

WORLD TRUST PRESENTS:

A CONVERSATION GUIDE FOR
MIRRORS OF PRIVILEGE:

MAKING
WHITENESS
VISIBLE

A FILM BY SHAKTI BUTLER, PH.D.

HEART-TO-HEART
CONVERSATION™ GUIDE

Dear Convener,

Thank you for being a part of Heart-to-Heart Conversations! You may be talking about race and culture with your students, colleagues, associates, friends, family members or any combination thereof. Perhaps your dialogue is informal, or perhaps it is geared towards achieving more specific learning outcomes. Either way, this program is designed to begin or enhance a process that stimulates critical thinking and transformative learning for all participants. **This Conversation Guide is meant to support you as the convener.**

We want to be clear that this dialogue program is not about providing quick answers or solutions. Rather, it is intended to encourage and support the building of ongoing developmental capacities and skills needed for wrestling with tough issues. Racism and White privilege have a historical and economic context. Their legacy and contemporary policies affect everyone. They function at the personal, interpersonal, institutional and systemic levels of contemporary society. Addressing these issues in a thoughtful way requires focus and time. It is a process!

Many of the skills required to build a more equitable society are transferable. For example, learning to be a better listener impacts all of one's relationships. Understanding and accepting the experiences of others, especially experiences that are different from our own, allow for the practice of an expanded awareness. Through this we can more aptly embrace the different ways people walk through the world. It is part of a practice that fosters compassion and good critical thinking while building capacities that inspire personal joy and fulfillment. It also creates the type of "knowing" that can reveal pathways towards building a healthier, sustainable future.

So, thank you again and again for being a leader and having the courage to learn, grow and support others in doing the same. You are creating opportunities for speaking to the teachable moments that can open doors to the wisdom, love and beauty that exist inside the human heart so that we can choose a future that is better than the past.

Sincerely,

Shakti Butler, Ph.D.

Founder & President, World Trust Educational Services, Inc.

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ABOUT THE MATERIALS

Heart-to-Heart Conversation Package Mirrors of Privilege: Making Whiteness Visible

♥ Making Whiteness Visible DVD, TRT: 50 minutes

♥ Conversation Guide

Preparing to Use the Materials

Please be sure to examine all of the materials prior to showing the DVD. Work through all of the exercises after watching the movie, even if you are very experienced regarding the subject matter. You may plan to use the entire DVD and Conversation Guide exercises all at once or over a period of time. You may also decide to use a combination of sections that is appropriate and/or supportive for your objectives. The Conversation Guide provides you with an example of each format, with simple step-by-step processes for having meaningful conversations and learning sessions.

Option A: Watch the Entire DVD (*suggested time 2-3 hours*):

Watch the DVD in one sitting using the Conversation Guide and conversations in twos and threes.

Option B: Watch the DVD by sections (*format given is for five 1-hour sessions, but you can adjust to your time frame*):

Watch the DVD in sections using the Conversation Guide. Make modifications to suit your objectives. The format may range from one to multiple sessions held over days, weeks or even months. You may also add other exercises and reading materials. (See References for additional resources.) In groups of less than 20?, participants will more likely to share with the entire group, and not only in their dyad or triad.

Transformative Learning Theory Rationale

Transformative Learning as Learning Theory and Pathway to Change

Transformative Learning (what it is) Transformative learning is a form of adult education that unearths deeply embedded assumptions about our respective belief systems and resulting world-views. This type of learning can be very subtle or quite extraordinary. It can happen over a period of time or be an explosive “aha”. Transformative learning can be approached through a conscious rational process and / or a more intuitive, imaginative or spiritual one.

Transformative Learning in Practice (what it does) Transformative learning fosters and develops capacities that invite people to live more meaningfully. It gives rise to deep-seated shifts in awareness that impacts our understanding, critical thinking, feelings and relationships with other people, the natural world and ourselves. It can also provide ways to invite the power of the intellect to connect with the wisdom of the heart.

Terms of Conversation

♥ Dialogue: *“Dialogue is a process that is different from discussion. Discussion usually consists of people talking ‘at’ each other while defending or perpetuating their own ideas. Dialogue is concerned with creating meaning by listening to others and being willing to be influenced by their wisdom. Dialogue may not be concerned directly with truth — it may arrive at truth, but it is concerned with meaning”.*
David Bohm

♥ Mind-body learning: *One way we can work internally is to observe and listen to the cues and feelings that our bodies give to us. Have you noticed the increased heartbeat you experience when you feel you have something important to say? Does your throat tighten when you are holding back? By paying attention to our bodies, we can learn valuable information about what is affecting us, what we want to explore and what we want to say.*

♥ Silence: We live in such a pressure-filled society. Sitting in silence yields time to notice one’s thoughts and feelings. It provides time for reflection and contemplation. Observing what and how one is thinking and/or feeling gives space to allow learning to take place.

♥ Journaling: *“Writing your thoughts down on paper often clarifies what you are willing to share. Writing to yourself motivates you to give voice to those feelings that are difficult to express. The time provided to journal creates a space of solitude in which you can hear your own voice. Writing is a way to work through embarrassment, shame, sorrow and anger in order to get to celebrate myself”.*
Alison Luterman, poet

♥ Active Listening: *Active listening means listening attentively. It is essential in dialogue. Often, instead of listening, we are practicing or rehearsing what we want to say. Sometimes we are internally defining our own point of view. Giving our full attention to one another while practicing the suspension of judgment paves the way to greater understanding.*

♥ Building Community: This is more than doing simple warm-up exercises. You can build group cohesiveness by enabling people to connect with one another. One way to do this is to have people create a goal or intention for themselves that can be stated out loud. For example, members can share at the beginning why they came to the session. Another way to foster connection is for people to introduce themselves to at least a few others in the room. Each person might share where they were born and what brought them to the place they are currently living. When the conversation is challenging, you can acknowledge it and affirm strengths or values present in the group.

♥ Handling Conflict: When conflict occurs, listen and acknowledge each person’s perspective. If conversation becomes heated, take a break and/or provide space for journal writing or silent reflection.

♥ Critiquing the Video: If people are stuck critiquing the video or each other, redirect their attention back to their own experience (see conversation guidelines).
(Please note that you may choose to share this information with the participants, or not. You may also want to use part of it as an introduction to the conversation.)

Option A: Watch the Entire DVD

Mirrors of Privilege: Making Whiteness

Time needed for preparation (as suggested in the section “About the Materials”): 2 – 3 hours

Time needed for conversation: 2- 3 hours

Materials needed: Journal or paper, pens and colored pencils (optional)

Please note that this conversation outline is meant as suggestion. You may, of course, make changes based upon the context for your coming together, your allotted time, delivery style and objectives.

1. WELCOME *(from convener) (3-5 minutes)*

Please take a few moments to welcome the participants to a Heart-to-Heart Conversation featuring *Mirrors of Privilege: Making Whiteness Visible* [not ital in online version]. Explain that much of the dialogue process will consist of working with stories. As part of your welcome, it is good to include a personal story about **why you have chosen to engage in** this type of dialogue. What do you remember from your own life that has brought you to a place of wanting to participate in this topic with others?

2. WELCOME *(optional – from World Trust) (3-5 minutes)*

You may also want to read the following welcome remarks from World Trust or include some of its points into your own remarks.

Welcome and greetings to all of you from World Trust Educational Services. We are delighted that you are participating in Heart-to-Heart Conversations as part of a national conversation on race and culture in the United States. Although this film explores White identity development and privilege, it is designed to be of use for all people - regardless of race, creed or gender. The dialogue begins by using the DVD as a way to access, and then work with, personal stories germane to these issues. In this way, we can communicate more authentically and effectively. We can practice deep listening and critical inquiry, and experience some of the multiple ways we walk through the world. Inevitably, we are practicing the skills needed to help us be more humane as beings. We believe this type of dialogue can create potentials for deep learning, healing and change. So, thank you for your willingness to learn, to wrestle with complex issues and to open your minds and hearts. We hope that you will experience the growth that comes with expanding your ideas and perceptions in good company.

3. CREATE COMMUNITY (20 minutes)

Building community is an absolutely essential part of this process. Have people turn to the person sitting next to them and form dyads. You can ask the following questions one at a time or you can give them all at once.

- Introduce themselves by sharing their names, what their names mean (if there is a meaning), how they got their names and how they identify ethnically / culturally.
 - Identify a strength or quality they feel they possess when learning something new or challenging (such as persistence, honesty, courage etc.).
 - Share what they hope to get out of their participation in the dialogue.
- Invite some people to share any of their responses with the whole group.
 - Once the sharing is completed, invite people to draw upon or remember their strengths or positive qualities during the learning process.

4. PRESENT AN OVERVIEW OF THE CONVERSATION (2-3 minutes)

Give a brief overview of what people can expect as part of the conversation, which will include:

- a. Reviewing some guidelines for having the conversation
- b. Watching the DVD
- c. Engaging in dialogue and journaling
- d. Sharing next steps: How we can put what are learning into action?

5. REVIEW GUIDELINES (10-15 minutes)

Introduce the concept of having guidelines that offer structure for the conversation. You may hand them out to participants, but be sure to either have them written on a chart or project them throughout the session as well. Read the following suggested guidelines:

Conversation Guidelines

- ♥ Everything you share within the context of this conversation is confidential, honored and respected.
 - You might want to go into more detail here, with examples, such as saying “You might find yourself wanting to share with a friend some of the statements or life experiences you heard here. One option is to say that nothing shared here leaves the room. Another option would be to say that you may share general experiences or comments, but without any comment that would identify the person who shared. Would anyone care to state a preference?”
- ♥ Always use “I” statements.
- ♥ Avoid critiquing the video or others’ experiences; focus on your own experiences and feelings.
- ♥ Be honest and willing to share.
- ♥ Listen with curiosity.

- ♥ Be willing to learn and change.
- ♥ Resist the desire to interrupt.
- ♥ Build on others' stories when sharing in the larger group (make a connection with your own story or ask a follow up question).
- ♥ Suspend judgment.
- ♥ Be open to the kernel of wisdom in each person's story.

Once you have reviewed the guidelines, ask for modifications or any other agreements people would like to include. Complete the list and ask if anyone has any hesitations. If so, follow up with them. After addressing any hesitations, ask for everyone's visual sign of consent (nodding or raising a hand). Say that you will remind participants about the guidelines if you feel it necessary at any time. Have the final list posted and visible to all participants throughout the session.

6. INTRODUCE AND WATCH THE DVD (52 minutes)

Introduce the DVD: (sample) (2 minutes)

The DVD you are about to see catalyzes powerful dialogue as a support for learning, change and healing related to undoing race-based oppression. As you may know, it features the experiences and stories of White women and men who are social justice advocates. They have worked to gain insight into what it means, as White people, to challenge notions of race, racism, culture and White identity development in the United States. Their shared reflections speak to the denial, defensiveness, guilt, fear and shame often related to these issues and show how these responses can be replaced with solid commitments towards racial justice.

The film is divided into several sections. Feel free to write them down as we go along. Your job is to notice your own responses to what you are watching. You may notice emotional reactions. If you do, capture the gist of what is being said and who is speaking. Perhaps there is something you hear or see that makes you curious or confused. Whatever your reaction is, write it down. This process is not about critiquing the movie. It's about noticing your own responses. That's what you will be talking about later.

Show the DVD. (50 minutes)

TAKE A STRETCH BREAK (5 minutes)

7. JOURNAL AND DIALOGUE (45 minutes)

We will have 3 rounds of journaling and dialogue. The purpose of our first dialogue session is to remember as many parts of the DVD as you can that held meaning for you. Some of the following questions may be helpful. First you will write your responses in your journal, then share them in groups of 2 or 3.

Note:

You may want to have handouts, use an overhead projector or power point or write the questions

in such a way that everyone can see them. Or, you can read the questions and pause in between them.

Also, be prepared to share your own answers to all of the journaling questions as a way of providing examples!

Round 1. Finding Stories (15 minutes)

- ♥ What did you see, hear or notice in the DVD that resonated for you?
- ♥ What moved you?
- ♥ Who or what was easiest for you to identify with?
- ♥ Who or what was the hardest?
- ♥ What were the parts of the DVD that brought up feelings for you, such as shame, guilt, envy, anger, sadness, recognition, joy, satisfaction, hope or other feelings?
- ♥ What are the words, phrases or segments from the video that remain with you?

Journal or write about your responses. (10 minutes)

Now we will dialogue (in groups of 2 or 3). (5 minutes)

Round 2. Making Personal Meaning (12 minutes)

- ♥ How do the stories from the DVD relate to your own life?
- ♥ Why do you think they stood out for you?

Journal or write about your responses. (8 minutes)

Now we will dialogue (in groups of 2 or 3). (5 minutes)

Round 3. Deepening Personal Meaning (12 minutes)

- ♥ What are the messages about race, culture, privilege or entitlement that are part of [or that connect with] your own stories?
- ♥ What do these messages have to do with power at the cultural level and at the institutional or systemic level?

Journal or write about your about your responses. (8 minutes)

Now we will dialogue (in groups of 2 or 3). (5 minutes)

8. ASKING NEW QUESTIONS AND NEXT STEPS:*(10 minutes)*

Please note: Explain that the first question is twofold in order to provide an opportunity for useful responses from people of different races. Mention here that we all do have a racial identity, even though some of us may not have had to think in those terms before. One question is for those who are part of the White racial group and another question for people of color. Because terminology differs depending what part of the country you live in, please be sure your terms are language appropriate i.e., (Native, Indigenous, Indian; African American or Black; Hispanic, Latino, Chicano. Some people do not like being referred to as “people of color”. Be prepared!

Have everyone Journal or write about the following:

- ♥ If you are a person who identifies as White: based upon your experiences related to race, racism, culture and White privilege in the U.S., what have you been introduced to that is new, surprising – maybe even upsetting or disorienting? What are you curious about?
- ♥ If you identify as a person of color: what comes up for you in terms of your own internalized racism? Where does healing need to happen? What would justice look like for you? What are you curious about?
- ♥ What do these messages have to do with power at the cultural level and at the institutional or systemic level?
- ♥ What are you noticing?
- ♥ What new question or questions could you ask?
- ♥ What is one next step you would personally like to take?

9. FACILITATE GENERAL SHARING *(20-30 minutes)*

At this point you may ask for people who are willing to share stories that stood out for them from the DVD. Have them talk about the stories they chose, how those stories are related to their lives, what they are noticing or learning as a result of their current process and what new questions they are asking themselves.

10. CLOSE (10 minutes)

You may want to ask if anyone is willing to share with others in the group about a step that they would like to take.

Then summarize the conversation, encourage next steps and thank everyone for their participation.

Option B: Watch the DVD in Sections

Mirrors of Privilege: Making Whiteness Visible

Time needed for preparation (as suggested in the section “About the Materials”): 2 – 3 hours

Time needed for conversation: Five sessions of 50 minutes-1 hour per session

Materials needed: Journal or paper, pens and colored pencils (optional)

Please note that this conversation outline is meant as a suggestion. You may, of course, make changes based upon the context for your coming together, your allotted time, delivery style and objectives. The following schedule is created for 5 sessions. You could watch the entire DVD in two or three sessions by showing more segments at a time and selecting from among the questions for sharing and discussion.

First Session

1. WELCOME *(from convener) (3-5 minutes)*

Please take a few moments to welcome the participants to a Heart-to-Heart Conversation featuring *Mirrors of Privilege: Making Whiteness Visible* [not ital in online version]. Explain that much of the dialogue process will consist of working with stories. As part of your welcome, it is good to include a personal story about **why you have chosen to engage** in this type of dialogue. What do you remember from your own life that has brought you to a place of wanting to participate in this topic with others?

2. WELCOME *(optional – from World Trust) (3-5 minutes)*

You may also want to read the following welcome remarks from World Trust *or* include some of its points into your own remarks.

Welcome and greetings to all of you from World Trust Educational Services. We are delighted that you are participating in Heart-to-Heart Conversations as part of a national conversation on race and culture in the United States. Although this film explores White identity development and privilege, it is designed to be of use for all people - regardless of race, creed or gender. The dialogue begins by using the DVD as a way to access, and then work with, personal stories germane to these issues. In this way, we can communicate more authentically and effectively. We can practice deep listening and critical inquiry, and experience some of the multiple ways we walk through the world. Inevitably, we are practicing the skills needed to help us be more humane as beings. We believe this type of dialogue can create potentials for deep learning, healing and change. So, thank you for your willingness to learn, to wrestle with complex issues and to open your minds and hearts. We hope that you will experience the growth that comes with expanding your ideas and perceptions in good company.

3. PRESENT AN OVERVIEW OF EACH SESSION'S CONVERSATION (2-3 minutes)

Give a brief overview of what people can expect as part of the sessions, which will include:

- a. Sharing something with the group
- b. Reviewing some guidelines for having the conversation
- c. Watching a section of the DVD (not used the first session, if the Introduction is done alone).
- d. Engaging in dialogue and journaling

4. CREATE COMMUNITY (10-15 minutes)

Building community is an absolutely essential part of this process. Each session will begin with a brief community-building activity. If the group is fewer than about 20 people?, go around the circle and have people share the following. If it is a larger group, have people share in dyads or triads and then ask for any volunteers to share with the group.

- Ask people to share their names and what brought them to the dialogue.
- Ask people to share any fears they bring, as well as what they hope to get out of their participation in the dialogue.

5. REVIEW GUIDELINES (10-13 minutes)

Introduce the concept of having guidelines that offer structure for the conversation. Before you begin, give them out to participants, have them written on a chart or project them throughout the session. Read the following suggested guidelines:

Conversation Guidelines

- ♥ Everything you share within the context of this conversation is confidential, honored and respected.
 - You might want to go into more detail here with examples, such as saying, "You might find yourself wanting to share with a friend some of the statements or life experiences you heard here. One option is to say that nothing shared here leaves the room. Another option would be to say that you may share general experiences or comments, but without any comment that would identify the person who shared. Would anyone care to state a preference?"
- ♥ Always use "I" statements.
- ♥ Avoid critiquing the video or others' experiences; focus on your own experiences and feelings.
- ♥ Be honest and willing to share.
- ♥ Listen with curiosity.
- ♥ Be willing to learn and change.
- ♥ Resist the desire to interrupt.
- ♥ Build on others' stories when sharing in the larger group (make a connection with your own story or ask a follow up question).
- ♥ Suspend judgment.
- ♥ Be open to the kernel of wisdom in each person's story.

Once you have reviewed the guidelines, ask for modifications or any other agreements people would like to include. Complete the list and ask if anyone has any hesitations. If so, follow up with them. After addressing any hesitations, ask for everyone's visual sign of consent (nodding or raising a hand). Say that you will remind participants about the guidelines if you feel it necessary at any time. Have the final list posted and visible to all participants throughout this and the remaining sessions.

5. INTRODUCE AND WATCH THE DVD (6 minutes)

Introduce the DVD: (sample) (2 minutes)

The DVD you are about to see in sections catalyzes powerful dialogue as a support for learning, change and healing related to undoing race-based oppression. As you may know, it features the experiences and stories of White women and men who are social justice advocates. They have worked to gain insight into what it means, as White people, to challenge notions of race, racism, culture and White identity development in the United States. Their shared reflections speak to the denial, defensiveness, guilt, fear and shame often related to these issues and that these responses can be replaced with solid commitments towards racial justice.

We will be watching certain sections of the DVD each session we have together. This will be followed by a time to journal and dialogue about the content. Your job is to notice your own responses to what you are watching. You may notice emotional reactions. If you do, capture the gist of what is being said and who is speaking. Perhaps there is something you hear or see that makes you curious or confused. Whatever your reaction is, write it down. This process is not about critiquing the movie. It's about noticing your own responses. That's what you will be talking about later.

Show opening segment, ending with the pantomime [dramatic movement?] to the poetry entitled "Smiling." (4 minutes)

PAUSE

6. JOURNAL AND DIALOGUE (15 minutes)

Post the following questions so that everyone can see them, or have them on small slips of paper for everyone present.

- ♥ What did you see, hear or notice in the video that resonated with you?
- ♥ What were the parts of the video that brought up feelings for you, such as shame, guilt, envy, anger, sadness, recognition, joy, satisfaction, hope or other feelings?
- ♥ What is your response to the Audre Lorde quote about the "painful and necessary experience of excavating the truth about racism."? Is it necessary?

Journal or write about your responses. (10 minutes)

Now we will dialogue (in groups of 2 or 3). (5 minutes)

7. CLOSE (5 minutes)

Second Session

1. WELCOME *(from convener) (3-5 minutes)*

Remind participants of what you did during the previous session. You might include parts of the following from World Trust.

Welcome to another Heart-to-Heart Conversations session that is part of a national conversation on race and culture in the United States. Although this DVD explores White identity development and privilege, it is designed to be of use for all people. The dialogue begins by using the DVD as a way to access, and then work with, personal stories germane to these issues. In this way, we can communicate more authentically and effectively. We can practice deep listening and critical inquiry, and experience some of the multiple ways we walk through the world. Inevitably, we are practicing the skills needed to help us be more humane as beings. We believe this type of dialogue can create potentials for deep learning, healing and change. So, thank you for your willingness to learn, to wrestle with complex issues and to open your minds and hearts. We hope that you will experience the growth that comes with expanding your ideas and perceptions in good company.

2. REVIEW AN OVERVIEW OF EACH SESSION'S CONVERSATION *(1-2 minutes)*

Remind people what they can expect as part of the session, which will include:

- a. Sharing something with the group
- b. Reviewing some guidelines for having the conversation
- c. Watching a section of the DVD (not used the first session, if the Introduction is done alone).
- d. Engaging in dialogue and journaling

3. CREATE COMMUNITY *(8-12 minutes)*

Building community is an absolutely essential part of this process. Summarize some of the sharing from the last session, mentioning fears and hopes that participants raised.

- Ask people to introduce themselves to one other person (form a threesome if there is an odd number) by sharing their names, what their names mean (if there is a meaning), how they got their names and how they identify ethnically / culturally. *(3-4 minutes)*
- If the group is smaller than about 20 people, go around the room/circle and have each person introduce someone who shared with them. Ask the person introduced if anything was not mentioned that he or she would like to add. *(5-8 minutes)*

4. REVIEW GUIDELINES (1-2 minutes)

Remind participants of the conversation guidelines agreed upon in the previous session. Be sure to either have them written on a chart or project them throughout the session as well. Read through your guidelines.

5. INTRODUCE AND WATCH THE DVD (10 minutes)

Introduce the DVD: (sample) (2 minutes)

The DVD sections we are viewing are to guide our dialogue as a support for learning, change and healing related to undoing race-based oppression. It features the experiences and stories of White women and men who are social justice advocates. They have worked to gain insight into what it means, as White people, to challenge notions of race, racism, culture and White identity development in the United States. Their shared reflections speak to the denial, defensiveness, guilt, fear and shame often related to these issues and show how these responses can be replaced with solid commitments towards racial justice.

Today's section is entitled "Beginnings." Your job is to notice your own responses to what you are watching. You may notice emotional reactions. If you do, capture the gist of what is being said and who is speaking. Perhaps there is something you hear or see that makes you curious or confused. Whatever your reaction is, write it down. This process is not about critiquing the movie. It's about noticing your own responses. That's what you will be talking about later.

Show the segment titled "Beginning," ending with Gillian Burlingham's story that included aspects of violence, racism, sexism and classism. (8 minutes)

PAUSE

6. JOURNAL AND DIALOGUE (23-25 minutes)

Post the following questions so that everyone can see them, or have them on small slips of paper for everyone present.

- ♥ What is your own story of becoming familiar with other races and acknowledging your own racial identity? When did you first come to these realizations?
- ♥ Who or what in this segment was easiest for you to identify with? What feelings accompanied this (shame, guilt, envy, anger, sadness, recognition, joy, satisfaction, hope or other feelings)?
- ♥ Who or what in this segment was the hardest? What feelings accompanied this?

Journal or write about your responses. (10 minutes)

Now we will dialogue (in groups of 2 or 3). (8 minutes)

Does anyone want to share any of your own responses to the questions raised with the rest of the group? (5-7 minutes)

7. CLOSE (2-3 minutes)

Third Session

1. WELCOME (*from convener*) (1-2 minutes)

Remind participants about what happened during the previous session. You might include the following.

You've been seeing how this DVD explores White identity development and privilege. It can help people connect with and then work with others' personal stories pertaining to these issues. We can then begin to communicate more authentically and effectively with each other about issues of cultural identity and White privilege. It is not easy. But as we practice deep listening and critical inquiry, we experience some of the multiple ways we walk through the world. And this type of dialogue can create potentials for deep learning, healing and change.

2. REVIEW AN OVERVIEW OF EACH SESSION'S CONVERSATION (1 minute)

Remind people of what they can expect as part of the session, which will include:

- a. Sharing something with the group
- b. Reviewing some guidelines for having the conversation
- c. Watching a section of the DVD (not used the first session, if the Introduction is done alone)
- d. Engaging in dialogue and journaling

3. CREATE COMMUNITY (*8-10 minutes*)

Summarize some of the sharing from the last session about the ethnic identity we carry—how some of our names are tied to that background, how some of us may not have thought previously about our ethnic identity, but others cannot avoid it.

- Ask people to get into groups of two or three. Give them a couple of minutes to identify a strength or quality they feel they possess when learning something new or challenging (such as persistence, honesty, courage etc.). Ask them to share that with their dyad or triad, along with a story from their life that demonstrates this, if they are willing.
- As people are willing, have them state just the strength or quality they feel that they bring. Do this popcorn style until all have shared who want to.

4. REVIEW GUIDELINES (*2-3 minutes*)

Remind participants of the conversation guidelines agreed upon in the previous session. Be sure to either have them written on a chart or project them throughout the session as well. Read through your guidelines.

5. INTRODUCE AND WATCH THE DVD (16 minutes)

Introduce the DVD: (sample) (1-2 minutes)

The DVD sections we are viewing are to guide our dialogue as a support for learning, change and healing related to undoing race-based oppression. They feature the experiences and stories of White women and men who are social justice advocates. They have worked to gain insight into what it means, as White people, to challenge notions of race, racism, culture and White identity development in the United States. Their shared reflections speak to the denial, defensiveness, guilt, fear and shame often related to these issues and show how these responses can be replaced with solid commitments towards racial justice.

Today we will watch four sections. Your job is to notice your own responses to what you are watching. You may notice emotional reactions. If you do, capture the gist of what is being said and who is speaking. Perhaps there is something you hear or see that makes you curious or confused. Whatever your reaction is, write it down. This process is not about critiquing the movie. It's about noticing your own responses. That's what you will be talking about later.

Show "The Ground Shifts," "A Thousand Little Cuts," "The Sickness Within," and "Apology" segments. (14 minutes)

PAUSE

6. JOURNAL AND DIALOGUE (23 minutes)

Post the following questions so that everyone can see them, or have them on small slips of paper for everyone present.

- ♥ What are the words, phrases or segments from the video that remain with you?
- ♥ Are there connections between the stories and experiences in your life?
- ♥ We heard the words of a Black professor who had said, "I wake up every single morning of my life and think "I am a Black person." There is another saying: "Being White is not having to think about being White." Do these relate to your lived experience? If so, how?

Journal or write about your responses. (8 minutes)

Now we will dialogue (in groups of 2 or 3). (10 minutes)

Does anyone want to share any of your own responses to the questions raised with the rest of the group? (5 minutes)

7. CLOSE (3 minutes)

Fourth Session

1. WELCOME (*from convener*) (2-3 minutes)

Remind participants of what happened during the previous session.

2. REVIEW AN OVERVIEW OF EACH SESSION'S CONVERSATION (1 minutes)

Remind people what they can expect as part of the session, which will include:

- a. Sharing something
- b. Reviewing the guidelines
- c. Watching a section of the DVD
- d. Engaging in journaling and dialogue

3. CREATE COMMUNITY (*8-10 minutes*)

Summarize some of the sharing from the last session.

- Ask people to get into groups of two or three. Then have everyone share one significant learning that has stood out for him or her from the previous sessions. (*5-6 minutes*)
- Ask if any participants are willing to share this learning with the whole group. (*3-4 minutes*)

4. REVIEW GUIDELINES (*1 minute*)

5. WATCH THE DVD (*19 minutes*)

Today's sections are entitled "The Labyrinth" and "Conversations." Your job is to notice your own responses to what you are watching. You may notice emotional reactions. If you do, capture the gist of what is being said and who is speaking. Perhaps there is something you hear or see that makes you curious or confused. Whatever your reaction is, write it down. This process is not about critiquing the movie. It's about noticing your own responses. That's what you will be talking about later.

Show and "The Labyrinth" and "Conversations." (*18 minutes*)

PAUSE

6. JOURNAL AND DIALOGUE (*21-23 minutes*)

Post the following questions so that everyone can see them, or have them on small slips of paper for everyone present.

- ♥ What are the words, phrases or segments from the video that remain with you?
- ♥ How do the stories relate to your own life?

Journal or write about your responses. (8 minutes)

Now we will dialogue (in groups of 2 or 3). (10 minutes)

Does anyone want to share any of your own responses to the questions raised with the rest of the group? (3-5 minutes)

7. CLOSE (3 minutes)

Fifth Session

1. WELCOME (from convener) (2-3 minutes)

Remind participants of what happened during the previous session.

2. REVIEW AN OVERVIEW OF EACH SESSION'S CONVERSATION (1 minutes)

Remind people what they can expect as part of the session, which will include:

- a. Sharing something
- b. Reviewing the guidelines
- c. Watching a section of the DVD
- d. Engaging in journaling and dialogue

3. CREATE COMMUNITY (14-18 minutes)

Summarize some of the sharing from the last session.

- Ask people to get into groups of two or three. Then have everyone share what some of their original hopes and fears were that they brought with them to these conversations. Have any of their hopes been realized? What about their fears? How have they felt they have grown through the shared experiences in the group? (8-10 minutes)
- Ask if any participants are willing to share from their responses with the whole group. (6-8 minutes)

4. REVIEW GUIDELINES (1 minute)

5. WATCH THE DVD (7 minutes)

Today's section is entitled "The Life I Would Live." Whatever your reaction is, write it down. That's what you will be talking about later.

Show and “*The Life I Would Live.*” (6 minutes)

PAUSE

6. JOURNAL AND DIALOGUE (21-23 minutes)

Post the following questions so that everyone can see them, or have them on small slips of paper for everyone present.

- ♥ One woman said about racism, “We created it; we can end it.” What is your response?
- ♥ If you identify as White, did anyone say anything in the DVD segment that particularly expresses your own views right now? Why?
- ♥ If you identify as a person of color, did anyone say anything in the DVD segment that is particularly refreshing for you to hear? Why?
- ♥ What do you take with you from these conversations? Are there any actions that you intend to pursue?

Journal or write about your responses. (8 minutes)

Now we will dialogue (in groups of 2 or 3). (10 minutes)

Does anyone want to share any of your own responses to the questions raised with the rest of the group? (5-7 minutes)

7. CLOSE (3 minutes)

You might take this time to share particular things that you appreciated about the group: the way they respected the guidelines, the way they listened to each other, their honesty, etc. You might summarize some of the strengths people acknowledged bringing to the group, and how they contributed to particular positive outcomes.

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