

Saint Paul Cross-Cultural Dialogue Project –
Facing Racism and Inequality
A Guide for Public Dialogue and Problem Solving

- 2014 District Council Cross-Cultural Dialogue Groups –
- District 1 Community Council
(Eastview, Conway, Battle Creek and Highwood Hills)
 - District 2 Community Council (Greater Eastside)
 - West Side Community Organization (District 3)
 - Payne Phalen District 5 Planning Council
 - Summit-University Planning Council (District 8)

Everyday Democracy (formerly known as the Study Circles Resource Center) is a national organization that helps local communities find ways for all kinds of people to think, talk and work together to solve problems. We work with neighborhoods, cities and towns, regions, and states, helping them pay particular attention to how racism and ethnic differences affect the problems they address.

Everyday Democracy has been helping people do this work throughout the nation since 1989. Our organization has grown — we now have 13 full-time staff members, plus associates cross the country and a network of hundreds of communities. We provide advice and training, and then use what we learn to benefit other communities. This work has yielded innovative, effective tools and processes with a proven track record of furthering the efforts of people who are looking for ways to organize dialogue that leads to change where they live.

We want to help you work for long-term change in your community. Please see our website at www.everyday-democracy.org for information about how to create large-scale dialogue-to-action programs that engage hundreds (and sometimes thousands) of residents. Call us for help at 860-928-2616, or e-mail us at info@everyday-democracy.org.

The guide adapted for this dialogue project - Facing Racism in a Diverse Nation - is available in English and Spanish on our website and in print from Everyday Democracy.

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FREQUENTLY ASKED QUESTIONS – SAINT PAUL CROSS-CULTURAL DIALOGUE PROJECT

1. What is this project?

The Saint Paul Cross-Cultural Dialogue Project is a project involving intergroup dialogue and is an opportunity for facilitated discussion across diverse ethnic and racial groups. Intergroup dialogue is a facilitated group experience designed to give individuals and groups a safe and structured opportunity to explore attitudes about polarizing societal issues. Intergroup dialogue has been used to resolve conflicts, improve relationships and initiate social justice work. Participants are encouraged to suspend assumptions, collaborate willingly, believe in the authenticity of all participants, speak from experience, and be open to possibilities.

2. How and why was this project developed?

Saint Paul's 17 neighborhood groups or district councils have been working for nearly 40 years to make a positive difference through community involvement. Since the district councils were formed, the City of Saint Paul has become an ethnically and racially diverse community. It is essential that district councils strive to empower and include the full diversity of community voices in their work. Citywide district council leadership workshops on the topic of inclusive community involvement have been held for the past three years and a cross-district work group has met regularly to share best practices in inclusive involvement and to provide an ongoing forum to keep this topic at the forefront of their work.

Five of Saint Paul's 17 district councils were funded by The Saint Paul Foundation to build on their inclusive involvement efforts through participation in the Cross-Cultural Dialogue Project. These district councils are: District 1 Community Council (Eastview, Conway, Battle Creek and Highwood Hills); District 2 Community Council; West Side Community Organization (District 3); Payne Phalen District 5 Planning Council; and Summit-University Planning Council (District 8).

For this project, participating district councils are partnering with Everyday Democracy, which is a national nonpartisan nonprofit whose mission is to help communities develop their own ability to solve problems by exploring ways for all kinds of people to think, talk and work together to create change.

3. What are the project's goals and activities?

Project goals are:

- To increase each cooperating district council's understanding and use of dialogue as a tool to increase inclusive involvement in their neighborhoods.
- To create an ongoing forum for district councils and collaborative community organizations to share lessons learned during the dialogue project and to develop follow-up strategies to continue addressing inclusive involvement in Saint Paul's district councils.
- To serve as a first step in developing effective strategies for ensuring inclusive community involvement in neighborhood organizing and problem-solving.

4. How will the community benefit from participation in this project?

Participating in this project will result in learning and using the important skills involved with cross-cultural dialogue. Practice of these skills is essential to inclusive community collaboration on the issues that concern neighborhoods, such as schools, traffic and other community concerns.

Overview of the Dialogue-to-Change Process

Organize (Started April 2014)

- Involve diverse groups of people from all walks of life.
- Engage community leaders.
- Plan for dialogue and the action that will follow.

Hold Dialogues (September 8 - November 7, 2014)

- Build new relationships and trust
- Raise awareness and consider a range of views
- Develop new ideas
- Create action ideas

Act

**Issues Forum - Saturday,
November 15, 2014
10:30 am – 2:30 pm
Arlington Hills Community Center
1200 Payne Avenue
Saint Paul, MN 55130**

- Carry out action ideas.
- Assess the change that is happening.
- Tell the story.

Session 1

Making Meaningful Connections

Session 2

Our Ethnic Backgrounds and Racism

Session 3

Our Unequal Nation

Session 4

Why Do Inequities Exist?

Session 5

Looking at Our Community

Session 6

Moving to Action

SESSION 1

Making Meaningful Connections

Let's set the stage for our dialogue. Today, we will share our own stories and views. For many of us, it is not easy to talk about these issues. This dialogue will help us.

Some people will want to act, and not just talk. Our whole dialogue will build toward action and change in the community.

PART 1: Introductions/Who We Are (15 minutes)

Say your name and where you live.

PART 2: Overview of the Process (5 minutes)

Before we begin we will spend a few minutes talking about how the process works. Take a look at the overview on page 5.

PART 3: Guidelines for this Dialogue (15 minutes)

To help the dialogue work well, let's agree about how we are going to talk together. We can use the following list to start us thinking about our own guidelines.

- Assume best intentions – curiosity v. defensiveness
- Bring your best intentions
- Check our perceptions
- Allow expression of emotion
- Allow others to express their history
- Speak for yourself – use "I" statements
- Safe to challenge each other for learning
- Confidentiality and discretion
- If you are usually the one to step up/speak, try stepping back
- If you are usually the one who hesitates to step up/speak, take the risk in this safe environment (check each other)
- Ouch rule (if a comment hurts, say so; if you need time out from the group, say so)

Any suggested changes/additions to these guidelines?

PART 4: Our Hopes and Concerns for this Dialogue (15 minutes)

What do we expect from this process?

1. What are your hopes as you begin this dialogue?

2. What are your concerns?

PART 5: Making Connections (60 minutes)

1. Talk for a few minutes about your racial or ethnic background.

2. Tell a story or give an example to show how your background or experiences have affected your ideas about racism and other ethnic groups. When did you first realize that people come from different racial or ethnic backgrounds? What is your first memory of that?

3. Have you experienced racism or discrimination? Have you seen it? How has it affected you or people you know?

4. Compare your views with your parents' beliefs about different racial or ethnic groups. How are they the same? How do they differ?

5. You may have heard family members, friends, co-workers, or neighbors make prejudiced remarks. How do you think they learned their prejudice? How do you feel when you hear people talk this way? How do you react?

PART 6: Closing (10 minutes)

Turn to your neighbor and discuss the following.

1. How did it feel to take part in this conversation? Did you hear any common themes?

2. Talk about how the dialogue went. Is there anything you would like to change for the next session?

Please take a few minutes to participate in a group brainstorm of things that went well during this session, and things you would like to change for next time. Thank you for your participation!

For Next Time:

Bring an item to share with the group. It should be something that tells about your racial or ethnic background. It may be a picture, a drawing, an object, a poem – whatever you would like.

SESSION 1
Making Meaningful Connections - Notes

SESSION 1
Making Meaningful Connections - Notes

SESSION 2

Our Ethnic Backgrounds and Racism

Often, we think about racism as something that only affects “blacks” and “whites.” However, our challenges are much more complex than that. Now, we will learn more about who we are and where we came from. We will look at how our background affects the way we relate to each other and to the community. This will help us learn more about the nature of racism. And it will help us work together to improve our community.

PART 1: Making Connections (30 minutes)

1. Review the guidelines from Session 1, Part 1 – Page 6.
2. Share cultural items.
 - Describe what you brought.

 - Why did you choose it?

 - What does it say about your background and who you are today?
3. What do the things we brought have in common? Where are there differences?

PART 2: Case Studies (60 minutes)

The case studies on the next page will help us talk about ethnic and racial conflicts. Read the list of cases and choose a few to discuss.

1. Which **ONE OR TWO** cases stand out for you? Why do you think people acted the way they did?

2. Do the same things go on in our community? Tell a story about how this has happened to you, your family OR YOUR COMMUNITY. Why is it important to you?

Case 1

A Latina speaks English with an accent. She feels that her co-workers don't take her seriously.

Case 2

In one diverse neighborhood, families struggle to make ends meet. People who just came from other countries move in. They get lots of attention and help from the community. The long-time neighbors are angry because their own needs aren't being met.

Case 3

A white person who wants to be on the police force is not hired. A person of color with the same scores on the test gets the job.

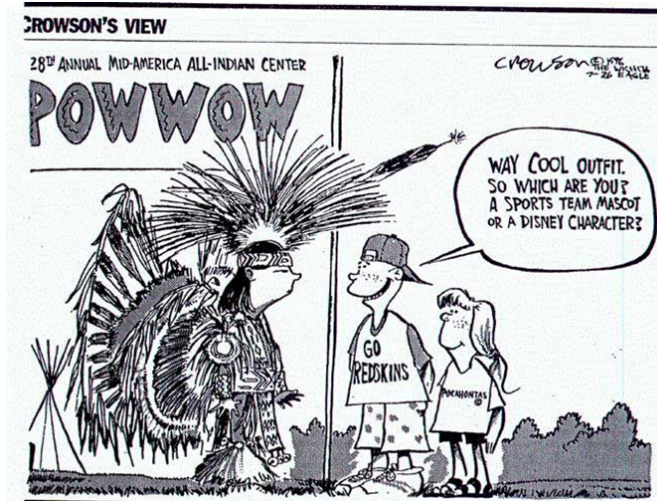


Case 4

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

Case 5

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



Case 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.



Case 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.



Case 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.



Case 9

On an Internet chat room, a group of students makes racial insults about a classmate.

Case 10

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.



Case 11

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

Case 12

An Asian American student feels pressure from teachers and other students. They expect her to be at the top of her class in every subject.

Case 13

A town manager hires a Latina. Her job is to work with the town office and the growing Latino community. Some African Americans wonder why no one has been hired to address their needs.



Case 14

A Vietnamese woman, who doesn't speak English, is very ill. Her doctor thinks she may die. He asks the woman's child, who speaks Vietnamese and English, to tell her mother how sick she is.

PART 3: Understanding Key Words (20 minutes)

Let's talk about words that people often use when they discuss these issues. Using the case studies, talk about what these words mean to you.

Stereotyping

Prejudice

Discrimination

Privilege

Racism

Institutional Racism

PART 4: Closing (10 minutes)

Turn to your neighbor. Discuss the following.

1. How is the dialogue going so far? What is most interesting?
2. What have you heard that inspires you? What have you heard that concerns you?

Please take a few minutes to participate in a group brainstorm of things that went well during this session, and things you would like to change for next time. Thank you for your participation!

For Next Time:

Watch TV, listen to the radio, or read the newspaper. Look for examples of the words we talked about. Also, watch for signs of progress.

SESSION 2
Our Ethnic Backgrounds and Racism - Notes

SESSION 2
Our Ethnic Backgrounds and Racism - Notes

PART 3: Deepening Our Understanding (50 minutes)

Interacting with people from other groups can help us understand one another. But, even when we have the chance to talk and work together, it's hard to know what it's like to walk in another person's shoes.

The following activity is designed to show how gaps often occur based on skin color or ethnic background. We will do this activity and then talk about it.

Activity 1: Move Forward, Move Back

Let's begin...

Form a line in the middle of the room. The facilitator will read a series of statements. Think about how the statements apply to you. Then, take one step forward, stand still, or take one step back.

SECTION A

- If you were ever called names because of your race or ethnic culture, take one step back.
- If your relatives (or ancestors) could not go to a college or university because of their race, take one step back.
- If you expect or have received an inheritance from a family member (property, cash), take one step forward.
- If your relatives (or ancestors) were detained and held during World War II, take one step back.
- If you often see people of your race or ethnic group playing heroes or heroines on TV or in movies, take one step forward.
- If you often see people of your race or ethnic group in negative roles on TV, or in the movies, take one step back.
- If you have at least one parent who earned a Master's or Ph.D. degree, take one step forward.
- If you had a relative or family member who was beaten because of their race, take one step back.
- If U.S. laws prevented members of your race from voting, take one step back.
- If most of your teachers were from the same racial or ethnic background as you, take one step forward.
- If you come from racial groups that have ever been considered by scientists as "inferior," take one step back.
- If you see people from your racial or ethnic group as CEOs in most Fortune 500 companies, take one step forward.
- If your relatives (or ancestors) were forced to come to the U.S., take one step back.
- If you believe you have been harassed by the police because of your skin color, take one step back.
- If your parents spoke English as a first language, take one step forward.
- If you believe you have been treated with distrust — followed by the mall police or a clerk in a store — because of your skin color, take one step back.
- If a relative (or ancestor) was lynched, take one step back.
- If you had a parent who inherited wealth, take one step forward.
- If you, or a relative, have been questioned or detained since the September 11th attacks, take one step back.
- If your school textbooks strongly reflected your racial or ethnic group, take one step forward.
- If your ancestors' land was made part of the U.S., take one step back.

Debriefing Section A:

Stand in place where you are. Look around and see where others are.

Turn to two or three others who are closest to you and talk a little about how you are feeling.

As a whole group, discuss the following questions:

- What patterns, if any, did you notice about where everyone ended up in the room?
- At what point did you stop touching shoulders or have to let go of your connection with your neighbors?
- Why did people end up where they are?
- When you think about where everyone ended up, what does this say about our country? What might this mean for our community?

Let's move on.

Form a circle. The facilitator will read a series of statements in Section B. Step forward if the statements apply to you. Otherwise, stand still.

SECTION B

- If you have spoken up to defend the rights of people who are not from your own background, take one step forward.
- If you have access to opportunities that were not available to your parents, take one step forward.
- If you live in a racially or ethnically diverse community, take one step forward.
- If you have worked to defend your racial or ethnic group, take one step forward.
- If you or your parents supported the civil rights movement, take one step forward.
- If you or your parents attended a racially diverse high school, take one step forward.
- If you attended a college or university noted for its diversity, take one step forward.
- If you have adopted, married or provided care for others who are not from your own racial or ethnic background, take one step forward.
- If you have participated in programs or activities that deal with issues of racism or inequities, take one step forward.

Debriefing Section B:

1. What did you notice about where people ended up after the second part of this activity?
2. How does it feel to have gone through this experience?

Activity 1, "Move Forward, Move Back," is adapted from exercises developed by Paul Kivel, Martin Cano, and Jona Olsson.

SESSION 3
Our Unequal Nation - Notes

SESSION 3
Our Unequal Nation - Notes

SESSION 4

Why Do Inequities Exist?

There are many ideas about why gaps exist among different groups of people. We will discuss some of these ideas and learn more about the nature of the problem. We will also look at what is happening locally. This will help us get ready to move to action.

PART 1: Making Connections (20 minutes)

1. Review the guidelines from Session 1, Part 1 – Page 6.

2. Talk about these questions.
 - a. Have you seen or heard any stories in the media (TV, radio, newspaper, Internet) that show inequities among people from different backgrounds?

 - b. Have you seen any signs of progress?

PART 2: Why Do Inequities Continue? (60 minutes)

People have many ideas about why inequities exist.

We may agree with each other on some points, and disagree with each other on other points. That is OK.

Each view stated on the next page is in the voice of a person who thinks it is a very important idea. As you read the views, think about these questions.

1. Which one or two views come closest to your own way of thinking?

2. Which one or two views seem most important?

3. Is there a viewpoint that's missing?

4. Is there anything that you don't agree with?

VIEWPOINT 1**Pop culture and the media show negative stereotypes of different groups.**

On TV or in the movies, we see Arab Americans as terrorists. We see Latinos as maids, gang members, or drug lords. African American males often play gangsta rappers or thugs. This is damaging. It makes people think these groups are problems. It feeds people's prejudice and makes us feel hopeless.

VIEWPOINT 2**The effects of our history are still with us today.**

Racism has always been part of American life. When our country began, European settlers kept slaves. They took land that belonged to Native peoples. Our government made laws and policies against people of color. Even after slavery was ended, government favored whites. For example, after WW II, few homes were owned by nonwhites. Government housing loans were not given to people of color. Native peoples and African Americans have suffered most. They live with the effects of hundreds of years of racism.

VIEWPOINT 3**Policies based on race are the problem.**

We must stop hiring and promoting people based on their race. We need to move to a color-blind society. We need policies based on merit and not on ethnic background. This is what's wrong with affirmative action. Some resent it when people of color get special treatment. People of color wonder if their success is tied to ability or to some hiring goal. This is bad for everyone.

VIEWPOINT 4**Institutions have racist policies and practices.**

Many public and private institutions still exclude people of color. And privileges associated with "whiteness" are built into the cultures of our institutions. For example, people rarely think about the needs of different ethnic groups when they decide where to locate their businesses. Schools in poor neighborhoods lack resources. Banks make it hard for people of color to get loans. And racial profiling is a big problem in law enforcement. Even though we have new laws, the system really hasn't changed.

VIEWPOINT 5**People of color lack economic opportunity.**

Without good jobs, people of color can't move up in society. When big business cuts jobs, it affects people of color more than whites. This is mostly true in our cities, where many people of color live. Cities and neighborhoods with more poor people have a smaller tax base. This means less money for schools and other human services. It is hard to succeed without a good education, housing, and other basic services. Without skills and jobs, there is little to support a family.

VIEWPOINT 6**The government often fails to enforce laws against discrimination.**

We have some good laws against discrimination. When they are not enforced, people suffer. For example, it is against the law to refuse to sell or rent a house because of skin color. But many people of color still have trouble when they try to rent, or buy housing. The government should make everyone obey the law.

VIEWPOINT 7

People don't make the most of the chances they have.

There are many programs that aim to level the playing field for everyone. For example, lots of schools and colleges use special admissions tests. They offer scholarships to students of color. Government and business have goals to recruit a diverse workforce. But they often have a hard time finding people to fill the jobs. Some people don't value these chances to succeed. On top of that, there are some people who think of themselves as "victims." They feel defeated by their race before they even try to succeed. The chances are there. People just don't take advantage of them.

VIEWPOINT 8

White people have privileges just because of the color of their skin.

White people don't face what people of color face every day. For example, people don't see whites as inferior or dangerous because of the color of their skin. They can shop in stores without being followed by salespeople. And they rarely fear that government might harass them, rather than help them. The culture and policies of many public and private institutions favor European Americans. Our system gives preference to "whiteness" and makes it harder for people of color.

PART 3: Neighborhood Profile (30 minutes)

So far during this dialogue, we have looked at some of our own personal experiences with racism. We have looked at what we face as a nation. And we have talked about why these challenges remain. Now we are going to look at what is happening in our community (See Attachment – Excerpts for the data profile for your neighborhood).

1. Look over the neighborhood profile for your community.

2. What do these facts say to you about your community? Do you see what you would expect?

3. What surprises you? What makes you hopeful?

4. What worries you?

5. How do our local challenges compare to our state and regional challenges? In what ways are they the same? In what ways are they different?

PART 4: Closing (10 minutes)

Turn to your neighbor. Discuss the following.

1. How did this session go?

2. What views do we agree about? What are things we disagree about?

3. What themes keep coming up in our discussion?

Please take a few minutes to participate in a group brainstorm of things that went well during this session, and things you would like to change for next time. Thank you for your participation!

SESSION 4
Why Do Inequities Exist - Notes

SESSION 4
Why Do Inequities Exist - Notes

SESSION 5
Looking at Our Community

In this session we will talk more about our community. We will also look at some ways to address racism.

PART 1: Making Connections (10 minutes)

1. Review the guidelines from Session 1, Part 1 – Page 6.

2. Turn to your neighbor. Discuss the following
a. How is the dialogue going so far?

b. What are your hopes for the final two sessions?

PART 2: Creating a Community Report Card (55 minutes)

Let's think about how our community is doing. Do all people get a fair chance to succeed? Do people from all racial and ethnic groups have equal access to services?

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.

1. Read each statement on the Report Card. Think about what is happening in the community. Then, give a grade for each statement.
2. Look at the grades. Where do we agree? Where do we differ?
3. How did you decide what grade to give?
4. When you look at the report card, what successes do you see?

- When you look at the report card, what are one or two challenges we need to address?

PART 3: Approaches to Change (30 minutes)

We've talked about how our community is doing. Now, we will explore some ways to improve things.



- Focus on Institutions** — Change the practices and policies of community institutions (such as banks, schools, hospitals, courts, or local government).
- Focus on Leadership** — Develop leaders who reflect the racial, ethnic, and cultural makeup of the community.
- Focus on Laws** — Enforce antidiscrimination laws. Change unfair community policies.
- Focus on Relationships** — Bring people together to build relationships and work for change.
- Focus on Community Impact** — Before we start new projects, let's assess their impact on all racial, ethnic, and cultural groups.
- Focus on Economics** — Help create economic success for people from all racial, ethnic, and cultural backgrounds.
- Focus on Self-reliance** — Support efforts by people of color to build success.

What approaches will work well? What will help us deal with problems that showed up on our report card?

1. Have we already tried any of these approaches? If so, what happened?
2. Which approaches do you like best? Why?
3. What other approaches can you think of?
4. Which approaches address racism in our institutions?
5. What approaches won't work? Why?

PART 4: Imagining Our Community's Future (15 minutes)

Now, let's think about the kind of community we want to have.

1. Imagine that it's ten years from now. Imagine the racial or ethnic makeup of the community. Picture how we will interact with each other. Picture the chances for success people will have. What do you hope might be different from the way things are today? What do you hope will be the same?

2. As you imagine the future, read the following phrase. Fill in a word from the list below (or choose your own word):

"Ten years from now, I hope my community will be _____."

Peaceful

Tolerant

Strong

Joyful

Compassionate

Responsible

Healthy

Welcoming

Fair

Prosperous

Safe

Ethical

3. Tell the group the word you selected that describes your hope for the future of our community.

PART 5: Closing (10 minutes)

1. Did we agree on any approaches that could help our community make progress?
If so, what are they?

2. What good things are we already doing? How can we build on these?

3. What else will help us make progress? What problems will we face?

4. What action ideas should be recorded?

Please take a few minutes to participate in a group brainstorm of things that went well during this session, and things you would like to change for next time. Thank you for your participation!

For Next Time:

Think about the dialogue so far. What were the main issues we talked about? Next time, bring some ideas for how we can make progress.

SESSION 5
Looking at Our Community – Notes

SESSION 5
Looking at Our Community - Notes

SESSION 6
Moving to Action

LEAVE SECTION 6 AS IS, BUT COULD CHANGE EXAMPLES (SAMPLE ACTION IDEAS)
Making progress on racism can be difficult. Even so, it is possible. And taking part in this dialogue is a good step. Working together, we will come up with ideas about how to improve race relations and reduce gaps among people from different backgrounds. We will use our final session to talk about what we can do — on our own, in groups, and as a whole community — to make our community strong.

PART 1: Making Connections (10 minutes)

1. Review the guidelines from Session 1, Part 1 – Page 6.

2. What are the most important issues, themes, or ideas that we have discussed during our dialogue?

PART 2: Brainstorm Action Ideas (20 minutes)

Before you come up with your own ideas, read the **Sample Action Ideas**.

1. Think quietly for a moment. What do you think could help our community make progress?

2. Brainstorm a list of action ideas. Try to come up with different kinds of ideas. Some actions might involve other community groups. Some could focus on things we can do with institutions. And some could focus on things small groups of people or individuals can do.

When thinking about action ideas, it is helpful to think about using SMART guidelines, i.e. is the action idea:

- S**pecific?
- M**easurable?
- A**ttainable?
- R**ealistic?
- T**ime? (involves a given timeframe)

- Action ideas are things we can do. Be specific.
For example:

Instead of suggesting this: "Public services need to be improved."

Try this: "Meet with public works department to arrange weekly trash pickup along Elm Street."

SAMPLE ACTION IDEAS

On our own or with others we can:

- Write letters to the editor. Ask for fair coverage of all racial and ethnic groups.
- Meet with hospital officials. Tell them that translators are needed for people who don't speak English.
- Host a multi-cultural event for the community.
- Work on a service project with people in your dialogue group.
- Get to know a neighbor from a different ethnic group.

Working with institutions we can:

- Work with a local bank. Make sure its loan policies are fair to all people.
- Invite area employers to work together to recruit and retain people of color.
- Work with schools to update their policies for dealing with discipline issues and bullying.
- Create programs to help all students succeed in school.

Working with government we can:

- Pass a state law that ends racial profiling.
- Pass a local law so that everyone has good public services (such as trash pick up, or sidewalk repair).
- Pass a city resolution on immigration reform.
- Pass a state law giving former prisoners the right to vote.

Action Ideas		
On our own or with others	With community groups	With government

- Which ideas might have a long-term impact?

- Which ideas seem most practical or “doable”?

3. Choose two ideas to present at the community action forum.

Our Action Ideas to Address Racism in Our Community

TOGETHER, WE HOLD THE KEY TO CHANGE

As a group of concerned residents, we've identified these key issues facing our community:

We suggest the following actions:

Our signatures show our commitment to take these ideas to the action forum and work with others in our community:

"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed it is the only thing that ever has."

— Margaret Mead

Pledge statements adapted from *The Ending Hunger Briefing Workbook* (The Hunger Project, 1984).

SESSION 6
Moving to Action - Notes

SESSION 6
Moving to Action - Notes

My Pledge to Address Racism and Inequality

I AM THE KEY TO CHANGE

I will talk about what I learned with the following people:

I will ask _____ number of people to join our program.

I will...

- _____ join an organization working on the issue
- _____ volunteer
- _____ sign up for training
- _____ do independent research

In addition, I will take the following actions:

Name _____
Date _____

"I am only one; but still I am one. I cannot do everything, but I still can do something. I will not refuse to do the something I can do."

— *Helen Keller*

Pledge statements adapted from *The Ending Hunger Briefing Workbook* (The Hunger Project, 1984).

The Action Forum

An action forum is a large community gathering that happens after all the dialogues finish. At this event, people present their action ideas and discuss them. Action groups or task forces form to move these ideas forward. There will be many ways for everyone to stay involved.

When programs last a long time, more and more people take many kinds of action. For more information about moving to action, please visit Everyday Democracy's website at www.everyday-democracy.org.

A Sample Action Forum Agenda (Approximately 3 hours)

1. Snacks, social time, music or poetry, and time to read action ideas from each dialogue posted around the room
2. Welcome everyone and introduce the sponsors
 - Review agenda.
 - Talk about the dialogue-to-change effort in the community.
 - Thank facilitators and other key volunteers.
3. Reports from the dialogues
 - Ask one person from each dialogue to make a brief report about action ideas from their group.
 - Or, when the group is large (more than 60 people), post summaries from the dialogues where everyone can see them. Invite a few people to report out on their dialogues.
4. Overview of community assets
 - A person from the organizing group reviews key community assets. These assets will help the community move action ideas forward.
5. Moving to action
 - The MC (Master of Ceremonies) identifies the main ideas from all the dialogues.
 - People sign up for an action group or task force.
 - Action groups meet and begin their work. They also set the date for their next meeting.
6. Closing remarks
 - Closing remarks (including how the action efforts will be tracked and tied to further organizing).
 - Next steps (including plans for another round of dialogues, celebration, or check-in meeting).
 - Thanks to all.

View the attachment for a sample of additional resources/references on addressing racism, ethnic relations, and inequities.

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