

I'M NOT RACIST, AM I? FACILITATOR GUIDE

Facilitator Tips:

FACILITATE – DON'T TEACH	
	Clarify inaccuracies about the film, but allow different perspectives to emerge.
It's just not about you.	Validate, thank, inquire – but don't judge.
Give it back to the room.	Let silence have a turn to speak, too.
Model curiosity.	Be present, be in service.

Responses to definition of racism / all whites are racist aspects of the film:

- ✓ Some people will say, "Your definition of racism..." or "This new definition of racism..." to us. It's important to clarify that the definition offered in the film is not new, nor is it OUR definition of racism. We can't take credit for that. It's one that has been used for decades by anti-racist and social justice advocates and academics.
- ✓ In saying all white people are racist, the People's Institute facilitators are not saying, "You, white person, are a bigot." The point is "You, white person, have benefited in many ways just by being white."
- ✓ White people often feel that conversations about race, racism, and diversity are for people of color only, but once they hear that line, they all of a sudden feel compelled to be part of the conversation because no one wants to be called racist. When I hear that I'm racist because I benefit from the way our various systems have been set up, I think, "Ok, that means I have a lot more work to do to NOT be racist than just be a nice person." It's a call to action. A jolt out of the guilt. I have a role and responsibility now.
- ✓ What I have been saying, in addition to the above, is that we don't all have to accept this particular definition or approach. We included it in the film because it happened - it's one of the theories the teens in the film were exposed to, and it was a very significant part of their experience together. It's thought-provoking and encourages us to think about racism on a systemic level.

Film Recap:

I'm Not Racist... Am I? is a feature documentary about how the next generation will confront racism. The film follows 12 teenagers from New York City for one school year as they come together to talk about race and privilege in a series of workshops and in discussions with family members and friends. They have the conversations most Americans are too afraid to have and struggle to make sense of it all in their daily lives. By the end of their time together, these teens realize the hard work has only just begun, and they aren't the only ones asking, "I'm not racist... Am I?"

I'm Not Racist... Am I? is part of Deconstructing Race - a national initiative launched by The Calhoun School in Manhattan. The idea came from a third grade teacher at Calhoun - David Alpert - who did not begin to explore systemic racism until middle-age and wanted to come up with a way for young people to be exposed to these issues. *The film is being screened at schools and organizations across America to move the discussion of race and racism forward. As suggested by its title, this film intends to be provocative with the goal of getting young people, their teachers, and their families talking – and doing something – about structural, systemic racism.*

Discuss Screening and Discussion Objectives:

- ✓ To encourage thoughtful dialogue about race and systemic racism between diverse people.
- ✓ To help viewers develop the empathy and the skills that allow them to engage in difficult conversations.
- ✓ To build deeper understanding of the concepts and impact of race and privilege in American society.
- ✓ To inspire participants to learn more.

Review Glenn Singleton's Four Agreements of Courageous Conversations:

Talking about race can feel uncomfortable for some people and it can be difficult to describe their feelings. I ask that you agree to the 4 agreements of Courageous Conversations as we engage in dialogue:

Stay Engaged

Remain morally, emotionally, intellectually, and socially involved in dialogue. Stay present and guard against the learned tendency to disengage. Collectively make the commitment to embrace the conversation/dialogue.

Experience Discomfort

Deal openly and honestly with challenges: open up and examine your own core beliefs, values, perceptions, and behaviors. Engage in the dialogue authentically and be personally responsible for pushing yourself into real dialogue. Recognize that discomfort often leads to real growth.

Speak your Truth

Be willing to take risks. Share honest thoughts, feelings, and opinions. We are experts in defining our own experiences and personal realities.

Expect an Accept Non-Closure

Solution may be revealed in the process of dialogue itself: There is no "quick fix." Dialogue triggers a moral, intellectual, social, and emotional shift that allows for opportunities. The more one talks, the more one learns; the more one learns, the more appropriate and promising your actions and interventions.

Discussion Questions:


1. Ask each student to verbally respond to the film by describing how they feel in ONE WORD only, without explanation.
 - a. Thank each participant for sharing his or her word.
2. Ask each student share to their experience of the film.
 - a. What aspect of the film triggered that feeling you just discussed?
 - b. What stood out to you the most in the film?
 - c. How might the film inform how you understand and discuss race, racism, and privilege in relation to current events in America?
3. Show Defining Racism Video Clip - <https://vimeo.com/126890110>
 - a. Use this if the link above does not work
 - i. <http://notracistmovie.com/about-the-film/look-deeper/#facilitation>
 - ii. Password - lkdpr2016!

- b. Explain: The definition of racism explained in I'm Not Racist... Am I? comes from the People's Institute for Survival and Beyond's "Undoing Racism" workshop. This group has been working for decades to help people understand what systemic racism is, where it comes from, how it functions, why it persists and how it can be undone. **Race Prejudice + Power = Racism.** While this definition of racism has been used for decades by countless organizations, activists, and scholars, it is still new, volatile, and confusing to many people. This scene from the film, will help you continue to explore the concept of systemic racism in society, to understand the difference between systemic racism and bigotry or individual meanness, and to work toward an understanding of the concept of systemic racism and access to power within society, conscious and unconscious.
 - c. Ask participants to respond to the following questions:
 - i. How is this definition similar or different to how you may have defined racism prior to seeing this movie?
 - ii. Would you change how racism is defined in the film? If so, how?
 - iii. Are you more upset about the statement that "all whites are racist" than with racism itself? Why or why not?
 - iv. What are your feelings about the workshop facilitators in the film stating that a person of color can be a bigot or hold prejudice, but not be a racist?
4. Show The "N" Word Video Clip - <https://vimeo.com/126890109>
- a. Use this if the link above does not work
 - i. <http://notracistmovie.com/about-the-film/look-deeper/#facilitation>
 - ii. Password - lkdpr2016!
 - b. Explain: Using the "N" word in a discussion will make some of the group uncomfortable and it may be controversial. **Because of this, you should say the "N" word and participants should say the "N" word.** The topic of the "N" Word came up over and over in conversations with the participants in the film. Use of the word seems to vary across generations and in popular youth culture. Use of the word can be cavalier – as Kahleek and Terrence said in this scene in the film, they hear the word "at least a thousand times a day." Dr. Eddie Moore addressed this topic head-on and used it as a springboard to push the students to look deeper into their own personal biases and beliefs. Discussions of this scene often - and about the word, in general - focus around the question of who can and who can't say the "N" Word. When President Obama said the word in a 2015 interview, it generated controversy of this nature. The following questions seek to help push the discussion beyond that common question so that we can examine how that word has contributed to our unconscious biases. The hope is to raise awareness about how diverse groups are affected by and perceive the "N" Word and to encourage people to work beyond common responses to the use of the "N" word and not simply ignore, reject, or accept it as a part of popular culture.
 - c. Ask participants to respond to the following questions:
 - i. Prior to seeing the "N" Word Workshop scene in I'm Not Racist... Am I?, what did you think about the use of the word in America? Did your opinion change after seeing the film?
 - ii. How might responses to the use of the "N" word vary for people across identifiers like race, class, gender, and ethnicity?
 - iii. Try to recall the last time you encountered the "N" word. Where were you? Who used it? What was your reaction or response in the situation?
 - iv. Most of us have read or heard the "N" word in literature and music – the word is used in rap music and hip-hop as well as novels like The Adventures of Huckleberry Finn, To Kill A Mockingbird, and Their Eyes Were Watching God. Is it different for the word to be used in literature or music as opposed to casual conversation? Why or why not?

5. By show of hands, ask students do you think racism still exists?
 - a. Group Discussion
 - i. How do you define racism and how does the issue of race affect your daily?
 - ii. What does the film offer that is new and fresh in the discussion of race and privilege?
 - iii. Are there any questions you're grappling with that you'd like to share with the group?
6. What do we do now? - We intentionally ended the film without a clear solution or step-by-step plan because this is a process that requires constant work, learning, un-learning, and reflection. ***Ask students to share what they are going to do moving forward.***
 - a. What's one thing that you haven't been doing, that if you START doing it will have an impact on interrupting patterns of racism?
 - b. What's one thing that you haven't been doing, that if you STOP doing it will have an impact on interrupting patterns of racism?
 - c. What's one thing you want to CHANGE (either within yourself, in your school, or in the greater community) to interrupt patterns of racism?
7. Film Quotations Supplemental Activity (facilitate this activity if you have additional time)
 - a. Review each quotation individually and ask students if it stood out to them and why (for any reason – could have been confusing, validating, enlightening, infuriating, etc).
 - i. Dr. Eddie Moore: "Just because you don't say N****er (***say the "N" word***), doesn't mean you don't believe N****er (***say the "N" word***)."
 - ii. Emma: "I'm not a Klanswoman... And I don't appreciate being associated with someone who thinks like the Klan!"
 - iii. Farah: "You learn to not to mess with the white people."
 - iv. Kahleek: "I don't let it anger me to the point of where I'm like, 'Oh my God, I hate this.' Because then that ends up making you ashamed of who you are. I will never be ashamed of who I am... I feel like *they* should be ashamed."
 - v. Liza: "People often connect being 'guilty' with being an action, and it's not. Guilt is a feeling that we have."
 - vi. Elio: "Everybody should have these benefits. So don't feel bad that you're given something. Feel bad that others aren't given it."
 - vii. Terrence: "You're hurting right now and that's how I feel, too."
 - viii. Martha: "It's hard for me to admit that I grew because it was a bad experience, but that's just me being bitter. I wouldn't have learned as much. I'd probably still be in a white person bubble."

Wrap-up and Conclusion:

- ✓ Thank each student for engaging in this racially-focused Courageous Conversation and encourage them to continue the conversation beyond today for growth and understanding. Remind students of IMSA's Implicit Bias Statement and Equity and Excellence Policy and that they can use the Live Safe App to report bias incidents:
- ***Implicit Bias Statement:*** The Illinois Mathematics and Science Academy values a diverse community where all members are able to participate fully in the IMSA experience. Incidents of bias and hate affecting a person or group create a hostile climate and negative impact the quality of the IMSA experience for community members. IMSA takes such incidents seriously and will investigate and respond to reported or observed incidents of bias while under the jurisdiction of the Academy (See Policy JB- Student Expression). At IMSA, a hate or "bias-related" incident is an act that demonstrates prejudice against the victim's actual or perceived race, color, gender, sexual orientation, ethnic origin, religion, ability and/or political affiliation.



Equity and Excellence: We are committed to advancing equity in STEM education and representation and creating a diverse, inclusive community of global citizens who can realize their full potential, and execute our mission to advance the human condition, through a model of Equity and Excellence.

This Equity and Excellence Model is the intentional integration of Cultural Competence, Diversity, Equity, Equity-Minded Frame, Excellence and Inclusion into every facet of the Academy, with the understanding that it is an active and ongoing process involving structures, processes and people and not an isolated initiative.

✓ ***Steps to a New Awareness Model***

The Steps to New Awareness Model illustrates how we learn new knowledge or skills. Through questions, reading, and practice, we can achieve varying levels of competence, continuously moving along the continuum.

1. **UNCONSCIOUS INCOMPETENCE**

We don't know what we don't know. Innocent ignorance.

2. **CONSCIOUS INCOMPETENCE**

We know what we don't know. We are exposed to something new and begin to practice and gather information and realize how little we actually know about it. We begin to realize when we are messing up, usually when someone else with more experience points out our mistakes or missteps, which can sometimes make us feel on the defensive.

3. **CONSCIOUS COMPETENCE**

We know what we know. We begin to recognize what we previously didn't know and get better at correcting ourselves in real time to avoid messing up. This new awareness is encouraging but staying in this stage can get tiring and, when we get tired, we can slip back into stage #2

4. **UNCONSCIOUS COMPETENCE**

We don't know what we know. Here, we move into more of an auto-pilot mode. "I've got this." We get confidence and the new knowledge, skill, or awareness becomes more a part of who we are. Our actions become more instinctive. But, we can't get too comfortable because there's always new information, new technology, new innovation, new ways of thinking. So, we want to aim for...

5. **REFLECTIVE COMPETENCE**

If we don't want to end up back at #1, we need to stay on our toes, keep up with the latest training and information. This last stage involves the on-going practice of learning and seeking feedback, adapting and improving.



ABBY



ADUNNI



ANNA



ELIO



EMMA



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FARAH



KAHLEEK



KAI





MARTHA

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TERRENCE