

	<p>Debrief Video</p> <p>Note Pages</p> <p>Introductions (white facilitator)</p>	<p><i>The training today provides the foundation for understanding intuitional racism as it is referred to by the Initiative.</i></p> <p>View the video.</p> <p><i>Can anyone identify anything new you learned about the Initiative from the video? (take a few hands)</i></p> <p><i>In your packets after the ground rules are note pages for each episode. (Refer to this statement at the top of the note page) "Race: The Power of an Illusion is a powerful series. It may challenge some of the things you have learned about race and it might bring up some feelings about these issues. Please feel free to use this piece of paper as a space for reflection about your experience of the series. These notes are personal and need not be shared with anyone unless you should choose to do so."</i></p> <p><i>Before we watch the first video, let's warm up with introductions – please share your name, what you do for the City & your primary racial <u>identity(ies)</u>. Of course, we are all members of the human race and most, though not all, of us identify as "American", but this is an opportunity to notice what "racial" groups are represented in the room today and who is not. While this training will sort fact from fiction about race, we also will begin to explore how our experiences as members of groups comes with us to these conversations. (Go round the room - facilitators model first).</i></p>
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Episode one: The Difference Between Us

<p>Warm-up: 10 minutes 9:15-9:25</p>	<p>Transition to Episode One</p> <p>Warm up: before viewing brainstorm on these questions as a large group (have one trainer facilitate the second scribe).</p> <p>Transition:</p>	<p><i>Episode 1 of Race: the Power of an Illusion – "The Difference Between Us" examines how recent scientific discoveries have toppled the concept of biological race and dismantles our most basic myths about race groups.</i></p> <p><i>To get warmed up let's brainstorm what we "know" or were taught about race.(take a few hands on each question)</i></p> <ol style="list-style-type: none"> 1. How would you define Race? 2. How many races are there? 3. Where do our ideas about race come from? 4. How long do you think this concept has been around? <p><i>For most of us, the video we're about to watch will add substantially to the standard information about race that we've received.</i></p>
<p>35 min. 9:25-10:05</p>	<p>Start Episode 1 (excerpted version)</p>	
<p>5 min. 10:05-10:10</p>	<p>Free writing/reflection – confidential</p>	<p><i>Take a few minutes to reflect and write on your note sheet, if you wish, about what you just viewed and anything that has come up for you. Anything you note is for your own information and will not be turned in.</i></p>
<p>15 min. 10:10-10:25</p>	<p>Organize participants into 3 small groups.</p>	<p>The discussion question in on the board/flipchart: How was your thinking changed by viewing this video?</p> <p><i>Let's move into 3 small groups for a few minutes to discuss this question – please number off 1 to 3. Ones meet over here, twos over there, and threes over there.</i></p>

		<i>If you are able to, please move back from the tables and stand in a group so that you can stretch.</i>
5 min. 10:25-10:30	Sharing: (voluntary)	<i>Would anyone be willing to share any insight they got from the video? Make sure that you share your own thoughts, let others decide if they want to share their insights with the large group.</i>

15 Minute Break – approx. 10:30

Episode two: The Story We Tell

Time	Activity	
Intro: 5 min. 10:45-10:50	Purpose of Episode:	<i>Welcome back – the next episode, “The Story We Tell” uncovers the roots of how and why the race concept created early in the formation of this country became “the stories” that rationalized contradictory public policy and became the foundation for beliefs that still have impact.</i>
Warm –up 10 min. 10:50-11:00	In Pairs – 2 ½ minutes per person Transition:	<i>Please find a partner you’re not sitting next to and stand together while you answer the questions on the board/flip chart. Take turns, each person listening only while the other speaks. You will have about 2 ½ minutes each. We will call time when you should switch speakers.</i> 1. When did you first become aware of other “races”? 2. How was it explained to you, or if it wasn’t, how did you make “sense” out of it? <i>Please return to your seats and keep your life experience with race in mind as we view “The Stories we Tell”. This segment of the series will address these questions and tell us more about how the concept of race shaped perceptions over time.</i>
35 min. 11:00-11:35	Start Episode Two (abbreviated version)	
5 min. 11:35-11:40	Free writing/reflection – confidential	<i>Take a few minutes to reflect and, if you wish write on your note sheet, about what you just viewed and anything that has come up for you.</i>
15 min. 11:40-11:55	Small group discussion –	<i>Let’s move into 3 small groups again –please count off by 3).</i> <i>Please find your group in one of the corners of the room – ones there, twos over there, etc. Please stand during this exercise if you are able to, in order to stretch.</i> <i>The following discussion question is on the board/flipchart:</i> <i>How have you seen racial stereotypes (stories) used to explain/and or excuse inequity in the City of Seattle?</i>
10 min 11:55-12:05	Voluntary Report Out	<i>Would anyone be willing to share their example?</i>

One Hour Lunch – approx. 12:05-1:05

Step-up Exercise

15 min. 1:05-1:20	Step up Exercise	<i>Welcome back - to the last episode of <u>Race: The Power of an Illusion!</u></i> <i>Before we view the last video, we want to have you experience an exercise related to how institutionalized racism can affect lives of individuals.</i>
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Episode Three: The House We Live In

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Intro: 5 min. 1:20-1:25	Purpose of Episode:	<i>Episode Three – “The House We Live In” focuses not on individual behaviors and attitudes, but on how our institutions shape and create race, giving different groups vastly unequal life chances. Who defines race? How in the early 20th century, the courts were called upon to determine who was white and they employed contradictory logic to maintain the color line.</i> <i>We will also have the opportunity to engage in conversation after the video to connect this history to our experiences in the workplace. Please be mindful of the ground rules as we take the exploration deeper. Thank you.</i>
Warm-up: 10 min. 1:25-1:35	In pairs (2 ½ min. each) – discuss these questions with the person sitting next to you. Voluntary sharing: Transition:	<i>With the person sitting next to you, please take turns (only one speaking at a time) answering the following questions for 2 ½ minutes each – we will call time to switch. If you’re able to, please stand to stretch during this time.</i> <i>Reflect on the factors illustrated by the exercise we just did and others you may have experienced.</i> 1. Has race affected your life? 2. Why or why not? 3. If so, in what ways? <i>Would anyone care to share their reflection on these questions?</i> <i>So keep whatever we’ve discovered so far in mind, lets move on to the last episode and learn more about how racial classifications are related to outcomes we can see in communities today. If you need to stand up and move to the edges of the room to stay alert after lunch, please feel free to do so.</i>
35 min. 1:35-2:10	Start the video (full version of Episode Three)	Stop when narrator says: “But perhaps the best example of how European ethnics would finally gain the full benefits of whiteness came with an innovation in housing at the end of WW II.”
5 min. 2:10-2:15	Pairs – 2 ½ minutes per person (use timer)	<i>With the person sitting on the other side of you from last time (ends will have to move around) please take 2/12 minute turns and answer the question on the board/flip chart – if you are able to, please stand up for a stretch during this time.</i> How has what you’ve learned so far today supported or challenged your perceptions of the “American Dream”?
25 min. 2:15-2:40	Play remaining video	
5 min. 2:40-2:45	Free writing/reflection –	<i>That’s the end of the video series - please take a few minutes to reflect, writing on your note sheet if you wish, about what you just viewed and anything that has come up for you.</i>
15 min 2:45-3:00	Open Discussion	<i>Let’s take a few minutes to talk about your reactions to this video.</i>
		<i>Time to take a 15 minute break and come back at (time equivalent to 15 minutes). When we return we will have our final discussion of the day.</i>

15 Minute Break – approx. 3:00

Sharing Ideas for Future Focus

45 min. 3:00-3:45	Set up 3 small groups. Set up final small group discussion. Each facilitator leads one of the groups. Set a timer to encourage movement from one question to the next, 15 minutes for	<i>Please count off by 3.</i> <i>Now we will have the opportunity to practice putting the learning to work by thinking about the City and the RSJI through this historical view. We will have a discussion on three workplace related questions.</i>
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	the first two and 10 minutes for the last.	<p><i>We will take about 15 minutes on each question and report out at 3:30. Please identify a recorder to capture your ideas and we (names) will facilitate the groups' conversations.</i></p> <p><i>Please apply any new understanding you may have gotten by viewing RPI to broaden your thinking about challenges and solutions to these challenges.</i></p> <ol style="list-style-type: none"> 1. How have you seen institutionalized racism create disparities in the City of Seattle? 2. What measures could be taken to address these issues? 3. What should the institution expect from me in support of these efforts?
15 min. 3:45-4:00	Have recorders summarize ideas from discussion.	<i>Thank you!</i>

Wrap Up

5 min. – Announcements 4:00-4:05		<p><i>The notes from your “Future Focus” discussions will be transcribed and submitted to the Leadership and Change Team to inform planning of next steps.</i></p> <p><i>Please note the next 2 items in your packet. The first is a “Disparities” sheet that gives you statistics on institutional racism in Seattle. The second is an RSJ brochure with resources that will be very helpful in continuing to learn about race and social justice.</i></p> <p><i>(If there are any planned follow up activities to this training – announce now.)</i></p>
5 min. – Evaluations 4:05-4:10	Participants fill out evaluations please	<i>The last item in your packet is an evaluation form. The information you provide us on this form is extremely important to making this training better meet your needs. Please take a few minutes to complete it, and then we'll have our final activity.</i>
10 min. - Closing Go-round 4:10-4:20	30 sec. each - One new learning, insight or appreciation you will take away from the day	

Materials: (3) facilitator curriculum/privilege walk, DVD Player, (2) RSJ DVD, (2) Race: the Power of an Illusion DVD, timer, self stick flip chart paper, one tripod, markers, name tags, pens, clipboards with sign in sheets, participant packets