

Building Bridges: Dialogue on Race and other issues of our time

Topic: George Floyd and Racial Justice

(Updated Sept. and Oct. 2020) (copyright)

Version: Online. This guide script combines with [linked slides](#) to make a complete set for presentation.

Objective: To invite participants into a gracious time and space to experience a constructive dialogue on the subject of race relations focusing on issues raised by systemic racism in the United States that became clearer when George Floyd was killed in police custody in Minneapolis in May 2020.

Type of Group: Adults and older teens from diverse backgrounds (race, ethnicity, age, gender, economic status, etc.)

Size of Group: 6-12; for more participants and/or to have smaller sharing groups, use breakout rooms, each with a facilitator.

Time Required: About 2 hours, more or less, depending on the size of the group and the processes used.

Preparing to Facilitate This Dialogue

The presentation consists of this script, the [linked slides](#), streamed internet materials (such as from YouTube), and handouts. *Note: Left-clicking on this link opens a thumbnail; click on it to open the preview, and at the top of the preview find the icon to “open in new tab” and click on it to open the set of slides. Or right-click on the thumbnail and select “open link.”*

The facilitator downloads copies of the Script and Slides onto their Google Drive. Only the facilitator uses the Google Doc script. Participants see only the Zoom screen (or other online format), the slides, the streamed materials, and the handouts. *Find the handouts at the end of this script. Distribute the handouts to participants before the dialogue. We recommend that they print them so they can easily read and write on them, but it is always possible for participants to create any worksheets on blank paper during the session.*

Preview the entire session beforehand.

Select the portions of the dialogue process you will use. For example, there may be several videos to choose from, and you decide to use just one. Or you may adjust the length of time provided for small group discussion in order to keep to your allotted schedule.

Plan the meeting, day, time, and online format (Zoom or other platform).

Invite participants to the meeting. Prepare a gracious invitation ([future link](#)). Send out the invitation, including instructions for pre-registration, if any. Consider sending a gentle reminder the day before the meeting. Send handouts to participants for printing.

Be familiar with Kaleidoscope Institute tools including Respectful Communication Guidelines, Mutual Invitation, *Conocimientos*, etc., **and with the tools of your meeting platform**, such as screen-sharing, breakout rooms, chat box, etc.

Overview of This Dialogue Process

Steps 1-3 take about 15 minutes:

1. **Gathering, Welcome, and Framing for Dialogue**
2. **Introduce (or Review) Respectful Communication Guidelines**
3. **Focusing News Clip: *The Death of George Floyd: A Timeline / NBC News* (4 minutes)**
4. **Introductions using *Conocimientos* and Mutual Invitation (20-30 minutes)**
5. **1st Dialogue Process: *Excerpt from George Floyd and the Dominos of Racial Injustice: Minneapolis Protests, Ahmaud Arbery & Amy Cooper / The Daily Social Distancing Show with Trevor Noah* (video) (40 minutes—10 minute video, 30 minute dialogue)**
6. **2nd Dialogue Process: *Stereotype, Prejudice, Discrimination and Destructive “Isms” and What Will I Do When...? (KI handouts/worksheets) and Systemic racism: What is it exactly and how do we fight it? / USA Today* (video) (25 minutes—15 minute handout, 3 minute video, 5 minute worksheet)**
7. **Reflection on the Experience (20 minutes, includes 15 minute dialogue)**

Steps 8-10 take about 15 minutes:

8. **Commitment for Future Participation**
9. **Closing and Sending (10 minutes) includes *I Can’t Breathe - A Poem for George Floyd* by Jennifer Lee Snowden (video) (2 minutes)**
10. **GracEconomics request for support**

Presenting This Dialogue

1. **The facilitators’ script** for the dialogue session is in two places: this document (most comprehensive version) and the speaker notes portion of the Google Slides (abbreviated version).
 - a. **Make copies of Script and Slides on presenter’s own Google drive.**
 - b. **Print the Google Doc script ahead of time** and write all your notes on it

- (recommended).
- c. Or, when screen sharing the Google Slides in Zoom, select Presenter View from the Present menu; the one sharing their screen will see the speaker notes, but participants won't.
 - d. Or use two monitors, one for slides and one for script.
2. **Copies of slides** may be presented from the presenter's Google Drive or downloaded to the presenter's computer as PowerPoint or another format.
 3. **Check the internet connection** for smooth streaming.
 4. **When you screen share a video or anything with sound on Zoom**, be sure to select two boxes on the Screen Share page, "Share computer sound" and "Optimize screen sharing for video clip."
 5. Be on your platform **early enough** to welcome dialogue participants.
 6. The Google Slides **presentation begins at Slide 6** after a blank transitional slide. **Insert** your sponsor or sponsoring group's name on Slide 6.

How to Proceed

In this script, instructions and suggestions for the facilitator are in italic red type.

Words to be spoken by the facilitator are in regular black type.

Instructions are given for Zoom; please translate to the webinar format you use.

1. Gathering, Welcome, and Framing for Dialogue

- 1.1. *START SCREEN SHARE and show **SLIDE 6**: Title slide. Leave this on as participants arrive, or you can begin the screen sharing later at step 1.5.*
***Note:** Enter your group name on the slide beforehand.*
***Important:** When you start screen share, be sure to select two boxes on the Screen Share page, "Share computer sound" and "Optimize screen sharing for video clip" because you will be sharing a video later.*
- 1.2. *As participants arrive, invite each one to type on their Zoom screen their name and other identifying information of interest. For example, name, location, and organization they affiliate with--if they are from different locations and organizations! Ask for information that will be helpful and interesting to the group.*
- 1.3. *Tell participants if you would like them muted or not, video on or not.*

- 1.4. *Make certain participants have something to write on and with.*
- 1.5. *If you haven't already, START SCREEN SHARE (selecting the two boxes on the Screen Share page, "Share computer sound" and "Optimize screen sharing for video clip") and show SLIDE 6: Title slide (enter your group name on the slide beforehand).*

Say: Welcome to Building Bridges Now: George Floyd and Racial Justice. This program is sponsored by (your sponsoring group name) and the Kaleidoscope Institute to provide a gracious space to have constructive conversations in our community on race relations and other important issues of our time.
- 1.6. *Show SLIDE 7: The purpose of dialogue*

Say: The purpose of dialogue is to bring together people with diverse backgrounds, viewpoints, and experiences to have meaningful conversation on a common subject.
- 1.7. *Show SLIDE 8: Dialogue does not force...*

Say: We invite you into a time of dialogue remembering that:
Dialogue does not force anyone to change.
It is not a debate in which we try to convince others that we are right.
It is about arriving at a mutual understanding.
- 1.8. *Show SLIDE 9: Dialogue is not about finger pointing...*

Say: Dialogue IS NOT about finger pointing, demonizing, or punishing individuals or groups. Truth dialogue invites each one of us to commit to sharing one's own truth while being willing to listen deeply to another's truth.
- 1.9. *Show SLIDE 10: Dialogue does not avoid our history...*

Say: We invite you into a time of dialogue remembering that:
Dialogue does not avoid our history and our present differences, pretending that everything is okay.
Dialogue acknowledges our history and our present differences, and trusts that by sharing our different experiences, we can achieve greater understanding of the issue and move toward potential reconciliation, fostering constructive change in our community.
- 1.10. *Show SLIDE 11: A facilitator is not/is...*

Say: *A facilitator is not a teacher or an expert. A facilitator is someone who supports the group by establishing space, time, and processes for respectful and*

authentic conversation.

1.11. *Show **SLIDE 12**: Topic slide*

Say: Today's topic is "George Floyd and Racial Justice."

1.12. *Show **SLIDE 13**: Conocimientos*

*Note: Facilitator has a choice about where participants may write their answers to the Conocimientos prompts. Either they may enter them in the chat box, or they may jot them on their own paper and look at their answers later when Conocimientos is shared. The Conocimientos Questions are printed at the top of **Participant Handout 2**, so those with printed handouts could write their responses there.*

** If the chat box is used, say:* In order to help us get to know each other better, I invite you to complete the Conocimientos questions listed on the screen. "Conocimientos" is a Spanish word meaning "knowledge." Use the chat box to type and share your answers. Try to enter all your answers in one group. You may number your answers 1 through 3 to help distinguish them from each other, without pressing "enter" until you are ready to post them all. The questions are:
0. Your name (*This is already on the Zoom participant screen*)
1. Justice is . . .
2. Racial justice is . . .
3. Racial justice is not . . .
Are there any questions about what you're invited to do?
Please write your responses now and post them when you are done.

** If the chat box is not used, reword the invitation to invite participants to jot their answers on their own papers for sharing later.*

2. **Introduce (or Review) Respectful Communication Guidelines**

2.1. *Refer participants to **Participant Handout 1: Respectful Communication Guidelines**.*

2.2. *Show **SLIDE 14**: Respectful Communication Guidelines*

A facilitator gives the following explanation. Two or more facilitators may take turns reading.

***Note:** An abbreviated version can be used if there are no new members joining the group since the last gathering.*

Guidelines will appear one at a time when a facilitator clicks forward.

Say: We, people from different cultural backgrounds, bring with us different assumptions of communication styles. Sometimes, these different assumptions may cause communication breakdown. Therefore, before we begin our dialogue, I invite you to consider a set of Respectful Communication Guidelines. They are written as an acronym of the word “RESPECT.”

R = take RESPONSIBILITY for what you say and feel without blaming others.

Avoid judgmental language which can cause defensiveness and cut off communication. Instead, use “I” statements. Begin what you want to say with “I” and therefore claim what is yours. For example, I feel, I know, I believe I think I notice, I wonder, etc.

E = use EMPATHETIC listening

Put yourself in the other person’s shoes and attempt to see and experience the issue from the speaker’s perspective. This is a commitment that we make to try as hard as we can to understand each other knowing our limits. Therefore it is okay to ask clarifying questions. It is also okay to give feedback to check if you have understood what the speaker was saying.

S = be SENSITIVE to differences in communication styles

When someone behaves differently from you, don’t just simply interpret that behavior using your own assumptions of what is good communication. Remind yourself that this person might be communicating in a very different way and there might be opportunities to learn more about how the other communicates.

P = PONDER what you hear and feel before you speak

Take a moment to consider what you are going to say before you say it. Sometimes it might be helpful to write your thoughts down. This can help you to be more articulate when you share.

E = EXAMINE your own assumptions and perceptions

As you ponder, ask yourself what caused you to feel, think, or react in a certain way. Where might these ideas come from for you? If you are able to notice your own assumptions, you are more able to take responsibility for your own thinking and feeling.

C = keep CONFIDENTIALITY

In order to uphold the wellbeing of each person in this group, I invite you to keep the personal information shared here in confidence. This way we can feel safer in talking about real issues that concern our lives and our communities without the fear that they might be shared outside without the full benefit and trust

developed in this group.

T = TRUST ambiguity because we are NOT here to debate who is right or wrong

In order to address these issues constructively, we must be willing and able to listen to each other's different experiences and points of view, even though at times the ambiguity might be uncomfortable for some of us. By listening empathetically without judgment or debate, we, as a community, may gain a fuller description of the issues we are trying to address. In this way, instead of being divided, we can move forward, working together to find constructive ways to address them.

Say: Are there questions about any of these guidelines?

Be prepared to give concrete behavioral examples of each guideline. Answer any questions before going on to the next slide.

2.3. *Show SLIDE 15: Agreement to Respect*

Say: Do we have an agreement to uphold these guidelines for the rest of our time together? I need a sign or gesture from all of you to indicate that you agree.

Facilitator may suggest a sign, such as showing a thumbs-up and/or signing the handout.

If nobody disagrees, the facilitator can click so the check mark appears and then continue with the dialogue process.

If there are reservations, discuss them until there is an agreement and then click the check mark and continue on with the dialogue process.

If you cannot get an agreement, we recommend that you suspend the dialogue until another time or continue only if those unwilling to use these guidelines leave the meeting.

Anticipated learning: Defining some parameters for respectful communication is crucial in dialogue work. We can find ourselves in destructive situations if we do not take care in helping participants at the beginning of our gathering to think through how they would behave as we go along

3. **Focusing Information: *The Death of George Floyd: A Timeline / NBC News***

3.1. *Show SLIDE 16: The Death of George Floyd: A Timeline / NBC News*

Say: In this dialogue session, we will have opportunities to dialogue on issues raised by systemic racism in the United States that became clearer when George Floyd was killed in police custody in Minneapolis in May 2020. To help us focus our time together, I will show an NBC News Timeline about the death of George Floyd.

*Click on the link on SLIDE 16. **Note:** You may have to click a viewer discretion acknowledgement that “I understand and wish to proceed.”*

https://www.youtube.com/watch?v=0ZU23d52NuU&has_verified=1&bpctr=1598912992 (June 23, 2020. 4:20 minutes.)

- 3.2. ***Pause, then say:** Take a moment to notice what came up for you as you watched. Pause briefly for pondering time.*

4. Introductions using **Conocimientos** and Mutual Invitation

- 4.1. *Refer participants to **Participant Handout 2: Mutual Invitation**.*

- 4.2. *A facilitator gives the following instructions to introduce the process of Mutual Invitation. You may STOP SCREEN SHARE to give the Mutual Invitation instructions orally.*

Note: If there are no new members joining the group, remind participants that we will be using Mutual Invitation again for the next process, skip the detailed instructions, and continue at 4.3 (showing the Mutual Invitation reminder SLIDE 16) or at 4.5.

- 4.3. **Say:** In order to help us get to know each other better, you will be invited to introduce yourselves using the categories you wrote about earlier (in the chat box or on your own paper or the handout). In order to ensure that everyone who wants to share HAS the opportunity to speak, we will use a process called Mutual Invitation.
- In Mutual Invitation, the leader or a designated person shares first. After that person has spoken, they invite another to share.
- Try not to invite the person next to you so that we won't move into the habit of going around in a circle.
- After the next person has spoken, that person is given the privilege of inviting another to share.
- If you are not ready to share, say “I pass for now,” and we will invite you to share later on. If you don't want to say anything at all, simply say, “Pass,” and proceed to invite another to share.
- We will do this until everyone has been invited.
- We invite you to listen and not to respond to someone's sharing immediately. There will be time to respond and to ask clarifying questions after everyone has shared.

4.4. **START SCREEN SHARE and show SLIDE 17: Mutual Invitation**

MUTUAL INVITATION

When you are invited, 3 options: Share, Pass for now, Pass.

Then invite someone else

Are there any questions?

Facilitator may decide to demonstrate Mutual Invitation by inviting the group to share, “What is your favorite ice cream?” For this demonstration, it helps to have someone prepared to Pass or Pass for Now.

4.5. **STOP SCREEN SHARE.**

4.6. **Say:** In order to help us get to know each other better, you are invited to introduce yourselves using the categories you wrote about earlier (in the chat box *or* on your own paper or the handout).

POSSIBLE BREAKOUT ROOMS. If the group is bigger than 12, you will need to divide the group into smaller breakout groups of no more than 12 with a facilitator for each group. Even if the group is smaller than 12, you may wish to divide the group into smaller breakout groups so that sharing will take less of the total time. Six is a better size for a small group than 12.

***Decide ahead of time** if participants will stay in the same breakout rooms for the entire session or be divided at random for each breakout session..*

Provide a facilitator for each breakout group.

*Question: **How to keep the Conocimientos questions in front of participants** as they share their answers? The screen shared on the main screen is not visible from breakout rooms. Remind participants that the Conocimientos questions are printed on Handout 2. In addition, you may put the Conocimientos questions in the chat box before the breakout rooms begin, and they will be visible from the breakout rooms. It is also possible for each breakout room facilitator to download the slide bundle onto their own computer and to screen share the relevant slides within the breakout room. If you do not use breakout rooms, the next slide repeats the Conocimientos questions*

***Decide ahead of time the parameter for sharing. Say:** We have set aside about ____ minutes for this process. That means each person will have ____ minutes to share. I ask you to respect other people’s time as you share. You do not need to share all your thoughts, just a few. I will post a reminder when time is running low for your breakout group.*

*Are there any questions? **Answer any questions.***

- 4.7. *If you remain in one group, START SCREEN SHARE and show **SLIDE 18**: Conocimientos Sharing.*
Otherwise type the Conocimientos prompts in the chat box (they are also on Handout 2) and send participants into breakout rooms.

Facilitator begins the sharing process by introducing him/her/themself.
Problem to anticipate in this process: People sometimes forget to invite others after they finish speaking. Do not invite for them. Simply remind them they have the privilege to invite the next person.

Anticipated learning through this process:

1. *Participants find out who is in the meeting and some things about them.*
2. *Participants may find out commonality and differences in why they come to the dialogue session.*

- 4.8. *End breakout rooms, if used.*
When everyone has introduced themselves (and when the breakout rooms, if used, have returned to the main screen),
*START or CONTINUE SCREEN SHARE and show **SLIDE 19**: Debrief Conocimientos.*
Facilitator debriefs the group by asking participants to complete the sentences:

I noticed...

I wonder...

At the facilitator's discretion, answers to these prompts may be shared using Mutual Invitation (if the group is small enough), through the chat box, or "popcorn style" (at random, participants speak without invitation; not all need to share). Read the chat box posts aloud, if used.

5. First Dialogue Process: Excerpt from George Floyd and the Dominos of Racial Injustice: Minneapolis Protests, Ahmaud Arbery & Amy Cooper / The Daily Social Distancing Show with Trevor Noah (video)

- 5.1. *START or CONTINUE SCREEN SHARE and show **SLIDE 20**: Trevor Noah video excerpt*
George Floyd and the Dominos of Racial Injustice: Excerpt from George Floyd, Minneapolis Protests, Ahmaud Arbery & Amy Cooper / The Daily Social Distancing Show with Trevor Noah (video)
https://www.youtube.com/watch?v=v4amCfVbA_c excerpt runs from 8:15-18:00 May 29, 2020. Original is 18:12 minutes long, excerpt is 9:45 minutes.
- 5.2. *Say:* Shortly after George Floyd's death in police custody, Daily Show host Trevor

Noah recorded his responses. Here is an excerpt.

Click on the white arrow on the thumbnail on the right side of the slide to start the video; this will start and end the excerpt at the selected times.

(If you click on the underlined name of the video, it gives you a link to the excerpted video; use this only if you have 20 minutes for video-watching.)

- 5.3. *When the video is over, stay on (or return to) **SLIDE 20: Trevor Noah video excerpt.***

Say: I invite you to reflect on this video using the questions on the slide:

- ◆ What stood out for you as you watched this video?
- ◆ What challenged you?
- ◆ What was affirmed for you?

Pause for participants to note their responses.

- 5.4. *Say:* In a moment, we will use Mutual Invitation [*in breakout rooms?*] and invite each one of you to share your insights from watching this video.

We've set aside ____ minutes [*length that fits your schedule*] to share our reflections.

Please share only what you are comfortable sharing with the group and respect other people's time.

Each person will have about ____ minutes to share. (*total minutes divided by number of persons in the group*)

Send participants to breakout rooms, if using. In order for participants to see the reflection questions from the breakout rooms, write them beforehand in the chat box.

- 5.5. *When all have returned to the main screen, START (or continue) SCREEN SHARE and show **SLIDE 21: Debrief dialogue** Facilitator debriefs the group by asking participants to complete the sentences:*

I noticed...

I wonder...

At the facilitator's discretion, answers to these prompts may be shared using Mutual Invitation (if the group is small enough), through the chat box, or "popcorn style" (at random, participants speak without invitation; not all need to share). Read chat box posts aloud, if used.

- 5.6. *Does the group need a break? Be clear about the parameters of the break. If you break, STOP SCREEN SHARE or show a title slide such as SLIDE 6 or 11.*

6. **Second Dialogue Process: KI Handouts “Steps from Stereotypes to Destructive ‘Isms” and “What Will I Do When?” and video “Systemic Racism: What is it exactly and how do we fight it?”**

6.1. *Make sure participants have **Participant Handouts 3 and 4**. If they don’t, they can follow along on the screens and make notes on their own papers.*

Remind them of the commitment to follow the Respectful Communication Guidelines.

*START SCREEN SHARE and show **SLIDE 22: Steps from Stereotypes to Destructive “Isms”***

Give a 10-15 minute presentation covering the following points:

- 6.1.1. These are not the ultimate definitions of these words. In developing the ministry of the Kaleidoscope Institute, we have found these definitions to be helpful when we use these words. We are simply offering them to the participants for them to reflect upon.
- 6.1.2. Making generalizations is a normal process that human beings use to survive without having to process the same information every time in order to respond to a similar occurrence. For example, the first time I put my finger in a flame I got burned—it hurt! The second time I did the same thing, I got burned again. Soon I made a generalization that something orange/blue in color that is giving off heat is dangerous and I should not put my finger in it again.
- 6.1.3. When we make generalizations about a person or a group of people, we can get into trouble, because human beings are not as predictable in the way they behave. Most often, when we encounter a person or group that is different from us, we might make generalizations based on incomplete or distorted information about the group. This becomes a stereotype. We all have stereotypes about certain persons or groups; this is not the issue. The real issue is, are we conscious of them? And if we are conscious of them be sure not to let those stereotypes impact negatively on our relationship with others.
- 6.1.4. When we make a value judgment based on our feelings associated with the stereotype—“that’s good” or “that’s bad”—we have a prejudice. Up to this point we are not hurting anyone. We all have prejudices, just as we all have stereotypes. Again, the real issue is: How can we not let our prejudice influence the way we act toward a particular person or group?

- 6.1.5. When we take an action based on our prejudice, we turn our prejudice into discrimination. This is when it can become destructive.
- 6.1.6. When we use our power to reinforce our discrimination and prejudice in the institutions and groups to which we belong, we create a destructive “ism.” If the prejudice is based on race, it’s racism. If the prejudice is based on gender, it’s sexism. If the prejudice is based on class, it’s classism. If it is based on age, it’s ageism. The more power you have in an institution or community the more danger you have in reinforcing an “ism,” if you are not aware of your stereotypes and prejudices and how they influence the way you exercise power.
- 6.1.7. Give a helpful example that runs through all the definitions. Here is a light-hearted one: Let’s say I am a teacher and I have a stereotype about young men with long hair: they all take drugs. If I am not conscious that this stereotype is affecting me, I would make a value judgment that young men with long hair are not good students because their brains are fried. Here, I am prejudiced. If I am still not conscious of this and I let this prejudice affect my actions, so that I always treat young men with long hair in my classroom like they are high and will not learn anything, then I am discriminating. If I am a member of the school board and I influence the board to make a decision that no young men with long hair should attend school, then I have committed “short-hair-ism.”
- 6.1.8. Give a more serious example. For example (I would do this in question form): *(Note: This example was written more than 10 years ago. Even better if you use ones taken from recent events.)*
 - 6.1.8.1. Remember the first bombing of the World Trade Center in the early 1990s? What stereotype was planted in our minds?
 - 6.1.8.2. Remember the bombing of the Federal Building in Oklahoma (1995)? Right after that event, how did our stereotypes and prejudices impact the way we responded to that event? What do you remember that indicated to you that many had taken this to the next level of racial discrimination?
 - 6.1.8.3. Soon after September 11, 2001, what stereotypes and prejudices were being reinforced?
- 6.2. *Show SLIDE 23: Watch a video: Systemic Racism: What is it exactly and how do we fight it?*
<https://www.usatoday.com/videos/news/nation/2020/06/19/systemic-racism-w>

[hat-how-do-we-fight/3213955001/](https://www.usatoday.com/story/news/2020/06/19/hat-how-do-we-fight/3213955001/)

June 19, 2020. 3:00 minutes.

Note: The link goes to a USA Today page with the video at the top. You have to click to go full screen and click again to unmute. An ad may appear before viewing the video; sorry, but they would not let us insert the video or link the video without it.

Say: The movement to end systemic racism has never been stronger. A USA Today video addresses what it is and how to fight it.

Show video.

After watching, ask participants to notice briefly what stood out for them in the video.

6.3. Refer participants to **Handout 4**.

Show SLIDE 24: What Will I Do When...? Worksheet

Invite participants to complete the worksheet, "What Will I Do When...?" They may have printed a copy. Otherwise, they can copy the sentence stems from the slide and write their answers on their own paper.

Complete the following sentences as ways of reminding yourself what you will do to address constructively your stereotypes, prejudices, discrimination, and whatever "isms" you may have:

1. When I notice I have a stereotypical idea about a person or group, I will . . .
2. When I notice I have a prejudice against a person or group, I will . . .
3. When I discover that I have discriminated against a person or a group by my action, I will . . .
4. When I notice the institution or community to which I belong reinforcing an "ism" that consistently devalues and disadvantages a person or group, I will . . .

Allow participants time to finish their worksheets. Tell them they will be invited to share after reflecting on one more question.

7. **Reflection on the Experience**

7.1. *Show SLIDE 25: Reflect on the Experience*

Say: Recall what you learned from the time spent in this dialogue today and consider the question, "What are you called to do in the next week or month about race relations as a result of the dialogue?"

Give participants a brief time to ponder the question.

- 7.2. *Invite participants to form small groups in breakout rooms to share their reflections from their worksheets, the video on how to fight racism, and this question. You can determine the group size based on the time you have available,*

allowing five minutes per person. Groups may be as small as 2 or 3. Using Mutual Invitation, invite each person to share from their worksheets and from the video on systemic racism. Breakout room time will be ____ minutes, so each person will have about ____ minutes to share (for example, 15 minutes, 3 people, so 5 minutes to share).

- 7.3. *When the time for sharing is over and all are on the main screen, go to the next slide.*

8. Commitment for Future Participation

- 8.1. *Show **SLIDE 26**: Commitment for future participation*
Facilitator invites participants to the next dialogue meeting and invites sharing of tasks. For any upcoming meeting, some may help write the gracious invitation and publicize it or serve as Zoom co-hosts. For a meeting in the same physical space, some may serve as hosts, bring refreshments, provide transportation, and so on. Discuss as needed.

9. Closing and Sending

- 9.1. *Show **SLIDE 27**: “I Can’t Breathe - A Poem for George Floyd” by Jennifer Lee Snowden (video)*
<https://www.youtube.com/watch?v=SwJAQa82Iyo>
June 5, 2020. 1:51 minutes.
Say: Jennifer Lee Snowden says she wrote this poem “for George Floyd and the countless other black Americans who have been victims of police brutality and racism. May we work to do better as humans and as a nation in their honor.”
Watch video; the white arrow link on the poet’s picture is the better link.

- 9.2. *Show **SLIDE 28**: Closing, “I am thankful today... My hopes are...”*
Invite participants to complete these two sentences:
I am thankful today . . .
My hopes are . . .
After pausing to let participants ponder their answers, invite them to share their sentences. To stay together as the whole group on the main screen, use Mutual Invitation if the group is small enough, or share responses using the chat box, or ask participants to speak at random “popcorn style.”

- 9.3. *Show **SLIDE 29**: Sending forth: Nourished by understanding...*
A facilitator sends participants out into the world. The sending is adapted from Leonard Nimoy, whose hand gesture as Mr. Spock from Star Trek is pictured. The

facilitator may read the piece or invite all to read aloud with them.

Nourished by understanding
Warmed by friends
Fed by loved ones
Matured by wisdom
Tempered by tears
Made holy by caring and sharing
Go forth in peace!

10. GracEconomics request for support

10.1. Show *SLIDE 30: GracEconomic Request*

A facilitator reads the GracEconomic Request to participants:

If you appreciated this dialogue process,
please make a donation (between \$1 and \$100) to the Kaleidoscope Institute
so that we can continue to develop more resources
to empower more people for truth dialogues,
including those who have little financial resource.

www.kscopeinstitute.org

Thank you!

10.2. STOP SCREEN SHARE

George Floyd & Racial Justice: Participant Handout 1

Respectful Communication Guidelines

- R** = take **RESPONSIBILITY** for what you say and feel without blaming others
- E** = use **EMPATHETIC** listening
- S** = be **SENSITIVE** to differences in communication styles
- P** = **PONDER** what you hear and feel before you speak
- E** = **EXAMINE** your own assumptions and perceptions
- C** = keep **CONFIDENTIALITY** (Share **CONSTRUCTIVELY** to uphold the well-being of the **COMMUNITY**)
- T** = **TRUST** ambiguity because we are not here to debate who is right or wrong

From *The Bush Was Blazing But Not Consumed* by Eric H. F. Law
(St. Louis: Chalice Press, 1996), 87

I agree to uphold these guidelines for the time we have together.

SIGNATURE

DATE

George Floyd & Racial Justice: Participant Handout 2

Conocimientos Questions:

0. Your name (this is already on your Zoom screen)
1. Justice is . . .
2. Racial Justice is . . .
3. Racial Justice is not . . .

Mutual Invitation

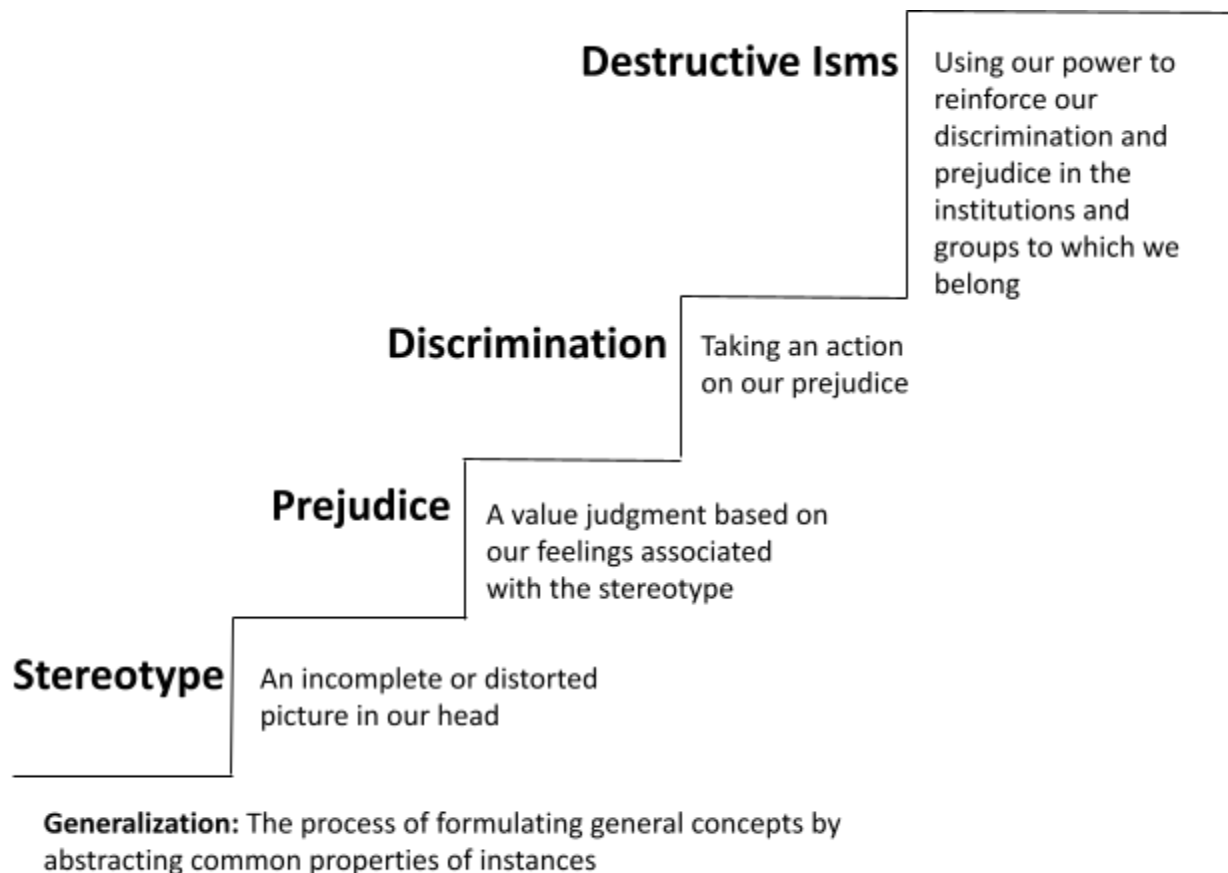
In order to ensure that everyone who wants to share has the opportunity to speak, we will proceed in the following way:

- The leader or a designated person will share first.
- After that person has spoken, he/she/they then invites another to share.
The one you invite does not need to be the person next to you.
- After the next person has spoken, that person is given the privilege to invite another to share.
- If you have something to say but are not ready yet, say “pass for now” and then invite another to share. You will be invited again later.
- If you don't want to say anything, simply say "pass" and proceed to invite another to share.
- We will do this until everyone has been invited.
- We invite you to listen and not to respond to someone's sharing immediately. There will be time to respond and to ask clarifying questions after everyone has had an opportunity to share.

from *The Wolf Shall Dwell with the Lamb* by Eric H. F. Law, Chapter 9

George Floyd & Racial Justice: Participant Handout 3

Stereotype, Prejudice, Discrimination, And Destructive “Isms”



George Floyd & Racial Justice: Participant Handout 4

What Will I Do When . . . ?

Complete the following sentences as ways of reminding yourself what you will do to address constructively your stereotypes, prejudices, discrimination, and whatever “isms” you may have.

1. When I notice I have a stereotypical idea about a person or group, I will . . .
2. When I notice I have a prejudice against a person or group, I will . . .
3. When I discover that I have discriminated against a person or a group by my action, I will . . .
4. When I notice the institution or community to which I belong is reinforcing an “ism” that consistently devalues and disadvantages a person or group, I will . . .