

Continuing Courageous Conversations

Toolkit



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Acknowledgments

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Human conversation is the most ancient and easiest way to cultivate the conditions for change – personal change, community and organizational change, planetary change. If we can sit together and talk about what's important to us, we begin to come alive. We share what we see, what we feel, and we listen to what others see and feel.

- Margaret Wheatley (2002)

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Introductory Materials

About the Toolkit

The purpose of the *Continuing Courageous Conversations* Toolkit is to provide support and tools for participants to take one or more “next steps” after the *Race: The Power of an Illusion* (RPI) learning exchange.

The primary learning objective of the RPI learning exchange is to build organizational capacity to engage in ongoing “courageous conversations” about the intersections of race, equity and child welfare by:

- 1) Introducing key data, foundational concepts, frameworks and definitions
- 2) Increasing knowledge about the development of the social construct of race and how public policy has resulted in vastly unequal opportunities and disparities based on skin color
- 3) Increasing awareness about racial and ethnic disparities in the child welfare and juvenile justice systems
- 4) Introducing the concept of courageous conversations about race
- 5) Increasing participants’ comfort level in engaging in courageous conversations
- 6) Encouraging participants to commit to take some additional action following the learning exchange

The Toolkit is intended to be introduced at the RPI follow up meeting to reinforce the learning, comfort level and commitment made at the learning exchange. In addition, participants should feel free to use the tools provided in any community setting where others are willing to engage in courageous conversations about race.

The Toolkit contains a number of group exercises designed to guide participants through a courageous conversation that can occur within a 20- to 45-minute time frame. The table of exercises on pages 5-6 spells out the objective, time frame, and cultural competence goal of each exercise. A few of the exercises call for a volunteer facilitator and some advance preparation; most do not. The exercises were selected from a variety of sources (see references) and adapted for ease of use without a trained facilitator.

The Toolkit has an optional meeting format that can be followed by a volunteer facilitator (see pages 61-62).

The Toolkit also contains descriptions and links to other resources for courageous conversations about race, including books, videos and movies and accompanying discussion guides (see pages 57-59).

Conversations about race may raise feelings of indifference, guilt, shame, and mistrust. These feelings are valid and expected, but they often result in avoiding important discussions that must occur before race inequity can be addressed.

The Ground Rules for *Continuing Courageous Conversations* are very important to review prior to engaging in any exercise in the Toolkit. The group is encouraged to read the ground rules aloud and to ask for each person's verbal agreement to abide by them. It is also a good idea to see if the group wishes to suggest any additional ground rules.

Ground Rules for *Continuing Courageous Conversations*¹

Read aloud:

Courageous conversations are dialogues in which participants commit to engage each other with honesty, open-mindedness, and vulnerability; to listen deeply to better understand each other's perspective; and to "sustain the conversation when it gets uncomfortable or diverted"². The goal of *Ground Rules for Continuing Courageous Conversations* is to be able to have a conversation about race without excessive fear of being labeled racist, biased or bigoted, to avoid blaming or being blamed, and to avoid discounting or invalidating the experiences and feelings of others.

To that end, we agree to follow these ground rules:

Stay Engaged

- Give yourself permission to focus fully on the conversation topic or exercise at hand.
- Please silence your cell phone.
- Share a story, state your opinion, ask a question—risk and grow!

Speak Your Truth

- Value everyone's thoughts.
- Start by assuming good intentions.
- Speak from your own experience and use "I" statements, as in "I think", "I feel", "I believe", or "I want".³
- It's important that we create a safe environment where everyone is free to speak openly.
- Keep in mind that people are in different places in this work. In order for us to grow, people need to be able to share thoughts in a way that's comfortable for them.
- Be aware of non-verbal communication.
- Before speaking, think about what you want others to know. How can they best hear you?
- Mistakes are part of success. Don't be overly cautious about being politically correct – this is a learning process.
- Disagree respectfully.

Listen for Understanding

- Listen without thinking about how you are going to respond.
- Try to understand where another person is coming from as best you can.
- Be careful not to compare your experiences with another person's. This often invalidates or minimizes a person's experiences.
- If someone is pointing out how what you said left them feeling, try not to explain or rationalize what you said or why you said it. Sometimes positive intent is not enough. Sometimes it's necessary to just say, "I didn't realize what I said was inappropriate...or hurt you in that way, I'm sorry," etc.
- Be comfortable with being uncomfortable.

Honor Confidentiality

- What is shared here, stays here.

Expect and Accept Non-closure

- Engaging in race conversations is ongoing work that does not necessarily leave a person walking away feeling everything turned out the way they hoped. Accept that much of this is about changing yourself, not others.

Responsibility to Each Other and to the Courageous Conversation Process

- Group members will encourage each other to follow the ground rules.

Additional Ground Rules Agreed to by the Group (optional)

- Participants are invited to propose additional ground rules for courageous conversations. The group may wish to discuss before deciding whether they agree to abide by additional ground rules. If so, the additional ground rules should be written out for everyone to see.

¹Sources: *Race: The Power of an Illusion* Learning Exchange; www.culturesconnecting.com; Singleton (2006) *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools 1st ed.*

² Singleton (2016) *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools 2nd ed.*

³ "I" statements allow the speaker to express their feelings without blaming someone or inferring the intent of someone else. The formula for an "I" statement or message is: I feel _____ when _____ happens because _____.

Exercises

Exercise	Time	Learning Objective	Page
Icebreakers	varies	To encourage everyone to participate through initial conversation starters	7
Learning about Microaggressions	45 min	To define microaggressions, recognize their hidden meaning and learn ways to avoid committing them	11
Racial Autobiography	45 min	To increase awareness of our own racial experiences as well as learning from others	15
Race in My Life	45 min	To establish a racial context that is personal, local, and immediate (follow up to Racial Autobiography exercise)	19
The Courageous Conversation Compass	45 min	To think about how individuals deal with racial information, with the goal of being able to better understand where people are coming from	21
Understanding Privilege	30 min	To understand personal privilege and how it can be used to confront racism	27
Anti-Racist Bystander Intervention	35-40 min	To practice a skill; namely, to learn how to intervene when a person is harassing someone or saying racist remarks	31
Community Report Card	45 min	To think about whether individuals from racial and ethnic groups in our community have equal access to services	33
Face Test	25 min	To explore the extent to which our experiences have exposed us to racial diversity and how it may affect our perspectives	35
Perspective Taking	20-45 min	To better understand how our backgrounds affect our perspectives and how we relate to our neighbors and community	37
Becoming Aware of Our Implicit Biases (Badges)	20 min	To become aware of our implicit biases and discuss the impact on our experience of difference	39

Project Implicit	20 min	To explore our implicit biases and discuss strategies for changing them	41
How to Overcome Our Biases	30 min	To learn strategies for overcoming personal bias	43
Stand up and Declare Activity	25 min	To share information about ourselves with one another	45
Speed Meeting Activity	45 min	To become comfortable talking about race/ethnicity and reflect on past and present experiences	47
Incorporating a Racial Equity Lens When Facilitating Dialogues	50 min	To increase awareness of how racial dynamics can impact our work as dialogue facilitators, and learn how to work together more equitably as a team	51



Ice Breakers

The following list of ice breakers and exercises can be used at the start of meetings as a “warm up” to get everyone talking at the beginning of the meeting before more difficult conversations are introduced.

1. **Culturally Decorate Your Name Tag⁴:** Decorate your name tag in a way that you identify culturally. Culture is defined in any way you want to define it. Once name tags are decorated, participants will show their name tag and share why they decorated it in that manner.
2. **What’s in a name?⁴** Each person takes a turn introducing themselves, where they are from, and says something about the origin of their name, for example its meaning or significance. Are there any cultural reasons why their parents chose those names?
3. **Cultural Introduction⁴:** Pair up with someone you do not know, or know very little, and introduce yourself to that person. This is going to be different than your normal introduction. Please introduce yourself in a “cultural manner.” Define culture in the broadest context. It may mean describing who you are by ethnicity, race, language, family, spiritual beliefs, religious affiliation, generation, sexual identity, birth order, or any self-identifying manner. There are two rules: Please do not share what you do professionally, your job, position, degrees or title, and do not ask any questions of the other person. Listen only, while the other person is speaking. Then switch to allow the other person to introduce themselves. Spend 2-3 minutes each.

Then discuss: How did it feel to:
 Introduce yourself without describing what you do?
 Listen without asking questions?
4. What would you most like to be remembered for when you are reminiscing about your life in your old age?⁵
5. What aspect of your personality adds the most value to the world?⁵
6. If you could choose any one person, living or dead, whom would you most want to emulate? Share why.⁵
7. **Small Group Things in Common⁶**
 - Procedures: Break into groups of 3-10, (depending on group size), and as a group come up with as many things you, as a group, have in common that you cannot see (e.g. not clothes or hair). Each group has two minutes to come up with as many things as they can. At the end of two minutes, have each group share their lists. You can do this for two or three rounds with a different group pairing each time.
 - Debrief/Reflection: Ask individuals “What was one thing you had in common with someone in the group that surprised you?” Ask the groups to share what they think is their most unique or interesting commonality.

8. 7 Circles⁶

- Procedures: Draw a medium-sized circle in the center of a piece of paper. Around that circle, draw seven smaller circles connected to the larger circle. Write your name in the center circle. In the smaller circles, write the names of seven groups with which you identify (examples: gender, nationality/ethnicity, religious affiliation, political stance, geographic ties, family role etc.)
- Debrief: Ask individuals to get in small groups and answer the following questions:
 - Talk about a time when you felt proud to be a member of a certain group.
 - When did it feel painful to be a member of a certain group?

9. Thumball Activities⁷ (*These conversation starters are a little bit more intense and would be best used after a review of the Ground Rules for Continuing Courageous Conversations*):

- Share a situation when you were in the minority.
- Describe a time you witnessed discrimination.
- How do your thoughts about diversity differ from your parents?
- Where do you see prejudice?
- How can we promote acceptance of differences?
- How might you personally combat discrimination?
- What are the benefits of diversity?

10. Cultural Scavenger Hunt⁸: This is an interactive exercise that allows participants an opportunity to get to know each other from a cultural vantage point. This exercise illustrates the cultural dynamics and experiences individuals bring to the group setting. Individuals or teams are given the Scavenger Hunt List. They then circulate around the designated space to obtain initials of people who match a description on the list. Any individual can initial another person's sheet only once (see next page).

⁴Source: *Cultural and Linguistic Competence Icebreakers, Exercises, Videos and Movies* (2012) Technical Assistance Partnership <http://ncntsp.northcarolina.edu/sites/lea.com/files/Establish%20Authentic%20Relationships%20Handouts.pdf>

⁵Source: *Thoughtful Team Builder Questions to Use as Ice Breakers*

⁶Source: *The Balance* <https://www.thebalance.com/top-ice-breakers-1918426>

⁷Source: *Diversity Thumball*

⁸Source: *Cultural and Linguistic Competence Icebreakers, Exercises, Videos and Movies* (2012) Technical Assistance Partnership <http://ncntsp.northcarolina.edu/sites/lea.com/files/Establish%20Authentic%20Relationships%20Handouts.pdf>

Cultural Scavenger Hunt

DIRECTIONS: Circulate around the room and find people who fit the description on your list. When a person fits a particular description, ask them to initial your sheet. Any individual can initial another person's sheet only once. You can add your own items.

1. _____ Knows a folk dance or line dance.
2. _____ Has American Indian/Alaskan Native ancestry.
3. _____ Has attended a religious service of a religion other than their own.
4. _____ Has attended a Kwanzaa celebration, or knows what Kwanzaa is.
5. _____ Has visited another continent.
6. _____ Plays a musical instrument or is a vocalist.
7. _____ Has used crutches, a wheelchair, a cane, or has worn a cast on a limb.
8. _____ Is bilingual, or has relatives who speak a language other than English.
9. _____ Knows some American sign language.
10. _____ Has studied a foreign language.
11. _____ Lived in another country part of his/her life.
12. _____ Is of mixed race or ethnicity.
13. _____ Is an animal lover and has had more than one pet.
14. _____ Grew up in a poor or low-income community.
15. _____ Has a member of their family with a mental health condition.

Suggestions for processing/debriefing the Cultural Scavenger Hunt

- What are people's thoughts about the exercise?
- How many were comfortable? How many were uncomfortable? Why/why not?
- Did anyone have preconceived thoughts that were confirmed or debunked?
- Did you learn something new about someone?



Exercises

Learning about Microaggressions



Time to complete this lesson: 45 minutes

Learning Objective: To define microaggressions, recognize their hidden meaning and learn ways to avoid committing them

Set-Up

- Materials needed: copies of Microaggressions Worksheet, notebook/paper
 - Need one volunteer to watch time and ask group to move on to the next section when needed
 - For read aloud sections, group can decide if they want to read aloud or independently
-

Part 1:

Read aloud: What are microaggressions? Microaggressions are brief, every day, verbal, behavioral and environmental exchanges, both unintentional and intentional, that send disparaging messages to individuals based on their group membership. Microaggressions can have a serious impact and should not be dismissed because of their brief or often unintentional nature. Researchers have linked continuous exposure of microaggressions to depression, anxiety-related symptoms, diminished psychological well-being and physical health.⁹

Behavioral examples of microaggressions and possible hidden meanings behind them are:

- A white person grabs their purse or wallet as an African American or Latino approaches them. (This is an assumption of criminality.)
- A white individual waits to ride the next elevator when a person of color is on it. (This is also an assumption of criminality.)
- Mistaking a person of color as a service worker (Treating an individual as a second class citizen)

Verbal examples and possible hidden meanings are:

- “You are so articulate.” (Believing people of color are less intelligent than whites)
- “I don’t see color.” (I don’t want to acknowledge race)
- “You speak great English.” (Assuming someone is foreign born)
- “I’m not racist. I have several black friends.” (Denial of any individual racism – because I have friends of color I can’t be racist)

Discuss: (15 minutes)

One member of the group will read each bullet and then the group will discuss:

- Have you experienced microaggressions? How did it make you feel?
- Some feel that since microaggressions can be unintentional, that people should just “let it go” or not dwell on them when they occur. Do you agree with that? Why or why not?

Exercise: (5 minutes)

One member reads the instructions aloud, then all members do the **Microaggressions Worksheet**¹⁰.

Instructions: On your worksheet, draw a line connecting the statements in the first column to the possible interpretations in the second column. There may be multiple possible interpretations for each statement. Think about how these statements can be interpreted as disparaging remarks.

Discuss: (10 minutes)

- How did it feel to connect the statements to the possible interpretations?
- Did this exercise make you aware of any microaggressions you may have committed? If so, how does it feel?

Read aloud: It is important to acknowledge that everyone has committed or experienced microaggressions. Part of eliminating microaggressions from a normative place in our society is learning to recognize them and also admitting if you are guilty of using one. If you commit a microaggression and someone calls you on it, stop and listen to that individual. Do not dismiss someone when they feel a microaggression has occurred. Try and avoid becoming defensive. Instead, be open to discussing and clarifying the matter. Afterward, acknowledge your own cultural conditioning and biases which may have contributed to your actions and think about how to challenge those personal biases.

⁹ Source: Sue (2010) *Microaggressions in Everyday Life : Race, Gender, and Sexual Orientation*

¹⁰ Source: Breaking the Habit: Microaggressions exercise:

<http://breakingprejudice.org/assets/AHAA/Activities/Microaggression%20Activity/Instructions.pdf>

Part 2:

Exercise: (5 minutes)

One member reads the instructions aloud

Think of a microaggression you have personally committed, received, or heard. How could it be communicated without the microaggression? For example: “How long have you lived in this country?” suggests an incorrect assumption that the person is a foreigner. Instead you could ask “How long have you lived in this city?” Try rewriting the microaggression. After writing the microaggression, share it with the person next to you.

Discuss: (5 minutes)

- Was it difficult or easy to rewrite the statement?
- Have you been called out on committing a microaggression? How could you have rephrased it?

Microaggressions Worksheet

Draw one or more lines connecting the statements in the first column to the possible interpretations in the second column. There may be multiple possible interpretations for each statement. Think about how these statements can be interpreted as disparaging remarks.

Column A: Statements	Column B: Possible Interpretations
“Don’t be such a sissy.”	Feminine traits are undesirable.
“Of course you have a bad relationship with your parents. You’re gay.”	People with disabilities are less important, likeable or competent.
“You speak English very well.”	You don’t belong.
“America is a melting pot.”	Being gay is unacceptable.
“I don’t see color.”	Your sexual orientation is your most important characteristic.
“I have Black friends, so what. I say isn’t offensive.”	You are not man enough.
“Everyone knows Blacks are more likely to shoplift.”	Your culture is your most defining feature.
[A professor asks a Latina student in front of a class] “What do Latinas think about this situation?”	People of your background are unintelligent.
“That’s retarded.”	You look like a criminal.
	I see you as your skin color only.
	You are not American.

Follow up:

For tips on how to interrupt and respond to microaggressions read:

[http://academicaffairs.ucsc.edu/events/documents/Microaggressions InterruptHO 2014 11 182v5.pdf](http://academicaffairs.ucsc.edu/events/documents/Microaggressions%20InterruptHO%202014%2011%20182v5.pdf)

Exploring our Racial Consciousness: Racial Autobiography¹¹



Time to complete this lesson: 45 minutes

Learning Objective: To increase awareness of our own racial experiences as well as learn from others

Set-Up: Need one volunteer to watch time and ask group to move on to the next section when needed

Read aloud: Many of us, whether we are White, of color, or indigenous, are inhibited when conversing about race and racial issues. This is due in part to limited awareness of our own racial experience and the experience of others who have different racial backgrounds and perspectives. (Singleton, 2015). In this exercise, the group will read and discuss two racial autobiographies written by Andrea Johnson and Melissa Krull. The group can decide if they want to read them out loud, or on their own. While reading through these, pay attention to when the authors become aware of their race, and how they describe their racial experiences. After reading, we will discuss the pieces, as well as our own personal experiences.

Andrea Johnson's Racial Autobiography:

I am a proud *Sista girl* from Detroit. I was born and raised in one of the many middle-class neighborhoods of northwest Detroit. Mine was a staunch, White Catholic community in the 1940s and early 1950s and then became a largely White Jewish community in the late 1950s and early 1960s. By 1965, redlining waned, and Black families like mine peppered each block, one or two families at a time. Our home was a beautiful three-bedroom brick Tudor with a fireplace, a breakfast nook, and a screened back porch. In Detroit, in a pattern that differed from that of many cities across the country, when the Black folks moved in, the White people did not move out – at least not right away. Throughout most of my formative years, I lived in a *real* integrated neighborhood.

The Black middle class was alive and well throughout my youth. We had a Black mayor, Black accountants, Black doctors, and Black lawyers. The superintendent of schools was Black, as were many of the school board members, police officers, and a growing number of fire fighters. The people who worked on the assembly lines in the auto factories made a middle-class wage and lived right beside us in beautiful single-family brick homes with a backyard and a two-car garage. Everyone in my peer group was college bound, and most of our friends' parents had gone to college.

Our elementary school had a Black principal and both Black and White teachers. One of my teachers, Catherine Blackwell, had a profound impact on me during those formative years. Mrs. Blackwell was Black. She travelled frequently to various countries in West Africa and brought back

artifacts to share with her students. Some students, Black and White, including me, would wrap her brilliant fabrics on our bodies and heads in traditional style and learn African dance, while others of us played rhythms on her authentic African drums. Mrs. Blackwell had all of us memorize and recite the poetry of Langston Hughes, Margaret Walker, and other Black poets as well as the poems of White poets such as Robert Frost and T.S. Eliot. She taught us about American jazz and European classical music. We listened to and had to identify “great” composers like Coltrane, Ellington, and Miles Davis as well as Mozart, Haydn, and Tchaikovsky.

Each time I have reached into my memory in an effort to recall my first experiences with racism, my recollections have gone deeper into my younger self. At first, I dusted off an incident from my early 30s. I accepted this memory as a “first,” because it was the first time I’d lived in a predominantly White community in a white-collar suburb of Detroit. I was followed by the police while driving our very suburban-looking minivan to the bank. As I pulled into the parking lot, a second police car arrived as “reinforcement,” and I was given a ticket, because although my driver’s license had an expiration month of September (and it was September 9th), my actual birth date was the 4th, and therefore the officers determined that I was driving with an expired license. The officers also questioned me about how long I had lived “way out here” and wanted to know what I did for a living. The traffic stop, the reinforcements, the charges on the ticket, and the questioning were all pretty bogus. As a Black woman who’d lived most of her life as a member of the “majority race” in Detroit, I had never experienced such racism before – or maybe I had.

Next I remembered experiencing racism as a 13 year-old when a White ballet teacher told me that my body wasn’t “suited” for classical ballet. As humiliating as that was for me, the memory allowed me to begin delving further into my psyche to explore the deeper nuances of the ways in which race and racism have impacted my life. I’d always accepted the narratives of my family that positioned us as property owners, thus able to leverage accumulated wealth, buy our way into the middle class, and acquire education and additional property.

My parents met as college students at Wayne State University in Detroit. Both of them came from families who had financial means. My dad’s family owned farmland and businesses in a little town near Tallassee, Alabama. Education was very important to the family, and my grandmother, the lightest complexioned of her siblings, was sent to boarding school, where she completed the 10th grade in 1925. My mom’s family owned land in Warrenton, Georgia. Her parents moved to Detroit in 1924 and bought a four-bedroom home with an indoor toilet on the city’s near west side. Eventually they had a two-bedroom addition built onto the house, and during some rough times, they rented out one of the additional rooms for extra income. As impactful as this narrative is, it doesn’t explain the price that was paid for this entry into the “greater society.” Each time I would ask my grandparents to tell me about the generations that came before them, they would say “we don’t talk about that.”

Recently my aunt (the family matriarch) passed away. My mother handed me a binder that held the key to the missing annals of our family’s story. There were primary source documents in the binder: pictures, letters, deeds, and other artifacts that connected our family to the white slave masters who owned them. I learned about my great-great-grandmother, Nancy Roberts, who was a blind cook on the Roberts family plantation. Mr. Roberts frequently raped her, resulting in the birth of

my mixed-race, fair skinned great-grandmother Annie. According to the documents, Mr. Roberts left a parcel of land to Nancy and Annie when he died. This began a legacy of landownership in our family. This also illustrates the legacy of racism in our family, a legacy composed of truths that were held as secrets, interracial racism that comes with light skin and light eyes, shame passed on to my grandparents, and a price paid for our progeny to prosper. My memories are forever changed as I honor and share this painful reality, so the next generation will not be shackled by it. Today, I ponder which of these stories am I sharing and which secrets am I, perhaps unconsciously, withholding from my three children, my nieces and nephews, and other family members of the millennial generation.

Melissa Krull's Racial Autobiography:

As a white child growing up on the lower west side of St. Paul, Minnesota, I have vivid memories of life within a family of seven. For some of these early years, we lived in one half of the duplex my parents owned along with my grandmother. When I was really young, mom stayed at home with the kids and dad worked long hours in real estate. Money was never abundant, but somehow we all got what we needed. Our community would best be described as middle to low income. Our neighbors and school friends were largely white and Latino. We lived in an integrated neighborhood, and no one really had much in terms of money. Large families were common, and living among our friends of color seemed natural to me.

From first grade through eighth grade, I attended St. Matthew's Catholic School. We were a practicing Catholic family. We attended church on Sundays and once during the week at school. I remember having to wear a doily on my head when attending church and having to bring my prayer book. We wore uniforms, went to confession, said the rosary, and walked through the Stations of the Cross. Our teachers were nuns, and our school leader was the Monsignor, who was a holy, staunch, and robust man of Catholic faith. All of these school leaders were White in spite of the fact that we were a diverse neighborhood and school.

I have memories of socioeconomic differences among us and of our racial differences, but they were not enough to cause me to think much about race. The racial slurs that were bantered about by White kids and by our classmates of color were commonplace. We affectionately and playfully accepted the use of racially derogative nicknames for our friends of color. Kids of color seemed fully immersed in the school culture with us – well-liked and included, so we thought.

Many of us moved on to the Catholic high school together. I don't remember thinking about another option, and yet there was a public school near our home. My siblings had gone to the Catholic high school, and I knew that I would follow that path. Going to a public school was not really a consideration. I had no teachers of color, only Christian brothers and sisters and lay teachers. All White. As a high school student, I lived, learned, and socialized with more White students and fewer students of color. My racial identity, then, was something that I was less than conscious of through my 12 years of schooling. While my Catholic upbringing became the lens through which my life decisions and actions were framed, the fact that there was an absence of racial understanding through those formative years is now disappointing and disturbing. Today I understand the lasting and injurious effects of a moral compass devoid of racial justice.

Discuss: (20 minutes)

- What are your reactions to the readings?
- How are Andrea Johnson's and Melissa Krull's early experiences of race similar to yours? How are they different?
- At what age and under what circumstances do you remember becoming aware of your race? What were your feelings about this discovery?

Optional Take Home Exercise:

Start your own personal racial autobiographies:

- Similar to the authors you read, go home and work on your own racial autobiography. At what age and under what circumstances do you remember becoming aware of your own race? (Note: be sure to focus on your experience of your own race, as well as others' race). What were your feelings about this discovery? What were your thoughts? Beliefs? Emotions? Actions?
- As a group, you can share your racial autobiographies in another meeting, or choose to keep them private.

¹¹ Source: Singleton (2015) *Courageous Conversations about Race: A Field Guide for Achieving Equity in Schools*, pp. 62-64; 79-81; 84-95

Exploring our Racial Consciousness – Race in My Life¹²



Time to complete this lesson: 45 minutes

Learning Objective: To establish a racial context that is personal, local, and immediate

Set-Up: Participants should go through the exercise *Exploring our Racial Consciousness: Racial Autobiography* before this exercise

Discuss: (5 minutes)

- Why is it important to address race personally and individually before trying to understand it at a group or societal level?

Exercise: (15 minutes)

- Individually, write down: how much, on a scale of 0-100%, is your life impacted by race?
- Now, divide into small groups of 4-5 people, mixing races if possible. In groups, share your percentages with each other and discuss the following questions:
 - What are our highest and lowest percentages?
 - What are the reasons for discrepancies and similarities in our percentages?
- After discussion, return to the larger group.

Read aloud: The percentage we entered represents our racial consciousness. Another way to think about it is that the difference between our percentage and 100% is our racial unconsciousness. Racial unconsciousness is the extent to which “I don’t know what I don’t know” in terms of how race impacts us. The work we need to do is represented by that difference. Now, let’s go deeper into the conversation by discussing the various ways that race impacts us.

Discuss: (20 minutes)

- How does my race impact my life emotionally?
- How does my race impact my life relationally?
- How does my race impact my life intellectually?
- How does my race impact my life morally (my beliefs/what I see as right and wrong)?

Read aloud: In his book *Courageous Conversations about Race: A Field Guide for Achieving Equity in Schools*, Glenn Singleton says that both he and his first edition co-author Curtis Linton “have led intensely racialized lives that we needed to analyze critically prior to understanding each other.” Having done this work (though Glenn began his much earlier in life than Curtis), both were “led...to a far greater understanding of and empathy for how race impacts our respective lives” and they gained better insight into how to work with others.

¹² Source: Singleton (2015) *Courageous Conversations about Race: A Field Guide for Achieving Equity in Schools*, p 94-95

The *Courageous Conversation Compass*¹³



Time to complete this lesson: 45 minutes

Learning Objective: To think about how individuals deal with racial information, with the goal of being able to better understand where people are coming from

Set-Up:

- Materials needed: *Courageous Conversation Compass Worksheet*
 - Need one volunteer to watch time and ask the group to move on to the next section when needed
-

Exercise: (5 minutes)

Have one group member read the instructions aloud:

The worksheet has a series of topics followed by space to write. To begin, write a personal reflection for each of the topics on your worksheet. Write one to two sentences for each. Only write your personal reflection, we will discuss the other sections later.

¹³ Source: Singleton (2015) *Courageous Conversations about Race: A Field Guide for Achieving Equity in Schools* pp. 29-30

Courageous Conversation Compass Worksheet

Affirmative Action

My Personal Reflection:

My Personal Location on the Compass:

Multiple Perspective(s) From Others:

NFL Player Colin Kaepernick’s protest during the National Anthem

My Personal Reflection:

My Personal Location on the Compass:

Multiple Perspective(s) From Others:

The Death of Trayvon Martin

My Personal Reflection:

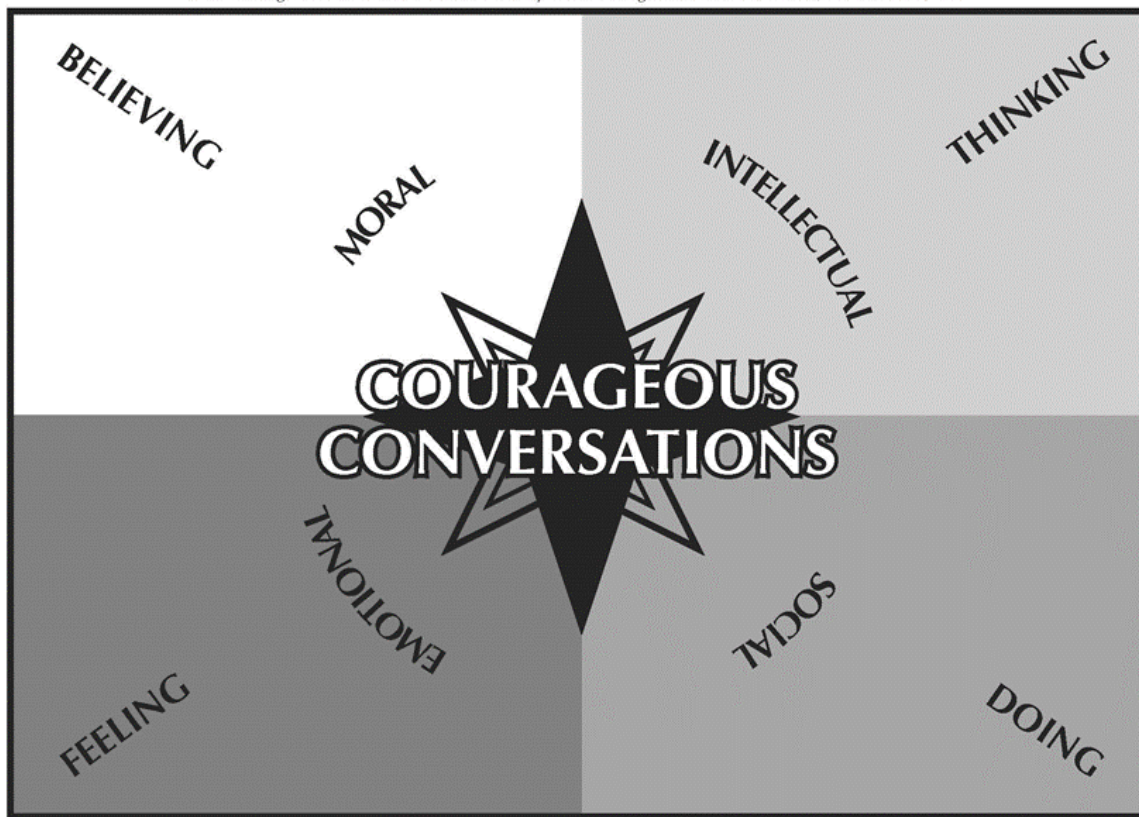
My Personal Location on the Compass:

Multiple Perspective(s) From Others:

Read aloud: The *Courageous Conversation Compass* was developed by Glenn Singleton as a “personal navigational tool” to guide participants through courageous conversations. The compass identifies four primary ways that people deal with racial information, events and issues: emotional, intellectual, moral and relational. Using the Compass during courageous conversations helps us identify our and others’ starting points, with the goal of being able to move to the center of the compass for a more empathetic understanding of each other.

Courageous Conversation Compass

from *Courageous Conversations about Race* by Glenn E Singleton and Curtis Linton, Corwin Press, 2006



Emotionally, we respond to information through *feelings*, when a racial issue strikes us at a physical level and causes an internal sensation such as anger, sadness, joy or embarrassment.

Intellectually, our primary response to a racial issue or information may be characterized by personal disconnect with the subject or a steadfast search for more information or data. Our intellectual response is often verbal and based on our best *thinking*.

Morally, we respond from a deep-seated belief that relates to the racial information or event. This *belief* has to do with the rightness or wrongness of a given racial issue. The justifications for one’s moral views are often situated in the “gut” and may not be verbally articulated.

Socially, we connect and respond to racial information through our *acting* or what is most often characterized as specific behaviors or actions. (Singleton pages 29-30)

Exercise: (10 minutes)

Have one group member read the next set of instructions out loud.

Next we will be identifying where each of the reflections we wrote are located on the compass (such as moral, emotional, intellectual or social). For example: for the topic Affirmative Action, someone's reflection could be: "Affirmative Action is good because it corrects inequalities." This reflection would be located in the Moral (believing) section of the compass because it focuses on the rightness or wrongness of a given racial issue. Some reflections can be located in two areas on the compass, such as being between a moral (believing) and emotional response. If the topic was not familiar to you, did recognizing this lack of awareness trigger any response on the compass?

Step 1: Have one person in the group volunteer to read one of their statements, and as a group work together to identify where on the compass it might be.

Step 2: After going through one example as a group, on your worksheet, take a look at your reflections. Write down where you identify on the compass (such as moral, emotional, intellectual or social) for each of your reflections.

Exercise: (10 minutes)

Form small groups with other participants and listen to others reflections to these subjects.

When sharing, first state where your reflection is located on the compass, and then share your reflection. **It is important that there should be no discussion or debate after hearing another's opinion** – this is meant only as an exercise in listening to and hearing different points of view.

Discuss: (5 minutes)

Group comes back together and reflects on the experience.

- Could you find people whose opinions were positioned differently on the compass?
- Was it difficult to listen to the multiple perspectives without commenting?

Read aloud: Conversations about race often end unfavorably because people struggle to locate themselves or understand the many places others are positioned around a particular racial issue. For example, a White person may speak from an intellectual place when arguing against Affirmative Action, whereas a Brown person may try to convey emotionally how such a policy provided a much needed personal opportunity to attend college. Without understanding how others are positioned, participants in this dialogue would walk away frustrated, believing others had little understanding of or respect for their perspective.

Discuss: (10 minutes)

- Can you imagine how a person who approaches a conversation on a deep feeling level might react if the listener responds quickly with an intellectual perspective?
- How do you think where you fall on the compass shapes the way you listen and engage with others?

Read aloud: “By using the *Courageous Conversation Compass*, [we] can transform predictable land mines of interracial dialogue about race into fertile grounds for understanding and healing. ...The most transformative conversations occur in the center of the compass where all four positions converge. ...Like the pivot point on a navigational compass, the center ... is the position from which we can understand and articulate four distinct viewpoints of a racial issue. In moving toward the center on any given issue, a person’s awareness of a topic will change. By exploring their own racial ideas and those of others, participants achieve a deeper understanding of race and racialized problems, ... [and] an acceptance and respect for each other’s positions, even when they differ.” Singleton (2016).

Understanding Privilege



Time to complete this lesson: 30 minutes

Learning Objective: To understand personal privilege and how it can be used to confront racism

Set-Up:

- Materials needed: For part 2: equipment for watching a video – computer/projector/speakers or SmartTV
 - Need one volunteer to watch time, and ask group to move on to the next section when needed
-

Read aloud: Privilege is a key element in perpetuating oppressive systems. According to Webster’s Dictionary, privilege is “a right, favor, or immunity, granted to one individual or group and withheld from another.” By having an oppressor exercising privilege that favors one over the other and not questioning the system or being invested in dismantling it, oppressive systems are maintained.

We are going to spend some time examining the privileges we hold. Sometimes we only look at areas that we are oppressed – wanting to focus on others’ power and responsibility to change the dynamic. However, it is not always “someone else’s” problem. So we want to take a little closer look at the privileges we may or may not hold.

Part 1: Understanding Privilege¹⁴

Exercise: (5 minutes)

On your own, read through the following privilege statements. If you identify with one of the privileges listed, make a check mark.

Privilege Statements:

1. The leader of my country is also a person of my racial group. (RACE)
2. When going shopping, I can easily find clothes that fit my size and shape. (SIZE)
3. In public, I can kiss and hold hands with the person I am dating without fear of name-calling or violence. (SEXUALITY)
4. When I go shopping, I can be fairly certain that sales or security people will not follow me. (RACE/APPEARANCE)
5. Most of the religious and cultural holidays celebrated by my family are recognized with days off from work or school. (RELIGION/CULTURE)
6. When someone is trying to describe me, they do not mention my race. (RACE)

7. When I am angry or emotional, people do not dismiss my opinions as symptoms of “that time of the month.” (GENDER)
8. When expressing my opinion, I am not automatically assumed to be a spokesperson of my race. (RACE)
9. I can easily buy greeting cards that represent my relationship with my significant others. (SEXUALITY)
10. I can easily find hair products and people who know how to style my hair. (RACE)
11. In my family, it is seen as normal to obtain a college degree. (CLASS)
12. If I am going out to dinner with friends, I do not worry if the building will be accessible to me. (ABILITY)
13. I can be certain that when I attend an event there will be people of my race there. (RACE)
14. People do not make assumptions about my work ethic or intelligence based on the size of my body. (SIZE)
15. When I strongly state my opinion, people see it as assertive rather than aggressive. (RACE/GENDER)
16. When I am with others of my race, people do not think that we are segregating ourselves. (RACE)
17. I can feel comfortable speaking about my culture without feeling that I’ll be judged. (RACE/ETHNICITY)
18. I can usually afford (without much hardship) to do the things that my friends want to do for entertainment. (CLASS)
19. When filling out forms for school or work, I easily identify with the box that I have to check. (GENDER/RACE)
20. I can choose the style of dress that I feel comfortable in and most reflects my identity, and I know that I will not be stared at in public. (GENDER/APPEARANCE)
21. If pulled over by a police officer, I can be sure that I have not been singled out because of my race. (RACE)
22. My professionalism is never questioned because of my age. (AGE)
23. I do not worry about walking alone at night. (GENDER/RACE)
24. People do not make assumptions about my intelligence based upon my style of speech. (RACE)
25. When attending class or other events, I do not have to worry about having an interpreter present to understand or to participate. (ABILITY/LANGUAGE)
26. I can book an airline flight, go to a movie, or ride in a car and not worry about whether there will be a seat that can accommodate me. (SIZE/ABILITY)
27. People assume I was admitted to school or hired based upon my credentials, rather than my race or gender. (RACE/GENDER)
28. As a child, I could use the “flesh-colored” crayons to color my family and have it match our skin color. (RACE)

Discuss: (10 minutes)

- How does it feel to have or not have certain privileges?
- Did you become aware of any privileges you had not previously considered?

Part 2: Using Privilege**Exercise: (4 minutes)**

Watch a short video of Dr. Joy DeGruy describing a racist encounter in a supermarket and how her sister-in-law used her privilege to intervene.

From the film *Cracking the Codes: Joy DeGruy "A Trip to the Grocery Store"*

<https://www.youtube.com/watch?v=Wf9QBnPK6Yg>

Discuss: (10 minutes)

- What are your thoughts watching that video? How did it make you feel?
- How did her sister-in-law use her privilege in the situation?
- What if Dr. DeGruy was the one who questioned the cashier, how could you support her in that situation?
- Have you had experiences where someone with privilege supported you? Have you used your privilege to support others?

¹⁴ Source: Understanding Privilege is from *Diversity Activities Resource Guide*

Anti-Racist Bystander Intervention



Time to complete this lesson: 35-40 minutes

Learning Objective: To practice ways to intervene when a person is harassing someone or saying racist remarks

Set-Up: None

Read aloud: Opportunities for bystander intervention can occur when you are on the bus among strangers, or when you are at work among colleagues. Research on anti-racism bystander intervention has found that many individuals witness racist behavior, but do not take action. A major obstacle to intervening is fear of being harmed, or damaging the relationship you have with that individual. Racial harassment negatively affects the health of the targets of racial harassment as well as those around who do not intervene.¹⁵ There are two choices when we witness racial harassment, or hear racist remarks: to intervene, or to not intervene.

Discuss: (5 minutes)

- How does it feel when you witness harassment, or hear a racist comment and you do not intervene or say something?
- When you have intervened, how did that feel? What was the result?

Read aloud: If an individual is being harassed, ensuring their safety is the most important. You have the option to interrupt the perpetrator and support the person or group being targeted. You can also seek help from other bystanders. In serious situations you should contact the police and report the incident, or if possible record the incident on your phone.

The most effective intervention conveys disapproval or discomfort towards the behavior without damaging the relationship you have with that person. You want to avoid causing the person to become defensive, or to shame them.

Tips for intervening in a conversation:^{16, 17}

- When appropriate, ask questions instead of making statements. Such as, “What do you mean?”
- Appeal to the perpetrator’s principles: “I’m surprised you would say that, I always thought you were open-minded.”
- Say how it makes you feel: “I feel uncomfortable when you say that.”
- Assume they mean well, but explain impact: “I know you thought it was a funny joke, but it is hurtful to others.”
- Expand it to universal behavior: “I don’t think its age related. I think older people are guilty of that same thing.”
- Personalize it: “Is there someone in particular you are talking about?”

- Stop them and change the topic: “Let’s not talk about that. What do you think about...?”
- Be respectful in your approach.

Exercise: (15 minutes)

In this exercise, we will break into groups. Each group will have someone play the person who acts as the perpetrator and another person will be the responder. The perpetrator will read the opening statement, and the responder will practice intervening. Then, switch it up.

- Scenario: A friend is talking about the possibility of travelling to a predominantly all black neighborhood to visit a client.
 - Opening Statement: “I don’t want to go to that area of town. I’ll get shot.”
- Scenario: At lunch, your coworkers are discussing Donald Trump’s executive order on immigration.
 - Opening Statement: “Let’s be honest, all Muslims are either terrorists or have ties to terrorist organizations.”
- Scenario: A family member is talking about a news story where a black man was shot by the police.
 - Opening Statement: “Black people kill more black people than cops do. That’s the real problem.”
- Scenario: A co-worker is talking to you about clients they have.
 - Opening Statement: “Why can’t they just speak English? If they won’t learn the language they need to just go back to their own country.”

Discuss: (10 minutes)

- How did it feel to respond to the remarks?
- What would it take for you to respond in a natural (not role play) setting?
- Why is it important to intervene when someone says something racist?
- Would your response differ based upon your relationship to the perpetrator (friend, family, co-worker)?

Further readings:

Speak Up: Responding to Everyday Bigotry from the Southern Poverty Law Center: How to tackle racism in different locations and social interactions: <https://www.splcenter.org/20150126/speak-responding-everyday-bigotry>

¹⁵ Source: Nelson, Dunn, & Paradies (2011). *Bystander anti-racism: A review of the literature. Analyses of Social Issues and Public Policy, 11*(1), 263-284

¹⁶ Source: Plous (2000). *Responding to overt displays of prejudice: A role-playing exercise. Teaching of Psychology, 27*(3), 198-200.

¹⁷ Source: Aguilar (2014) *Ouch! That Stereotype Hurts*. Business Training Media.

Community Report Card¹⁸



Time to complete this lesson: 45 minutes

Learning Objective: To think about whether individuals from racial and ethnic groups in your community have equal access to services

Set-Up:

- Materials needed: flip chart, copies of Community Report Card
- Need one volunteer to keep track of time
- Write out the categories (education, employment, etc.) on your flip chart before the exercise to save time

Read aloud: Do individuals from all racial and ethnic groups have a fair chance to succeed? Let's talk about our community and if individuals have equal access to services. Let's read through the statements on the **Community Report Card** (on next page). Have one person read, or take turns reading each section.

Exercise: One group member reads the instructions out loud.

Part 1: (5 minutes)

Record what you think the grade is for each section on your Community Report Card.

Part 2: (5 minutes)

As a group, share your grades for each section. Have one group member record the grades on a flip chart.

Discuss: (35 minutes) Choose several categories you would like to discuss as a group. You probably will not have time to discuss every category.

- Where do we agree on grades? Where do we differ?
- How did you choose the grades?
- When you look at the report card, what successes do you see?
- What challenges do you see that we need to address?

¹⁸ Source: Exercise adapted from *Everyday Democracy*, <https://www.everyday-democracy.org/>

COMMUNITY REPORT CARD

Select one grade for each question

Category	Statement	A	B	C	D	F	Q
Education	In our community, every child receives a quality education.						
Employment	Everyone in our community has an equal opportunity for a good-paying job.						
Criminal Justice	All members of the community are treated fairly by the criminal justice system.						
Leadership	Our community leaders (in government, financial institutions, education, law enforcement, etc.) reflect the diversity of our residents.						
Social Services	The social services system in our community (e.g., welfare, job training, etc.) meets everyone's needs.						
Media	Local radio, TV stations, and newspapers offer fair and full coverage about people from different racial, ethnic, and cultural backgrounds.						
Health Care	Our community's health care system serves the needs of all our residents.						
Public Works	All areas in our community have access to public services (such as water, trash pickup, and sidewalk and road maintenance).						

Explanation of Grading System

A - We are doing great!

C - We are doing OK.

F - We have taken steps backward.

B - We are doing well.

D - We've had no success.

Q - Not sure.

Face Test: Do I have the full picture?¹⁹



Time to complete this lesson: 25 minutes

Learning Objective: To explore the extent to which our experiences have exposed us to racial diversity and how it may affect our perspectives

Set-Up:

- Materials needed: 2 blank sheets of white paper per person; pen or pencil
- Need one member of the group to be the reader/timer

Read aloud: The world is full of thousands of languages and experiences, multiracial and interclass. But our upbringing, family, friends, schools and churches, from which we develop our world view, are often not so diverse. Did your background expose you to racial diversity? Does your current life expose you to racial diversity?

On one of your sheets of paper, draw a face-shaped oval or circle. Draw one component of a human face (eye, nose, mouth, ear, another ear, hair, etc.) for every “yes” answer you have for the following questions as they relate to your childhood. It’s okay if you don’t draw a completed face. We’ll discuss what we were able to draw at the end of the questions.

1. At least one member of my immediate family (parents, siblings, grandparents) is from a racial/ethnic group other than my own.
2. At least one family in the neighborhood of my childhood home (one of about 10 homes) was of a racial/ethnic group other than my own.
3. At least one of my close childhood friends was from a racial/ethnic group other than my own.
4. The religious group, synagogue, mosque or church I attended was racially mixed (at least 10 percent of the members were of a racial group other than my own).
5. The schools I attended were racially mixed (at least 10 percent of the student body were from a racial group or groups other than my own).
6. At least one of my school teachers, or coaches was of a racial/ethnic group other than my own.
7. I grew up in a home where I NEVER heard my parents or siblings say a negative word about groups of people by race or ethnicity.
8. Of the friends my parent(s) socialized with and regularly invited to our home, at least one was from a racial/ethnic group other than their own.

Discuss: (5 minutes)

- Were you able to create a full face?
- During your childhood, how were you exposed to racial diversity?

Read aloud:

Now, let's look at our current exposure to diversity. On the other piece of paper, once again draw an oval or circle face shape. As with the previous questions, add a facial component each time you answer "yes" to a question. But this time, think about the questions as they pertain to your current adult life.

1. At least one member of my extended family (cousins, spouse, sister-in-law, mother-in-law, etc) is from a racial/ethnic group other than my own.
2. At least one family in my current neighborhood (one out of about 10 homes) is of a racial/ethnic group other than my own.
3. At least one of my close friends is from a racial/ethnic group other than my own.
4. The religious group, synagogue, mosque or church I attend is racially mixed (at least 10 percent of the members are of a racial group other than my own).
5. The schools my children attend(ed) are racially mixed (at least 10 percent of the student body are from a racial group or groups other than my own).
6. In my home, we NEVER say negative words about groups of people by race or ethnicity.
7. Of the friends I socialize with and regularly invite to my home, at least one is from a racial/ethnic group other than my own.

Discuss: (10 minutes)

- What does your "adult" face look like compared to your "childhood" face?
- Does your current environment have more exposure to diversity?
- How do your past and present experiences with racial diversity shape how you view others?

¹⁹ Source: Exercise adapted from M. Garlinda Burton's *The Face Test*

Perspective Taking²⁰



Time to complete this lesson: 20-45 minutes depending on how many scenarios you discuss

Learning Objective: To better understand how our backgrounds affect how we relate to our community and to engage in conversations about ethnic and racial conflicts

Set-Up: None

Read aloud: (5 minutes)

The scenarios below will help us have conversations about overt and implicit ethnic and racial conflicts. Read the list of scenarios and choose a few to discuss. Either have one volunteer read the sentences out loud or take turns as a group reading them, then ask the questions below. Let the group know there won't be enough time to discuss all of the scenarios, so they should select a few to discuss.

Discuss: (15-40 minutes)

After reading the scenarios, answer the following group discussion questions:

- How is each individual/group in the scenario feeling? What are their perspectives on the situation?
- Have you had similar experiences?
- Do the same conflicts occur in our community?
- What can be done in our community to promote better understanding and acceptance?

Scenarios:

Scenario #1:

A Latina speaks English with an accent. Some of her co-workers have a hard time understanding her. She feels that her co-workers don't respect her expertise and she has been left out of several team projects where she believes she could add value.

Scenario #2:

In one diverse neighborhood, families struggle to make ends meet. New immigrants move in. They receive lots of support from community resources. The long-time neighbors are angry because their own needs aren't being met.

Scenario #3:

Two colleagues on the police force, one a white person and the other a person of color, apply for the same promotion. The person of color gets the job. The white person, within earshot of the person of color, says “it was obviously an Affirmative Action hire”.

Scenario #4:

An African American couple tells their children to be extra careful at the shopping mall. They remind the children to stay together and to keep receipts for everything they buy.

Scenario #5:

The leaders of a multi-cultural fair are upset. They invited a community member of Sioux descent to perform a native ceremony, but he refused.

Scenario #6:

After a terrorist attack is in the news, a man who is from the Middle East cancels his travel plans. He is afraid of being bullied by airport guards. His co-worker of Northern European descent thinks the man is over-reacting.

Scenario #7:

A loan officer at a local bank often refuses to make loans to people of color. This happens even when they have good credit ratings.

Scenario #8:

A white couple is walking to their car after seeing a late movie. They see a group of young black men coming toward them. The couple crosses the street.

Scenario #9:

A man enters a neighborhood store. He feels that the manager, who is from a different ethnic group, is keeping an eye on him. He thinks the manager doesn't trust him.

Scenario #10:

A European American man is upset that most of the newspapers at his local newsstand are in Spanish.

²⁰ Source: Exercise adapted from *Everyday Democracy*, <https://www.everyday-democracy.org/>

Becoming Aware of Our Implicit Biases²¹



Time to complete this lesson: 20 minutes

Learning Objective: To become aware of our implicit biases and discuss the impact on our experience of difference

Set-Up:

Materials needed:

- “Badges” cut out of colored paper in different colors, shapes and sizes. There should be similarities among the badges but the badges should not be identical. For example, there might be 3 green badges in 3 different shapes: circle, triangle and hexagon; 3 yellow badges in 5 shapes, and 3 red badges in the same shapes but in different sizes (big, medium, small)
-

Exercise:

Each participant will receive a badge (from the variety of shapes, colors and sizes) and hold it in plain sight of others. Participants will then be asked to form groups without talking. No instructions are given on what criteria they are to use to form the groups. After the larger group forms into groups, ask them to break up and form new groups. This should be repeated four times. After the exercise ends form back into a larger group.

Discuss:

- How did you form your groups?
- Did anyone form a group based on diversity, including different shapes, colors and sizes?
- If not, why do you think that is?

Read aloud: With this activity, participants normally will form groups based on shapes, colors or sizes and rarely look beyond the badges. Participants do not generally form diverse groups with different shapes, colors and sizes represented. This demonstrates how we are often comfortable categorizing others instead of forming diverse groups.

Discuss:

- How is this exercise relevant to your workplace/school/neighborhood?
- What do we miss when we categorize by visible differences?
- How can you recognize, support and value diverse perspectives and experiences?

Read aloud: Unlike explicit bias (which reflects the attitudes or beliefs that one endorses at a conscious level), implicit bias is the bias in judgment and/or behavior that results from subtle cognitive processes (e.g., implicit attitudes and implicit stereotypes) that often operate at a level below conscious awareness and without intentional control.

²¹ Source: Exercise adapted from Sandra Fowler's *Tag Game*

Project Implicit

<http://implicit.harvard.edu/implicit>



Time to complete this lesson: 20 minutes

Learning Objective: To explore our implicit biases and discuss strategies for changing them

Set-Up:

- Before this exercise, each participant needs to complete an *Implicit Association Test* (IAT) of their choice from <http://implicit.harvard.edu/implicit>. This can occur prior to meeting as a group, or tests can be taken on phones using the IAT app.
-

Read aloud: What is implicit bias? Unlike explicit bias (which reflects the attitudes or beliefs that one endorses at a conscious level), implicit bias is the bias in judgment and/or behavior that results from subtle cognitive processes (e.g., implicit attitudes and implicit stereotypes) that often operate at a level below conscious awareness and without intentional control.

The *Project Implicit* website and *Implicit Association Tests* (IAT) are products of research being conducted by several universities (Harvard, Yale, University of Virginia, and University of Washington). Participants have the opportunity to take one or more *Implicit Association Tests* covering a range of topics including race (black/white; Native American; skin tone; ethnic groups; weapons, disability, mental illness, weight, gender, gay/straight, etc.)

Each test measures the strength of associations between concepts (e.g., black people, gay people) and evaluations (e.g., good, bad) or stereotypes (e.g., athletic, clumsy). The results are shown on the website immediately after the individual finishes the test, and are then collected (without identifying information) for research purposes. At the end of each test, the website offers some possible interpretations of one's responses based on research being conducted on implicit attitudes and biases. Results and interpretations can be uncomfortable.

The idea behind the IATs is that we are likely to have more implicit or "unconscious" biases than we realize. Seeing the discrepancy between our test results and our beliefs about our attitudes may spur us to further exploration.

Discuss: (15 minutes)

(Note: you do not have to identify which test you took, just talk about the results.)

- Did your implicit and explicit stereotypes or prejudices match?
- If not, how did it make you feel? Were you surprised by the results? Skeptical? Defensive?
- If one exists, why do you think there is a mismatch?
- What are the potential sources of your bias?
- How do you think you can alter your biases?

How to Overcome Our Biases



Time to complete this lesson: 30 minutes

Learning Objective: To learn strategies for overcoming personal bias

Set-Up:

- Materials needed: Equipment for watching a video – computer/projector/speakers or SmartTV
 - Note: Participants should go through the *Becoming Aware of Our Implicit Biases* and *Project Implicit* exercises beforehand
-

Exercise:

As a group, watch a 17-minute video of Verna Myers: *How to Overcome our Biases? Walk Boldly Toward Them*.

http://www.ted.com/talks/verna_myers_how_to_overcome_our_biases_walk_boldly_toward_them#t-3756

Discuss: (10-15 minutes)

- What are Myers' suggestions for moving past our biases?
- In her speech she asks a number of powerful questions such as: "Who is your default?" "Who's in your inner circle?" "Who's missing?" What are your reactions to those questions?
- What has helped you confront your biases?

Stand Up and Declare Activity²²



Time to complete this lesson: 25 minutes

Learning Objective: To share information about ourselves with one another

Set-Up: Arrange chairs into a circle

Instructions:

- Everyone sits in a circle.
- For each round, take turns reading the statement beginning with “Stand up or raise your hand and declare if...” (See list below).
- If a statement applies to you, stand up or raise your hand.
- At the conclusion, everyone discusses the questions listed at the end.

Statements: (Begin each statement with “Stand up or raise your hand and declare if...”)

- You identify as female
- You identify as male
- You have at least one parent who did not go to college
- Your parents or grandparents are from another country
- You have ever been made fun of for the way you look
- You come from a family where alcohol or drugs is a problem
- You identify as bi-racial or multi-ethnic
- Your family has ever worried about not having enough money
- You have ever felt excluded from a particular group at school
- You have ever felt pressured to be someone you’re not or to act in a way you didn’t feel comfortable
- You have ever felt unsafe at school
- You have ever been called a derogatory name
- You identify as Asian, East Asian, East Indian, Pacific Islander, Laotian, Hmong, Japanese, Korean, Chinese, Vietnamese, Cambodian, or Filipino
- You have ever heard anyone call someone a “fag” or say, “that’s so gay”
- You know someone who has been picked on at school because of their disability
- You identify as Latino, Chicano, Mestizo, Hispanic, Puerto Rican, Mexican or Cuban
- You have been raised by a single parent or in a household where parents are divorced or separated
- You identify as African American or of African decent
- English is not your first language
- You identify as Native American, American Indian, Hawaiian, or as an indigenous person
- You or a member of your family has been imprisoned

Discuss: (15 minutes)

- Which statements were you the most proud to stand up for?
- Which statements were uncomfortable for you to stand up for?
- What were some of the feelings that came up for you in doing this activity?
- How did it feel when you saw others standing at the same time?

²² Source: David Sawyer, <https://my.vanderbilt.edu/vucept/files/2014/08/Stand-Up-and-Declare-Activity.pdf>

Speed Meeting Activity²³



Time to complete this lesson: 45 minutes

Learning Objective: To become comfortable talking about race/ethnicity and reflect on past and present experiences

Set-Up: Materials needed: Pens or pencils and two-sided Speed Meeting Worksheet

Read aloud: In this activity, we will talk about race and ethnicity in pairs. As a group, we will schedule four “meetings”, and then ask each other questions about our past and present experiences using a racial/ethnic cultural lens.

Part 1: Scheduling our meetings

Read aloud: (5 minutes)

Read through the directions as a group, and then break up to schedule meetings.

1. Make sure everyone has their **Speed Meeting Worksheet** and a pen or pencil.
2. Ask for a volunteer to time each meeting and announce to the group when to move on to the next meeting.
3. Everyone will get up from their seats and schedule four “meetings.” Each meeting should be with a different person. Try and find people that you don’t know very well.
4. Once you have scheduled a “meeting,” write the person’s name on the line by the clock on the worksheet. Make sure your partner has their name written for the same time. (For example, my 3:00 has to be the same as my partner’s 3:00)
5. Once you have scheduled all four “meetings,” return to your seat.

Part 2: Speed Meetings

Read aloud: (5 minutes)

Read through the directions as a group and then break up to have your meetings.

1. Now that we have scheduled our meetings, we will go on our first meeting at 3:00.
2. Take turns with your partner, asking the question that corresponds with the 3:00 meeting time on your worksheet. The question for your 3:00 appointment is: Why did you want to come here today? Why did it feel important for you to come?
3. After five minutes, return to the group. (You will need one volunteer to watch the time, and announce to the group when to return.)

Discuss: (5 minutes)

As a group, discuss the following:

- What did you learn from your partner?

Read aloud: (15 minutes)

Read through the directions as a group and then break up to have your meetings

1. Now that we have had our first meeting, we will continue on to our next meetings: 6:00, 9:00 and 12:00.
2. For each meeting, read the following questions that correspond with the meeting time. Questions are listed on the worksheet.
 - 6:00- What is your racial/ethnic background? What was your neighborhood or community like when you were growing up? What were the racial and ethnic backgrounds of your neighbors, your teachers, and your community leaders?
 - 9:00- What are the racial/ethnic backgrounds of: the friends you normally have over at your house? The friends you socialize with outside the house? Your current neighbors? Your co-workers?
 - 12:00- In what ways do these responses impact you as a community member? How do they impact the relationships you have with your neighbors and others in the community, in particular the people of color?
3. After the 12:00 question return to the group for discussion.

Discuss: (15 minutes)

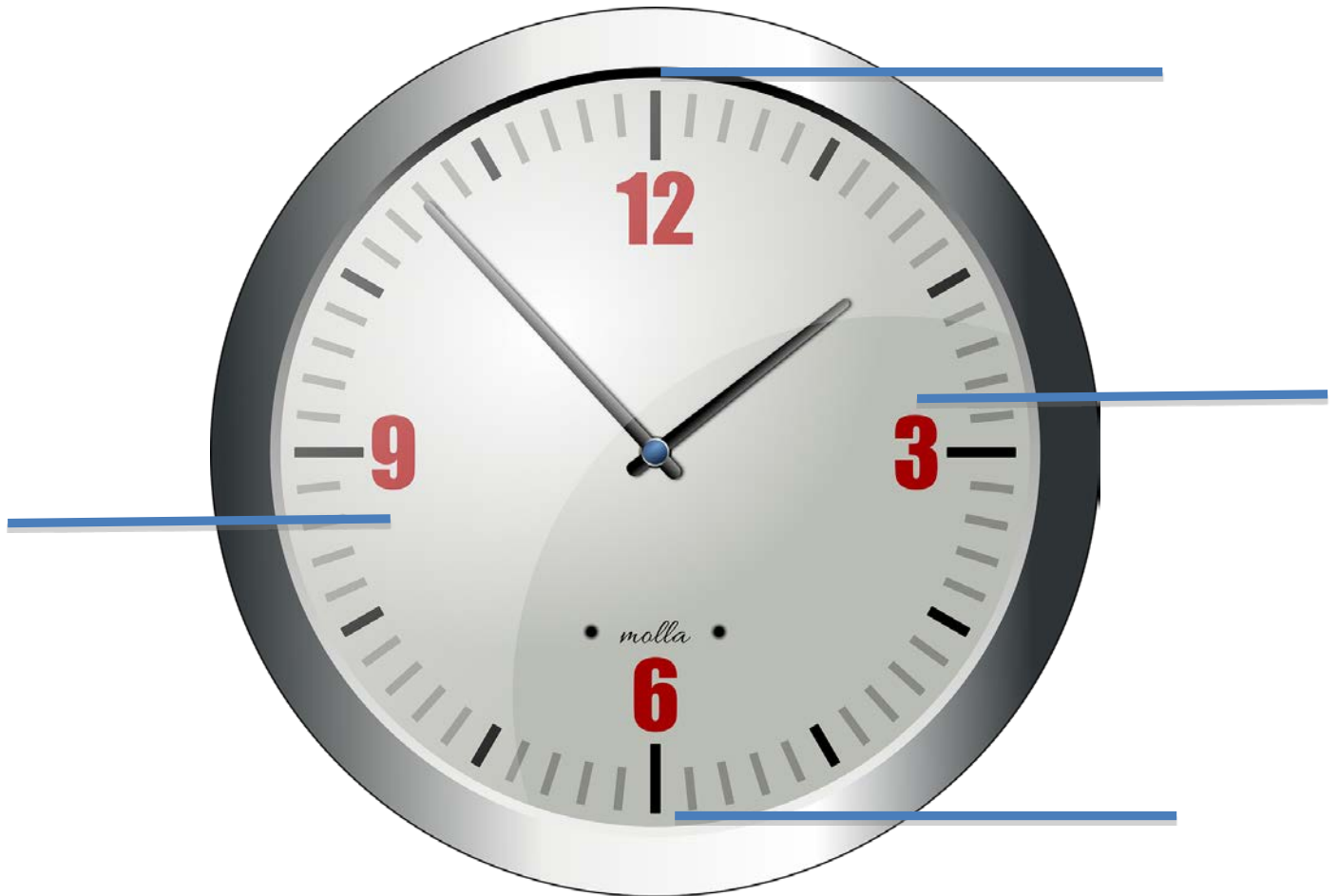
Come back together as a group and discuss using the following questions:

1. What did you learn from your partners?
2. How did you feel during this activity? At ease? Uncomfortable? Happy? Curious? Some other feeling? Why?
3. What connections or similarities did you notice?
4. What did you learn that surprised you? Why were you surprised?
5. What did you hear or feel that gives you hope?

²³ Source: Exercise adapted from *Everyday Democracy*, <https://www.everyday-democracy.org/>

Speed Meeting Worksheet

1. Find a person to schedule a “meeting” with for 3:00, 6:00, 9:00, and 12:00. (Choose people you do not know well.)
2. Write the person’s name on the line and then go back to your seat once you have 4 “meetings.”
(Make sure the person has your name down for the same time)



Meeting Questions:

At each meeting, ask your partner the question that corresponds with the meeting time

3:00 – Why did you want to come here today? Why did it feel important for you to come?

6:00 – What is your racial/ethnic background? What was your neighborhood or community like when you were growing up? What were the racial and ethnic backgrounds of your neighbors, your teachers, and your community leaders?

9:00 – What are the racial/ethnic backgrounds of: the friends you normally have over at your house? The friends you socialize with outside the house? Your current neighbors? Your co-workers?

12:00 – In what ways do these responses impact you as a community member? How do they impact the relationships you have with your neighbors and others in the community, in particular the people of color?

Incorporating a Racial Equity Lens When Facilitating Dialogues²⁴



Time to complete this lesson: 50 minutes

Learning Objective: To increase awareness of how racial dynamics can impact our work as dialogue facilitators, and learn how to work together more equitably as a team

****This exercise is for people who plan to facilitate courageous conversation exercises in other groups. The goal is to work together to prepare for challenging situations that may arise.****

Set-Up:

- Materials needed: Pens, pencils or markers; five blank pieces of paper
- Need a volunteer to keep track of time and let the group know when to move on to the next scenario
- **Preparation Note:** Write the following scenarios on the five blank pieces of paper, one scenario per sheet of paper (it helps to write these scenarios beforehand). Post the scenarios around the room:
 - The white facilitator seems to lead most of the time; the person of color who is co-facilitating ends up taking notes.
 - The white organizer checks in with the white facilitator about how things are going.
 - One or two people of color in a circle of ten are asked to speak for their whole group.
 - People of color do most of the storytelling. Whites listen a lot, but they're not willing or encouraged to share stories on race on a deeper, more personal level; instead, they are more likely to talk about gender, economic status, sexual orientation, etc.
 - A person in the group made a racist comment. The group members were upset. One African-American leader left the group.

Exercise: (30 minutes)

In this exercise, we will form groups and rotate through scenarios about group dynamics. Read through the following directions before splitting into groups.

1. Form groups of 3-4 people.
2. Each small group will take turns visiting each scenario and talking about each of them. You will have 5 minutes per scenario to brainstorm and write down ideas on the piece of paper of how you might address the scenario.

Here are some questions to think about:

- What could have been done to help the group avoid the situation?
 - What reflection could have been made, or question asked to help the group reflect on their dynamics?
3. After each 5-minute brainstorm, rotate the groups. (Need one volunteer to keep track of time and let all groups know when they need to switch.)
 4. At the next scenario, the group reads and discusses the ideas left behind by the previous group then adds new ideas.
 5. After the groups have rotated through all of the scenarios, return to the larger group with the sheets of paper.

Share: (10 minutes)

Have a volunteer from each group read all of the ideas on the paper for the last scenario they worked on to the larger group.

Discuss: (10 minutes)

As a larger group, discuss the following questions:

- What ideas seemed particularly interesting to you?
- How can you keep these ideas alive while working on projects and actions?
- Do you have any ideas to add that are not yet recorded?

²⁴ Source: Exercise adapted from *Everyday Democracy*, <https://www.everyday-democracy.org/>



Resources



Videos and Movies

Episode 1: *The Difference Between Us*, PBS Series “Race: The Power of an Illusion”

Episode 2: *The Story We Tell*, PBS Series “Race: The Power of an Illusion”

Each segment runs for approximately 56 minutes. The series is available for a week long digital rental to individuals on [Vimeo](#). (\$2.99 per episode, \$4.99 for the entire series). It may also be available at local libraries, or on YouTube.

A free downloadable discussion guide can be found at:

<http://www-.tc.pbs.org/race/images/race-guide-iores.pdf>. Also, PBS provides a number of links to background readings on science, history and society at http://www.pbs.org/race/000_About/002_04-background.htm.

***The African Americans: Many Rivers to Cross* (2013):**

This six-part PBS documentary series chronicles the African American experience. Covering 500 years of history, this series explores slavery, the civil war, the Jim Crow era, the civil rights movement and ends with the re-election of President Barack Obama and America’s current views on race. Lesson plans, stories and history at: <http://www.pbs.org/wnet/african-americans-many-rivers-to-cross/>.

***Selma* (2014):**

An Oscar-nominated film depicting Dr. Martin Luther King, Jr.’s life when he planned and led the historic march from Selma to Montgomery, Alabama to secure equal voting rights for African Americans.

***The Talk - Race in America* (2017):**

A moving PBS documentary about the difficult conversations parents of color are having with their children about how to behave if they are stopped by the police. Available online at <http://www.pbs.org/wnet/the-talk/>.

Latino Americans (2013):

A six-hour PBS documentary series, which chronicles the history and experience of Latinos from the sixteenth century to present day, including historical accounts, interviews and personal stories.

Episode 5: Prejudice and Pride details prejudice, activism and the creation of the proud “Chicano” identity. <http://www.pbs.org/latino-americans/en/>

America by the Numbers (2016):

A PBS series exploring America’s changing demographics and the stories behind them. Full episodes available at <http://www.pbs.org/show/america-numbers/>.

Freedom Riders (2011):

A documentary based on Raymond Arsenault’s book *Freedom Riders: 1961 and the Struggle for Racial Justice*. It details the story of civil rights activists, who intentionally violated Jim Crow laws to challenge the segregated travel system. This inspirational film tells the stories of those who risked their lives and confronted racism and violence to protest segregation. Available online at <http://www.pbs.org/wgbh/americanexperience/films/freedomriders/>.

13th (2016):

An award winning documentary which explores race and mass incarceration in the United States. The film is titled after the Thirteenth Amendment to the United States Constitution, which outlawed slavery unless as punishment for a crime.

American Denial (2015):

This film examines the racial biases that are deeply ingrained in America’s systems and institutions today, and challenges our unconscious feelings about race.

A Class Divided (1985):

This film details a daring classroom experiment conducted by a teacher in small town Iowa in 1968. To educate the children on discrimination, she treated children with blue eyes as superior to children with brown eyes. This film explores what the children learned, and the impact it still has today. Available online at <http://www.pbs.org/wgbh/frontline/film/class-divided/>.

The First Time I Realized I Was Black (2017)

A collection of short clips of celebrities, news anchors, reporters and others, sharing the time they first realized they were black. These clips can inspire you to think about your own racial awareness. The clips are available at: <http://www.cnn.com/interactive/2017/02/us/first-time-i-realized-i-was-black/>.

Short New York Times videos available on YouTube – as conversation starters (5-7 minutes each) Also available on www.NYTimes.com.

- *A Conversation with White People on Race*
- *A Conversation with Latinos on Race*
- *A Conversation about Growing up Black*



Books

Towards the Other America: Anti-Racist Resources for White People Taking Action for Black Lives Matter, Crass, Chris (2015). Chalice Press.

This book is a series of essays about the Black Lives Matter movement geared toward a White audience. It is available as a free PDF download (196 pages)

<http://www.chalicepress.com/Towards-the-Other-America-EPDF-P1632.aspx>

There is also a downloadable 11-page discussion guide with suggested readings and discussion questions for topics such as: All Lives Matter vs. Black Lives Matter; Planning Campaigns and Action; Mistakes, White Fragility and Moving Past Fears; and Preventing Burnout/Fadeout

<http://www.chriscrass.org/uploads/1/7/7/9/17797213/discussionguidesfortowardstheotheramerica.pdf>

Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools, Singleton, Glenn (2015), 2d edition, Sage Publications: New York, NY

While targeted at educators interested in addressing racial disparities in education, Singleton's book provides an excellent framework for entering deeply into courageous conversations, including a number of small group exercises. A detailed protocol is offered for engaging in courageous conversations.

Between the World and Me, Coates, Ta-Nehisi (2015)

This beautiful book is written as a letter to the author's son about the realities and feelings associated with being black in America. Coates creates a deeply moving work through autobiographical accounts, discussion of the treatment of the black body, and his fears and hopes for his son. This book is a must-read for everyone to honestly challenge our concepts of race.

Online readers guide: <http://www.penguinrandomhouse.com/books/220290/between-the-world-and-me-by-ta-nehisi-coates/9780812993547/readers-guide/>

Why Are All the Black Kids Sitting Together in the Cafeteria?, Tatum, Beverly Daniel (1997)

In this book, Tatum discusses how and why students of the same race tend to stick together. She explores these complex social dynamics, the psychology of racism, as well as racial identities.

Microaggressions in Everyday Life: Race, Gender, and Sexual Orientation, Sue, Derald Wing (2010)

Sue writes extensively on the concept of microaggressions, which he defines as “brief, everyday exchanges involving subtle racism, sexism and heterosexism.” This book also covers the psychological effects of microaggressions on both the perpetrators and their targets, as well as ways to combat microaggressions.

The New Jim Crow: Mass Incarceration in the Age of Colorblindness, Alexander, Michelle (2010)

Alexander, a legal scholar, examines how the War on Drugs has devastatingly impacted communities of color, and argues that mass incarceration has become a new Jim Crow system.

A Good Time for the Truth: Race in Minnesota, Edited by Sun Yung Shin (2016)

This book is a collection of sixteen different works from Minnesota’s best writers sharing perspectives on what it is like to live as a person of color in Minnesota. Communities in Minnesota struggle with major racial disparities, and these authors confront those realities by candidly sharing their experiences.

A reading guide can be found at:

http://media.wix.com/ugd/ef5059_668d2f313fbb4d03a09919a589481b6a.pdf

Savage Inequalities: Children in America’s Schools, Kozol, Jonathan (1991)

This book focuses on the major inequalities of our nation’s schools, examining the disparities in education between schools of different races and classes. Kozol argues that there is still racial segregation in our nation’s educational system.

American Apartheid: Segregation and the Making of the Underclass, Massey, Douglas and Denton, Nancy (1998)

This book examines how the persistent poverty faced by African Americans is linked to the systematic segregation they face in America.



Web Links for More Exercises/Tools

Youth Policy Institute of Iowa’s website has variety of useful resources and tools.

For videos, readings, tools and resources related to race equity and inclusion, see <http://www.ypii.org/RacialEquity.html>.

Diversity Activities Resource Guide

This 105-page guide contains resources for activities that address a wide range of diversity topics, including race, ethnicity, socio-economic class, poverty, cultural identity, disability, sexual orientation, gender and gender identity, and religion.

http://www.uh.edu/cdi/diversity_education/resources/activities/pdf/diversity%20activities-resource-guide.pdf

Intergroup Resources website

Intergroup Resources is a “platform for the sharing of resources for intergroup dialogue and political education” with a focus on race and racism, immigration, human rights, intersectionality, power, and cross-racial coalition building. <http://www.intergroupresources.com/about-us/>

Everyday Democracy website

Everyday Democracy is a project of The Paul J. Aicher Foundation with a mission “to help communities talk and work together to create communities that work for everyone.” The website contains resources and tools for community change around a variety of topics, including racial equity. <https://www.everyday-democracy.org/>



Meeting Tools

Sample Agenda for Self-Guided Facilitation

(90 minutes)

Materials needed:

- Chairs set in a circle, or around a table
- Sign-in sheet
- Name tags and a marker
- Copy of Ground Rules
- Blank sheets of white paper; pencil, pen or markers
- Any specific materials needed for chosen activities (review prior to the meeting in order to be prepared)

Part 1: Introduction

Discuss: (10 minutes)

- Everyone say their name and one thing they hope to gain from these follow-up meetings.
- Choose someone or take turns reading the ground rules established in first session (allow people to pass on reading aloud, if they wish).
- Would anyone like to add any ground rules?
 - o Add any new ground rules to the document.

Part 2: Exercises:

Complete one or two exercises:

- As a group complete one or two exercises that together total 70 minutes
- Suggested exercises and pairings are:
 - o **Learning About Microaggressions** (45 minutes) and **Face Test** (25 minutes)
 - OR
 - o **Understanding Privilege** (30 minutes) and **Racial Autobiography** (45 minutes)

Part 3: Closing

Discuss: (10 minutes)

As a group, talk about how the session went.

1. What went well?
2. Is there anything you would like to change?
3. Were there any common themes?
4. Discuss potential direction or purpose for this group (see page 64 for Guidance for Drafting a Statement of Purpose for assistance).
5. Based on the purpose of your group, decide which exercises/videos/books you want to read/watch/discuss in the next session in case there is preparation required.
6. Confirm when the next meeting will be and identify volunteer(s) to provide any needed materials.

Discussion Guide for Planning Future Meetings

1. Where will meetings be held?
2. When – Day of week/month, frequency, start and end times?
3. Can new members be invited? Do they have to have attended an RPI learning exchange?
4. Contact person for the location – in case of postponement due to bad weather or emergency.
5. Agenda for the next meeting will likely include deciding on a statement of purpose and hoped for outcomes for group participation. Point out that there is a handout in the Toolkit to help the group draft a statement of purpose if/when they are ready to do so.
6. Who will lead the next meeting? (We suggest leaving the question of who will provide ongoing leadership until later – new groups usually benefit from some time to gel before leadership coalesces).
7. If the group chooses to continue using the resources in the Toolkit, review the exercises and/or list of films/movies/books/etc. and select possibilities for the next meeting. (Note the Sample Agenda.)
8. Make sure before you leave that one member of the group has a list of contacts (name, agency, phone numbers, and emails). Suggest that everyone who wants to continue meeting should double-check the completed sign-in sheet to make sure it has complete contact information.

Guidance for Drafting Your Group's Statement of Purpose

If your group wants to formalize itself, you may want to draft a statement of purpose.

A statement of purpose should be drafted with input from the group so that everyone feels that they are a part of the process and can provide insight on what they hope to gain from the meetings. The statement of purpose should provide a framework for the group's values, purpose, and goals. At this point in group development, however, the group may not have a clear consensus of methods or even of objectives. Members may want different things from the group based on where they are in their own journeys. For example, one member may be just starting out, and want to learn more and stick one toe in the water of courageous conversations, while another member may be ready to strike out with information to “win every argument” on racial justice.

Your statement of purpose should be brief and to the point. Aim for 2-3 sentences at most.

The purpose might be as simple as:

- Our group meetings monthly to provide members an opportunity to connect around and explore issues of race/racial justice/disproportionality.
- Our group meets bi-monthly to provide support to each other for the work that we are doing to improve social justice in our community.

Come back to the first draft at a subsequent meeting to discuss and revise your statement of purpose.

Try to avoid making grand promises of success or achievement in your purpose statement. The goal is to set a course for the group that can guide the process as much as the outcome.

Source: <http://www.wikihow.com/Start-a-Support-Group>

