards of Round 3 and discuss the best way to end the story from their point of view.

3

HOE LOOPT HET AF?

Babette: "How does that sounds?"

Noa: "Better!"

Babette: "Yes, better right. Now her friends understand it. And I think there is another storyline how the story can end. What do you think of that one?"

Noa: "Even better."



SCENE 8

Noa chooses the way she wants the story to be finished.

3

HOE LOOPT HET AF?

Babette: "I would say, you can choose which one suits best."

Noa: "Yes, that's stupid!... That one doesn't match the other one."

Babette: "But there are multiple Part D's."

Noa: "I think... 'Why not?' and then this one!"



SCENE 9

Babette explains the word identification with a comparison. Noa talks about with what she identifies.

4

NABESPREKING

Noa: "What does that mean... Identify..."

Babette: "Something you feel you belong to. So if for example, Germany has to play against Uruguay, with which one do you identify?"

Noa: "Germany."

Babette: "And why?"

Noa: "Because grandpa and grandma come from Germany."

Babette: "So it means, that you can feel connected with certain clubs. So with what more do you identify?"

Noa: "I think... with gymnastics."



SCENE 10

Babette is surprised when she discovers a behaviour of Noa in a bully-situation: Noa acted as a follower.

4

NABESPREKING

Babette: "Does that happen more often? In class?"

Noa: "Yes, 'Tijn Chinees'. Because he looks like a Chinese."

Babette: "And what do you do on these moments?"

Noa: "I participate."

Babette: "Why?"

Noa: "Well, because the rest is doing it too."

Babette: "So, if someone else does it, than you nicely participate as well? And what do you think Tijn thinks of it?"

Noa: "He thinks it is cool and he acts really tough."

Babette: "Do you think that is true? Or you think he would think it is annoying?"

Noa: "Yes..."

Babette: "It's not nice to hear that right, it is a type of bullying."



SCENE 11

Babette and Noa go through all the cards of Round 2 and discuss all the different perspectives.

4**NABESPREKING**

Babette: "When we are on holiday, then people also assume that we are German or English or that we speak another language then Dutch."

Noa: "But then we are on holiday and you cannot know from which country we are..."

Babette: "Okay, so it is different..."

Noa: "You can think someone is from England, but you don't know him, you cannot assume anything."

Babette: "But in this story they also assume something."

Noa: "Yeah, but in there it is like 'Níí Haaõõ', like in the other story, like 'hey, look to those Moroccan kids!'"

- Noa says this while changing his voice and acting it out. -

"On holiday they think, those are French or English and then..."

Babette: "But then they also start to talk in English to me!"

Noa: "Yes... but... don't look to me like that."

Babette: "Hahaha, I'm sorry, but I thought I invented something good to think about."



SCENE 12

Babette and Noa go through all the cards of Round 2 and discuss all the different perspectives.

4

NABESPREKING

Noa: *“I think that May could have said something herself immediately.”*

Babette: *“Okay, maybe you can draw that?”*

Noa: *“Hmm... What could May have said... ‘At least I can speak réal Chinese!’ ”*

Babette: *“Yeah, that’s possible. Than she shows even her pride!”*



6.5 IMPLEMENTATION

6.5.1 COLLABORATION AND SELLING-POINTS

SPECTRUM is designed for parents and children to have a conversation about race and race-relevant issues. Collaboration with different organizations or movements standing up against racism and discrimination is favourable. Possible selling-points are shops or schools in order to reach families. These possibilities will be discussed in this Subsection.

Organizations that stand up against discrimination, like Artikel1 and HUMAN, are active in creating methods and workshop to educate people on issues like discrimination, racism and prejudice. A tool where parent and child can have a conversation and look into different perspectives could be interesting for them. The consulted child and adolescent psychiatrist Glenn Helberg, stands up for equal rights of minorities as well and he mentioned that Sunny Bergman (the producer

of the documentary mentioned in Section 1.1) organizes sessions to come up with interventions to address race and race-related issues. The parenting context is one of the context they want to address in these sessions, however a tool for "how to talk" is not yet available. Movements like these are interesting to collaborate with in order to improve the tool and to built a network for advertisement and finding selling-points.

Possible selling-points for the game could be shops or schools. A shop to directly offer SPECTRUM to parents, for parents interested in games containing meaningful content and food for thought and conversation. Games to philosophize, discuss and talk can be found for example on <https://www.filosofiejuf.nl/> and <https://www.gezinnig.nl/spelen.html>. These type of games are sold in specified game or family shoppes (see Figure 14 for an impression). Schools are interested in adopting and willing to pay for programs about citizenship. Schools could be approached to offer SPECTRUM to families. Through the school the children or their parents could receive the game to play at home.



FIGURE 6-15. AN IMPRESSION OF SPECIALIZED FAMILY AND/OR GAME AND BOOK SHOPS.

6.5.2 COSTS

The production cost of SPECTRUM are low, since the parts are made out of paper and cardboard. However, knowledge is required in developing the content of the stories. It is recommended to develop the stories further with experts.

Looking to other card games, costs of talking card games like the ones on <https://www.filosofiejuf.nl/> and <https://www.gezinnig.nl/spelen.html> are around 15 euro and 20 euro. Card games for leisure, like <https://cardsagainsthumanity.com/> and <https://whatdoyoumeme.com/>, cost around 30 euro. Taken this into account, together with the invested knowledge (costs for consulting experts), creative efforts (costs for hiring illustrators etc.) and materials the estimated costs for SPECTRUM will be around 30 euro.

7

DISCUSSION

This Chapter presents the concept that was developed for this project. Different parts of the game, how it works and the content of the stories are elaborated.

7.1 EVALUATION

7.1.1 SET-UP

GOAL

The goal of this study was to evaluate the concept SPECTRUM. The concept has been evaluated on (1) the impact of the conversation, (2) the experience and (3) the usability.

METHOD

A prototype of the game was made to evaluate with parents and children. In a session the parent and the child(ren) went through the game by themselves, without instructions of the researcher. The use of the product was observed by the researcher and photos were made. When parent and child were done playing, the game was evaluated by parent and child through a semi-structured interview.

When the participants finished one story, it was up to them to choose if they wanted to go through another story. This to see if they were enthusiastic for another story and how long they were concentrated. It was also up to the family to choose which story to play. To make sure all stories were at least played twice, one time it was asked to start with one specific story.

PARTICIPANTS

The participants for this study were gained through acquaintances and snowball sampling. Participating family 1: Sam (father), Tjerk (son, 9 years old) and Rick (son, 11 years old), living in Utrecht (city). Participating family 2: Sanne (mother) and Pien (daughter, 9 years old). Participating family 3: Anouk (mother) and Nikkie (daughter, 9 years old), living in Scheveningen (neighbourhood in Den Haag).

For participating family 1 it was chosen to evaluate with both of the children at the same time, since both children fell in the target group age. This, in order to observe the dynamics between one parent and two children.

All participant gave the permission to use the photographs taken in this report. Nevertheless, for privacy reasons, pseudonyms will be used and the names and other (identifying) information will not be linked to the pictures.

PROCEDURE

The session was held in the house of the participants, this to be in the natural setting where the game would be played. Participants were sitting at a table with enough space to place all the items of the game. The researcher observed from a distance the use of the prototype. After playing the game, the researcher sat together at the table to evaluate the game.

The research was done by only one researcher with the role of active listener and observer/note taker. The session was recorded so the focus lied on the role of active listener, still remarkable observations were written down during the session.

PROTOTYPE

For the evaluation, three stories were worked out in order to play the game (see Appendix 6-A). The stories were bundled and placed in a box together with instruction of the game-board-map and a user manual for both parent and child.

7.1.2 KEY-INSIGHTS

The game enabled parents and child to have a conversation about race and race-related issues in an explorative, open and enjoyable way. The complete results of this evaluation can be found in Appendix 7-A. Since specific conversations were provoked by the game, which give rich insights, parts of these conversations are quoted here.

CONVERSATION

Guidance and exploration

The parent was able to open the conversation through the cards by asking questions about the story and about the child's context and making comparisons. The different options what could have happened and why something could be experienced as nice or not nice were explored.

QUESTIONS ABOUT THE STORY

"Do you have any idea why he should play the villain? Or is it just coincidence?"
(Anouk, mother)

QUESTIONS ABOUT THE CHILD'S CONTEXT

Sam: "Maybe it is nice to see if that also happens in the class Tjerk. With for example Facili. [...] Only you cannot see that Facili is Greek, but Jamal..."

Tjerk: "Yes, he has a habib skin colour."

Sam: "Do people say to him something like: hey African! Or not?"

Tjerk: "No..."

QUESTIONS ABOUT THE STORY

"You don't experience that? Or you wouldn't mind that? That someone say to you 'you are a girl so you should play the princess, because you are a girl' 'you should drink tea, because you are a girl' 'don't play with cars'... That's how it would feel." (Sanne, mother)

Discovery and surprise

There were moments in the story where parent and child got into interesting conversations in relation to the theme of the story in which they discovered new things.

PREJUDICE ABOUT MOROCCANS

For example, one of the parents discovered that her daughter had a prejudice about Moroccan people, that she was not aware of before.

Sanne: "But you are really clear in that. It is because someone looks Moroccan that he is not okay. And you say, that you sometimes also have that thought..."

Pien: "Yes."

Sanne: "That's surprising..."

[...]

Sanne: "But you say that the chance... it is often like that, so than the chance is really big dat with another child that look Moroccan, the chance is really big that he is annoying too. When you know three who are annoying, then the fourth one who you don't know, is also annoying. What's up with that?"

Pien: "Well, in my opinion... Everyone who is Moroccan in my class acts annoying."

Sanne: "But imagine, there are three boys in the class with glasses who are acting annoying... do you think with the fourth boy that you don't know: ah, he has glasses, so he will be annoying?"

Pien: "No"

Sanne: "No. But with Moroccans you do?"

Pien: "Yes, because they are raised differently you know..."

TELEVISION SHOW AND GENDER NORMS

Another parent became aware about a communicated norm in a television program; making distinction between boys and girls and emphasizing gender stereotypes.

Pien: "Checkpoint."
 Sanne: "Are there mixed and diverse people in that TV show?"
 Pien: "Well, there is something with boys and girls... girls should be frilly and boys should be tough."
 Sanne: "It is always a battle between the boys and the girls right? That I think is weird in the first place. In Checkpoint, really strange, boys against the girls..."
 Pien: "Yeah, that is really strange."
 Sanne: "So Checkpoint is not really handy with those kind of things..."

BULLYING , BEHAVIOUR CHILD

Another parent discovered the behaviour of her child in a bully-situation: that the child acted like a follower.

Anouk: "Does that happen more often? In class?"
 Nikkie: "Yes, 'Tijn Chinees'. Because he looks like a Chinese."
 Anouk: "And what do you do on these moments?"
 Nikkie: "I participate."
 Anouk: "Why?"
 Nikkie: "Well, because the rest is doing it too."
 Anouk: "So, if someone else does it, than you nicely participate as well? And what do you think Tijn thinks of it?"
 Nikkie: "He thinks it is cool and he acts really tough."
 Anouk: "Do you think that is true? Or you think he would think it is annoying?"
 Nikkie: "Yes..."
 Anouk: "It's not nice to hear that right, it is a type of bullying."

Parents were surprised by hearing things from their child concerning race and race-related issues. Two parents, one participating in the evaluation and the other in exploration 3, discovered that their child never had talked about discrimination before. The parents were surprised, since they expected that the child would learn something about that at school. Another parent was surprised her child had a prejudice and curious where this came from.

Sanne: "But you don't get it out of the news paper per se, but from class."
 Pien: "No, not per se... those children they act annoying."
 Sanne: "But how do you know that?"
 Pien: "Well, just because, at the schoolyard..."

Parents were also coming back to things the child had said before and they wanted to know more about.

"I think it is extraordinary, that nobody bullies in class, like, you know. In a lot of classes that happens like 'hey Ismael, stupid Moroccan, go away'. That happens, but probably not in your classes. I think that teacher Cécile makes sure that doesn't happen." (Sam, father)

EXPERIENCE OF THE GAME

Guiding and engaging

The game experience and by going through a story, provided guidance for the parent to talk about race and race-related issues and it was engaging for the child. The parents were able to ask questions about the content presented in the theme and make connections to child's context. The children were curious to new scenarios and they were making effort to make a logical story.

"You could take a news paper, but then you should come up with things yourself. But you could instead of those stories, only have triggering statements on cards. Those 'discussion cards' at the end I really liked. But of course, then the play is gone and it isn't attractive for her." (Sanne, mother)

"I wanted to go further like: I'm so excited to discover the next story!" (Pien, 9 years old)

Open atmosphere

Containing multiple perspectives in the game made it open to discuss different perspectives, parent and child went one by one through the cards and discussed why something was logical or not. The game was felt as neutral and objective, which do not force an opinion or creates tension.



“Now the stories tends to objectify it, which is something good.” (Sam, father)

“The game is neutral, it makes you think. I think it is good for parenting, it triggers you to think about the topic and to look further and to ask the right questions.” (Sanne, mother).

Form

The game was experienced as something different, something they never did before. This was mentioned by two parents. They thought it was different from other games because they had to make up the story themselves and it triggers them to think, it is about you and what you think.

“It is a totally different game right? That you can make things up by yourself.” (Sam, father)

The target particularly liked the game because stories were used and the storyline had to be discovered, this was playful. Differences between children exists and not every parent likes to play games. But overall all the children, as well in exploration 3, had a good match with this form. Some mentioned liking to read stories and some specifically mentioned comics. Some of the children liked to draw and they showed the researcher there drawings (two of them even made their own comics). The two boys of participating family three even made an additional card together; they invented the story together, parent and children, where one of them drawn the scene. And another child loved to “kletsen” (talk), to discuss, to reflect and to learn new things.

Usability

All participants were able to use the game-board-map and together with the cards in the right way, some more fluently than others. They all understood, after reading the instruction, that they had to place the cards on the left side and then to go through the story per round by placing the cards on the right side. One of the participated families experienced the game as going through a puzzle. This was fun in the child’s perspective, but for this

parent it was confusing to go through a story.

Round three was not clear for everybody and to many mental steps had to be made. Two of the participants even explicitly mentioned to ignore the card where the instructions were given on how to place the cards:

“We don’t do anything with that, this is more important...” (Sanne, mother).

Only one of the participating families was immediately aware of the symbols used to match [part E] and [part D]. Therefore, for the other participating families a lot had to be figured out in round three and that is why it took some time to understand how to place the cards. Nevertheless, they could finish the story since the core of that round, choosing a colour conscious solution and finishing the story, was understood by all participants.

7.1.3 DISCUSSION

IMPACT

As mentioned before, through the story the parents discovered things concerning their child in relation to race and race-related issues. This discovery also happened with the parents mentioned in Section 1.1 when they were listening to their children. This made them aware of the information the child already receives about race and race-related issues. The surprise of the parents, indicate that they might become in favour of a colour conscious approach.

The parents participating in this research dealt differently with race and race-related issues, two acting in a colour blind way and one in a colour conscious way.

- The parent of participating family 3, living in a white neighbourhood, mentioned it was not that of an issue in their lives. It seems that reason (A) for endorsing a colour blind approach (see Section 4.2) applied to her and reason (C) could apply as



well, maybe she is not aware of a valuable signal. Nevertheless, the parent thought that her child would learn something about a meaningful topic as discrimination at school, which her daughter mentioned she did not. This parent mentioned it to be good to talk about these topics even though they lived in a particular white neighbourhood. This insight that her child does not talk about a topic like discrimination, might have triggered the parent in talking about it in the future.

- The parent of participating family 2 said she wants to be neutral in her parenting and not be too politically correct. She wants her children to draw their own conclusions. This is actually an additional reason for acting in a colour blind way. However, it could be seen as not wanting to trigger prejudice, reason (A). Through the game, the parent discovered a prejudice her child had, a conclusion that she made about Moroccan (and Turkish) people. The parent told she was shocked and she did not know her daughter thought so intense about this. Even though she wants to be neutral, she thought it was valuable that these thoughts of her child came to the surface, which do not happen normally. She also mentioned that the game was neutral and it triggered thoughts. Through the game, she now had the opportunity with her child to talk about these thoughts. She used a lot of comparisons and tried to handle the emotional appeal. While her daughter stayed with her opinion, her mom said to talk about this later with her.

- The parent of participating family 3 mentioned to intervene on race-relevant moments. That is why this parent can be identified as applying a colour conscious approach. He said that he communicates in subtle ways. That for example you cannot say that one person is equal to a whole group. As well that you cannot say a person is good or bad, it is their behaviour that is good or bad. A subtle difference where the focus is to not judge a person. He mentioned a specific situation of the week before this evaluation, where a group of boys tried to break into a house down the street. These boys were Moroccan. On that moment he discussed with his sons that they should focus on the fact

that it was a group of people and not a group of Moroccan boys. After the parent telling this story, one of his sons mentioned a story his dad told him about Lady Justice when they encountered a statue of a wolf with a blindfold in front of what used to be a woman prison. The son told the story again and made a link to the situation of not judging a group just because they are Moroccan. So these lessons stayed in the child's his mind and he even make connections between different conversations with his dad.

"The game is neutral, it makes you think. I think it is good for parenting, it triggers you to think about the topic and to look further and to ask the right questions." (Sanne, mother).

The game gave opportunity for this parent to ask some personal questions, about bullying in the class for example. However, this parent already communicates subtle messages about race and race-related issues and he is also aware that the teacher of his son pays a lot of attention on bullying and discrimination.

CHILD'S WORLD OF PERCEPTION

The stories were all understandable for the children and they were able to have a conversation about it with their parent. However, for children living in a white neighbourhood, the stories could be less recognizable, yet understandable. Furthermore, sometimes the child took situations to literally where the link between two stories was not immediately clear (the story from round 1-3 in relation to the experience told in round 4). Also some words were difficult for the children. However this was not something bad per se since it gave the opportunity for the parent to explain this word.

Sanne: "You can identify yourself with... Something you feel you belong to. So if for example, Germany has to play against Uruguay, with which one do you identify?"

Pien: "Germany."

Sanne: "And why?"

Pien: "Because grandpa and grandma come from Germany."

EMPATHIZING AND REFLECTION

The parents were able to make the link towards the child's own situation. The cards contained signals through the story and stimulating questions in round 4 to facilitate the parents making those questions about the own situation. One of the parents (giving class about reflection in courses at the university) mentioned missing more support for this. He would had liked more specific questions about the personal situation.

STORIES

The stories did not took too much time to go through and the families enjoyed the scenarios used for the stories and they were curious to all of them. They were motivated to play more stories than just one. One family played all three stories and another family played two where they asked after the evaluation to go through the last story (they were worried that the evaluation would took too much time for the researcher). In one of the participating families the child had an exhausting day of sport before the evaluation, this could be noticed in her concentration and way of talking (mumbling). Nevertheless, they went through two stories.

One of the children also mentioned she would like to play the game in a weekend, on a moment she has nothing to do. This participating family as well as another participating family mentioned they expected more stories then three in the box, for example 10. They would not play everything at once, but over time. This same girl also mentioned she would like to see a balance between serious and fun topics, while her mom mentioned that she preferred to play a game about meaningful topics.

THOUGHTS THAT CAME TO THE SURFACE

A one-on-one interaction gave the opportunity for a deep and focussed conversation. With two children, in participating family 1, the attention needed to be

divided. Since there were a lot of cards and things that could be done separately (reading, drawing and thinking) this was not an obstacle. A possible consequence may have been lost moments in which a deeper conversation could have been taken place with one of the children.

DYNAMICS

A one-on-one interaction gave the opportunity for a deep and focussed conversation. With two children, in participating family 1, the attention needed to be divided. Since there were a lot of cards and things that could be done separately (reading, drawing and thinking) this was not an obstacle. A possible consequence may have been lost moments in which a deeper conversation could have been taken place with one of the children.

7.2 LIMITATIONS AND RECOMMENDATIONS

In this Chapter limitations of the research and design are given and recommendations for further research and development of the project are suggested. The recommendations are based on conversations with experts and the results from the evaluation.

7.2.1 LIMITATIONS OF THE PROJECT

Through this project a lot understanding was gained about race and race-related issues and how a colour conscious conversation could look like. With this knowledge several ideas were explored and one tool was developed further for a final evaluation with parents.

The interactive tool became a conversation game. In the evaluation of the game the direct impact, like interactions and the conversations were observed and evaluated. This project however, did not allow to study the long-time effects of the game on (1) adopting a colour conscious approach in parenting and (2) the effect on the children's attitude and behaviour when being an adult. One of the parents, of which a prejudice of her child came to the surface by playing the game, mentioned to have a conversation later with her daughter about what she had said. This can be seen as an affirmation that the game triggered the mom to have such conversations with her daughter in the future. For the other parents, this was not confirmed.

To observe the use of the product, the researcher was present when parent and child were playing the game. Due to this fact, there is a possibility that the conversations could have gone slightly different in a private situation. Sometimes they talked about an event they already talked about earlier (exploration 3 a bully incident), they maybe have given more background information about that event then needed in order for the researcher to understand their conversation.

Due to limited time and people sources, because of the specific target group (parents willing or wanting to address race and race-related issues with children age group 8-12), a limited sample of parents participated. With a bigger sample, more types of parents could have participated (more personas) and a better mix between male-female could have been made.

The scope of this project were Dutch white families and the focus was on a conversation between parent and child. It would have been interesting to have interviewed and to have evaluated the tool with families of (mixed) different skin colours and backgrounds. Winona Guo and Priya Vulchi started the *CHOOSE* project in order to provide racial literacy for every American, arguing that every part of our lives is shaped by racial division (Guo & Priya, 2017). They collected stories of a variety of people to publish in a book. In one of the conversation through this project with people of colour, one of them (dark skinned) mentioned a situation with a friend of her (Moroccan) where she made a biased remark about the relation thief-Moroccan. This observation of Winona and Priya and in the project shows that even though white being the norm in society and whites covering influential positions (as mentioned in Section 1.1), this tool could be meaningful for every type of family. Also, a different composition and therefore family dynamic would have been interesting to evaluate with. The game was evaluated once with two children, where a different dynamic was observed.

7.2.2 RECOMMENDATIONS

EXPERTS

Through the game the parents were able to ask questions about the story and to ask questions about the personal context. However, for further development of the game it is valuable to evaluate the game with more experts, like pedagogical experts, child-story writers, sociologists and anthropologists.

Firstly to make the stories understandable and challenging for children. The stories were read once by a student from a Teacher training Institutes specialized in the language Dutch. She mentioned when a word was too difficult to use. During the evaluation the children did not always understand every word, which gave the opportunity for the parent to explain the word. Nevertheless, it was not always clear if the child could understand every message and make the link between that message and the story.

Secondly, feedback of experts could make the stories stronger in relation to empathy and reflection in relation to the topic. One of the parents participating in the evaluation, gives courses on reflection (teacher at the university) and he mentioned "breaking the fourth wall" as a way to talk directly to the audience, in this case the reader. In this way you can let the reader empathize with the personage. He also recommended to add more personal questions in order to make the self-reflection stronger. For a following iteration the cards in round 4 could use these two recommendations together, by using the characters of the story speaking directly to the reader about their point of view followed by a question. Every character could discuss a part of the theme.

STORY CONTENT

The prototype of the concept contained three stories. To make other stories, interviews should be

conducted with more people in the Netherlands confronted with discrimination, prejudice and other race-related issues to collect inspiration for the stories. Talking with children and adolescents reflecting on childhood, can give better examples of those issues immediately connecting the child's world.

MORE TESTING

In order to fully validate the effect of SPECTRUM more evaluations with parents are needed as well an evaluation with the parents overtime to see if the game did impact their approach in dealing with race and race-related issues.

Next to this, it is interesting to test the game in different compositions and conditions.

- It could be tested with an equal mixture of fathers and mothers.
- It could be tested with more children and/or two parents.
- It could be tested with families of (mixed) different skin colours and backgrounds.
- It could be tested in a different context, for example schools, with the teacher as facilitator and children of different families.

USABILITY

Going through a story with missing parts requires some mental steps. In order not to confuse the user and to make it user friendly, the steps should be simple and easy. The instruction card was clear, all the users were able to place the cards correctly on the game-board-map and going from one round to the next round. In general, when making revises more usability testing is recommended.

Unfortunately, round 3 gave some trouble to the users. Taking of cards, adding cards and having different outcomes made it difficult for the user to understand how to execute this round. It is suggested to first revise this round content wise, before making a solution on usability level. This could for example be done with experts as mentioned above. There might be a better solution

to communicate the core of this round (1) choosing a colour-conscious solution (2) ending the story. The child could for example think for a solution by themselves or it could maybe be executed in steps: (1) what could have been asked (2) what action could be taken.

In relation to round 3, the game-board-map could also be revised. In the explorations the story was laid out in one line and there was room to fit the rest of the cards. This made the game-board-map really big. In the evaluation it was chosen to make it more compact. For a next iteration the story could be laid out in one line again to make some space for the different story lines to be laid out under the main story line. This, could make the different endings more clear.

EXTENDING SPECTRUM

In the first place, SPECTRUM is a tool to make race and race-related issues discussible and to discover what plays in their child's mind. One of the parents however, became conscious about the prejudice about Moroccan people her child spoke out. It would be interesting to add additional tools as a follow up game for parents who are in need to deepen thoughts and theories, which come to the surface through SPECTRUM.

Furthermore, it could be interesting to make other type of stories and expand to other sensitive and complex societal issues, like gender or sexuality. The core of the game is to fill in the gaps and in this way thinking in various possibilities and perspectives. For these type of topics it is also suitable to discuss a story in different angles.

Also, using a mixture between serious stories and funny stories could be explored. This to make it more fun for the child to have some variety. One of the child participants mentioned to see the stories as a discovery journey, a kind of being a detective. This could also be done for a random situation. However, it should not lose its purpose of talking about meaningful topics.

CONCLUSION: ANSWERING THE DESIGN CHALLENGE

The aim of this project was to design an interactive tool containing interaction principles and a guideline for parents to talk about a complex and sensitive life/societal topic like race and race-related issues. The main question of this project therefore was: **“How to have a conversation between parent and (a young) child about a complex and sensitive life/societal topic like race and race-related issues?”**

In order to establish such conversation it was found through a literature study and user research that specific triggers should be designed. First, a Signal trigger is needed in order to make the invisible visible. Second, a Facilitator trigger is needed in order to make the conversation easier. This was translated as the effect the design should have on the parent as being capable and feel confident and safe when having such conversation. The envisioned interactions for a colour conscious conversation were defined as explorative, open and enjoyable. Which resulted in the following design goal:

“Making parents capable and feel confident and safe to have an explorative, open and enjoyable conversation with their child(ren) (age 8 to 12) about race and race-related issues.”

SPECTRUM is able to create an explorative, open and enjoyable conversation. Children are engaged by going through the stories and it contains signals to start a conversation about race and race-related issues. The game contains stories that has some missing parts to it, which have to be filled in by the children and the parent. This way the parent is facilitated in asking questions to the child. The multiple perspectives in the game makes it open to discuss these perspectives. The game feels neutral and objective, which does not force an opinion or creates tension.

The vision of the project was **going from a colour blind towards a colour conscious approach**. The project did not allow to study possible long-term effects. However, SPECTRUM has potential to trigger parents towards a colour conscious approach in parenting. Parent discovered things concerning their child in relation to race and race-related issues: for example, discovering a prejudice or discovering that their child has never learned something about a meaningful topic like discrimination before. Furthermore a colour conscious approach was achieved for some people being involved in the project. It had impact in their interactions with other people (for example, talking about skin colour which first was avoided) and when making decisions (for example, becoming aware of mostly white people on stock photos and using a more diverse representation in her own photos).

REFLECTION

ON THE PROJECT

Addressing sensitive and complex life/societal topics

This project addresses two sensitive life/societal topics: parenting and race and race-related issues. Parenting can be a sensitive topic, since the parent can feel vulnerable if they are doing the right thing. Addressing race and race-related topics can be sensitive, since most people don't want to be seen as racist and this is often the thought of people they get when one touches this subject.

So in both of these topics there lies a "being right or wrong" and this can get personal. When addressing these type of topics in this project, learned through the user research, it was important to let the people involved know that there was no right or wrong. In this interviews an open atmosphere was created. An interview, where naturally questions will be asked, an interest towards this person is shown. Next to that, the interview started with parenting dilemmas in general, which could be linked to addressing race and race-related issues in parenting. When going through these dilemmas it was not for the parent to choose between concerns. Instead, it was about understanding their concerns. This communicated that the complexity and difficulty of those topics was taken into account by the design researcher. One of the participants, which wanted to stay anonymous in this project, mentioned that by this she felt at ease to talk about such issues with me. She didn't felt judged and she could open up.

Context mapping, the method used in the user research, is often already a design intervention on it's own. One of the participants mentioned during the session, when addressing a the barrier, that a reason why she participated in this research to line things up for herself about race and race-related

issues. She was motivated to do something with it and used the session as a way of preparing herself. This type of effect is experienced by the design researcher in previous projects, using *Context mapping* as well.

Addressing two users (two effects)

The project also addressed two users: the parent and the child. The meaningful effect in the future on the child was to get sensitive towards race and race-related issues. The meaningful effect for the parents is to be able and feel confident and safe in order to have a conversation about race and race-related issues with their child(ren) (age 8 to 12). For second effect was the design goal of this project and the main focus of the design was the parent.

It was sometimes difficult to focus on the parent. This is illustrated with the following example, something that happened during the brainstorm session with other design students: Remarkable was that during these brainstorms the focus particularly lied on the child and not that much on how the parent could be facilitate and be part in there. Therefore a lot of ideas weren't about the parent-child interaction, but artefacts teaching or discovering something about race and race-related issues. Ideas for the child at school, with friends or in a public space.

For the design researcher as well, in the ideation, it was difficult to take both parent and child into account. This happened since the type of colour conscious conversation had to be defined (which had relation with the child), the design had to be engaging for mostly the child and most important was to facilitate the parent in the conversation. Since the ultimate effect and reason to address race and race-related issues was on the child, this was seen as most important.

Having the child's development as ultimate effect in mind, could also have been the reason why this also happened in the brainstorm with other design students. To focus on the design goal, personas helped in establishing that focus. Another probable reason for having the wrong focus in the brainstorms was the instructions of the brainstorms. In the first brainstorm only the vision, problem definition and design goal were presented. In a second brainstorm the personas were presented and explicitly said that the focus lied on parents. When still, the focus was on the child activity. In a third brainstorm the who, where, what was explicitly defined. This worked better to focus on an activity between parent and child.

Nevertheless, this type of brainstorm sessions with other design students not having that of a deep knowledge on the project are best for inspiration.

PERSONAL

This subsection is written in first person, since it is a personal reflection.

First, I was doubting to put a personal reflection in this report. There are two reasons why I decided to put it in.

(1) This graduation project was one of the most challenging project as well as one of the projects I learned most of on a personal level (of course, in relation with design). I think that many people meet themselves in such a project and are challenged with their barriers. This is why I want to share what I've learned and what for me was important to keep in mind.

(2) One of the things I learned in this journey is that, everybody "doet maar wat" (english: just does something). I had difficulties in accepting my own written graduation assignment. But why if another person can set-up an assignment, which I would expect as being an acceptable assignment, why couldn't I? So in line with this personal reflection, if other people can write blogs, inspiring instagram post, etc. why not me? So I will give a recap of things that were important for me.

Perseverance and my drive for this type of project (addressing societal issues) was what took me through the project. I mostly experienced difficulties in making decisions and coping with the thought of wanting to come up with a super creative and perfect project. One thing I learned is that nothing is perfect and that when you focus on what you can do instead of what you want to do, that end result will roll out. So, next to methods which are important to make a good design, other designer skills are just as important. In order to achieve that, some of the following aspects were key for me to learn and understand:

Fail, fail and fail!

During this project I iterated and failed a lot. As cliché it may sound, I learned a lot from this. But as easy as it sounds, it isn't that easy. Failing is something that is needed in a design process and is something you have to learn.

Intuition

One thing that I learned is that listening to your intuition is really important. Of course, things need to be backed up, but you're "onderbuikgevoel" (english: intuition) also knows which direction is a good direction to follow. The moment that my project took a different course (in the ideation phase) was when I started to listen to that "onderbuikgevoel". Following my intuition lead me to the design direction that fitted in my vision and design goal and me as a designer.

Courage

As said before, making decisions was not that easy. It takes courage to make decisions. I've learned that by following my intuition and by accepting things can fail, a decision can be made.

Care, but don't care would be the message in this reflection. I want to end by saying that this journey was challenging, but it also made me grow a lot as a person. I appreciate that and I'm glad I chose to do this project.

Book tip

If you want to read something about the design process, something in between tools & methods and designers mindsets & behaviours.

This Human: How to be the person designing for other people.
by Melis Senova, PhD.

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IMAGES

1 The project

Figure 1-2 and 1-2

Pictures doll-test, children and parents: Retrieved from the documentary 'Wit is ook een kleur' <https://www.vpro.nl/programmas/2doc/2016/wit-is-ook-een-keur.html>

2 Define

Figure 2-3

Pantone Skin tone: Retrieved from <http://www.dailymail.co.uk/femail/article-2171520/What-colour-code-How-Brazilian-artist-using-Pantone-paint-chart-document-human-skin-tone-possible.html>
Photography by Angelica Dass, www.angelicadass.com
<https://it.dreamstime.com/fotografia-stock-bambina-sorridente-che-tiene-una-bambola-image68322820>
<http://zadecu.org/en/world-childrens-day-investment-children-needed/>

4 Define

Personas

Froukje

- Mother and dad, images used of Joanna Goddard from her lifestyle site <https://cupofjo.com/>
- Children, images used from a parenting website <https://www.bebesymas.com/tag/adolescentes>
- Context 1 retrieved from <http://ajung.com.br/projects/holidaytourinmarocco/1-day-trip-excursion-from-marrakech-to-ait-benhaddou/>
- Context 2 picture made by Marina Bianca Wellink
- Context 3 retrieved from <https://www.verywellmind.com/facts-about-personality-2795436>

Irene

- Mother, images used of Joanna Goddard from her lifestyle site <https://cupofjo.com/>
- Father, images used of food blogger Sonja Overhiser <https://chopped.academy/podcast-tips-for-food-bloggers/>

- Children 1, images used from a car blog <https://blogautomobile.fr/volkswagen-t2-camper-revient-131787>
- Children 2, images used of Anke Laterveer <https://www.kekmama.nl/auteur/anke-laterveer>
- Context 1 retrieved from <https://blogautomobile.fr/volkswagen-t2-camper-revient-131787>
- Context 2 picture made by Marina Bianca Wellink

5 Create and iterate

Figure 5-7

Illustration retrieved from "Choose: The classroom index" (Guo & Vulchi, 2016).

6 The design

Figure 6-5

Comic style:
<https://pt.wikihow.com/Distinguir-uma-Revista-em-Quadrinhos-de-um-Graphic-Novel>

Figure 6-7

- <http://eichbaum.tumblr.com/post/119832274619/betype-lettering-2-by-jorge-lawerta>
- https://www.redbubble.com/people/frankieprintco/works/22974748-adventure-in-pink?ref=work_carousel_work_portfolio&ref_id=22974748
- <http://www.idnworld.com/creators/JamesJoyce>
- <http://alvaropenalta.com/portfolio/point/>
- <https://nl.pinterest.com/pin/439171401144915607/?lp=true>
- <https://www.shantisparrow.com/oh-hey-magazine/>
- https://m.shop.nordstrom.com/s/moma-design-store-colorful-backgammon-set/4794827?origin=category-personalized&sort&siteId=QFGLnEolOWg-lfMwXSZ2klr5AA17jDpYNw&cm_mmc=Linkshare-partner_-15_-1

Images used on in Round 4 for the experience:

- Een nieuwe route: <https://www.youtube.com/watch?v=jFH1TpxVkNA>
- Superhelden: <https://www.wnyc.org/story/people-sometimes-think-im-supposed-talk-ghetto-whatever-kids-race/>
- Het verjaardagslied: picture made by Marina Bianca Wellink

