

Identifying, Resisting & Responding to Racism

Discussion Guide

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Discussion Questions from Jason

- What have conversations on race and racism been like for you in the recent and distant past? Have they been positive or negative experiences? Who was involved?
- What about these experiences might be important to consider when entering this conversation with different communities in which you occupy? (*colleagues, friends, family, neighbors, etc.*)
- What is "your why" to addressing racism?
 - What is your connection to the work?
 - Why do you care to actively engage in antiracism work?
 - When you know why you are doing something, it can be used as an anchor when the work becomes difficult. View and share the video in the attached link above (or here: <https://www.youtube.com/watch?v=1ytFB8TrkTo>).
- What questions, concerns or challenges do you bring with you to this conversation (on race/racism)? How might you leverage this to model vulnerability?

Privilege Statements

On Your Own

- **Indicate 1 if the statement is often true for you**
- **Indicate 0 if the statement is seldom or never true for you**

I can go shopping alone most of the time, pretty well assured that I will not be followed or harassed.

I can be pretty sure that my neighbors in such a location will be neutral or pleasant to me.

I can easily buy posters, postcards, greeting cards, dolls, toys, and children's books featuring people of my own race.

I can be pretty sure that if I ask to talk to “the person in charge,” I will be facing a person of my race.

I am never asked to speak for all the people of my racial group.

I can swear, or dress in second-hand clothes, or not answer letters, without having people attribute these choices to the bad morals, the poverty, or the illiteracy of my race.

I can arrange to protect my children most of the time from people who might not like them.

Whether I use checks, credit cards or cash, I can count on my skin color not to work against the appearance of financial reliability.

I can be sure that my children will be given curricular materials that testify to the existence of their race.

I can do well in a challenging situation without it being called a credit to my race.

Becoming Antiracist



Antiracism in Action: Individually

- Grapple with terminology/language
- Avoid “I am not (a) racist”
- Confront your bias, racist ideas that you held or continue to hold
- Distinguish between your commitment to being a White antiracist and the part of you that wants to be a perfect antiracist
- Know your own resources, privilege and sphere of influence

Antiracism in Action: Collective and @ Work

- **Know your own resources, privilege, and sphere of influence**
- **Acknowledge the existence of racism**
- **Leaders must avoid being defensive about experiences that challenge their world view of racism**
- **Equity efforts in the workplace report directly to the CEO rather than a human resources executive.**
- **Be innovative in areas of leadership and practice**
- **ERGs**
- **Trainings**
- **Assess/Evaluation**
- **Policy Review**
- **Practice in Public**

A Commitment Moving Forward

We all have the ability to create change. We must recognize our personal & collective power to create change and **accountability** in our institutions, organizations, classrooms and most importantly ourselves. What resources and power do you have to champion the work of Antiracism? **List 1-2 Antiracist action steps you can commit to under the *action* column.**

	Action	Outcome/Purpose
Today:		
This Week:		
Remainder of the Year and beyond		
What gets in the way of you following through on your commitment(s)?		
Name people or ways in which you can stay accountable to these commitments.		

Keep in Touch!

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