

P2PU Facilitator Guide

This is a P2PU facilitator guide for [How to Talk About Race](#), a free 4-week course developed by Amrita Patel and Denise LaForce from Charlotte, North Carolina. The course contains a mix of videos, articles, group activities and discussion prompts and was designed to run for four weeks, meeting once a week for 90 minutes. The course covers for topics:

- Implicit Bias and Identity Wheels
- Microaggressions and Framing
- Systems of Disproportionality
- Managing Discussions

We feel that there is a lot to cover in four weeks, and the overall experience can be improved by either splitting Week 3 (Systems of Disproportionality) into two weeks, or assigning some homework after the second meeting to be completed going into Week 3. [The five week facilitator guide is available here.](#)

If you want to edit the guide or create a collaborative agenda for your learning circle, click "File" and select "Make a Copy".

- *To create a learning circle using this course, [start here](#)*
- *For advice and suggestions on adapting this guide, check out the [Meeting Structure](#) section of the P2PU Knowledge Base.*

Week 1: Implicit Bias and Identity Wheel

The first meeting is modified to add in a check-in and group expectations activity to the beginning and a wrap-up at the end.

Meeting agenda:

1. Check-in & Group Expectations (15 min)
2. Watch & Discuss (30 min)
3. Small Group Activity (40 min)
4. Reflection (5 min)



1. Check-in (15 min)

5 min: Say hi! 🖐️🖐️🖐️🖐️🖐️🖐️ Write your name and share something that you learned recently.

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10 min: Group Expectations Below are P2PU's recommended group expectations for a new learning circle:

- **Respect the speaker:** When a person is sharing, allow them to share their complete thoughts without interruption. Listen actively and push past distractions from digital devices and your environment when possible.
- **Speak from "I" and eye:** Share from your own experience and perspective. Don't assume the experiences of others and avoid making comments or generalizations about entire communities. Keep your shares focused on what you see, what you notice, and what you feel.
- **Lean into discomfort:** Some topics may be uncomfortable to talk about because of personal experiences or oppressions felt in your everyday life. The emotions and feelings that may arise are normal and can help enhance

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authentic learning together if shared. Participants are asked to lean into their own discomfort and honor the space for others to do the same.

- **Step up, step back:** A learning circle is most effective when all voices can be heard. If you find yourself speaking often, step back and create space for others to share their ideas. If you're someone who prefers to listen, push yourself to speak out and share at least once per meeting.
- **Keep it confidential:** What happens in the learning circle stays in the learning circle. Respect the privacy of your fellow participants and don't share others' stories without consent.

As a group, note anything that you'd like to add or remove for the list. How do you want to address any conflicts that arise in light of these expectations? (You can return to this list throughout the learning circle).

2. Watch & Discuss (30 min)

22 min: Watch both videos back to back, either individually or shared on a single screen.

- 3 min: Watch PBS POV Implicit Bias video
- 18 min: Watch The Dangers of a Single Story Ted Talk

8 min: Discuss your thoughts and important takeaways from the video with the group, following the discussion prompts on the course.

3. Activity (40 min, breakout groups)

25 min: Individually, Reach and Watch the University of Michigan materials and complete the social identity wheel.

15 min: In small groups (3-4) review the discussion prompts

4. Reflect (5 min)

How did the first meeting go? Take a minute to share something that went well (a plus) and something that you'd like to change for next week (a delta). You can return to this list during the next meeting to ensure that you're making changes that benefit the learning experience for everybody.

Week 2: Microaggressions and Framing

There are a lot of readings, videos, and discussion prompts in the second week. We've streamlined this to better fit within 90 minutes without losing the opportunity for group discussion.

Meeting agenda:

1. Check-in (5 min)
2. Readings and discussions on microaggressions (40 min)
3. Breakout groups on framing conversations (30 min)
4. Full group reflection (15 min)



1. Check-in (5 min)

5 min: Say hi! 🖐️🖐️🖐️🖐️🖐️ Write your name and [take a breath](#) with this 1 minute guided breathing exercise.

2. Read/Watch & Discuss Microaggressions (40 min)

- 5 min: Watch Fusion Video and agree on definition of microaggression
- 20 min: Read or Listen to NPR Article
- 5 min: Group Discussion: how you would unpack or respond to a microaggression when moderating a discussion?
- 10 min: Read Recognizing Microaggressions
- 10 min: Microaggressions Discussion

3. Framing Conversations (30 min, breakout)

- 5 min: Watch the Jay Smooth video "Moving The Race Conversation Forward"
- 15 min: Small group discussion on the two bulleted questions (sparking dialogue, understanding experiences)

4. Reflect (15 min, full group)

- 5 min: Personal reflection: Quietly reflect on something that Amrita and Denise write in the second week of the course: "Our lived experiences shape our life and build a frame of the world. If you consistently have negative experiences or experiences that make you feel different, how would that affect you? If you realize that people who look like you also have the same experiences, how would that affect you and what would that tell you about the world around you?"
- 5 min: Open space for group to share responses
- 5 min: Plus/delta

5. For Next Week

~~Two optional reading for next week: Understanding race and privilege and 10 Examples that Prove White Privilege Exists~~

For next week, watch the Privilege Walk video and do the activity on your own.

- 20 min: Read the privilege walk activity and do it on your own
 - 5 min: Watch Privilege Walk if helpful

Week 3: Systems of Disproportionality

We moved the Privilege Wheel activity to homework after Week 2, so that it can inform conversations throughout this session and allow for more time interrogating disproportionality across systems. The breakout group discussions have been framed around helping participants practice moving conversations away from emotions and towards systems.

Meeting agenda:

1. XXXXX



1. Check-in + Privilege Discussion (20 min)

5 min: Say hi! 🖐️🖐️🖐️🖐️🖐️ Write your name and XXXXX.

5 min: Watch How White Privilege works

10 min: Group discussion, reflecting on the readings as well

- When was the last time you had to think about your ethnicity, race, gender identity, ability level, religion, and/or sexual orientation? What provoked you to think about it or acknowledge it?
- Do you have privileges you have never considered?

2. Systems Breakout Groups (40 min)

- 10 min: Watch the two videos on structural and system racism.
- 20 min: In small groups, choose 2-3 systems (reproduced from the course attachment below) and reflect on how you encounter these systems at work. What does it look like for these topics to be addressed with care? What does it look like for them to be addressed without care?

TERMINOLOGY of the DISPROPORTIONALITY in SYSTEMS

- **Child Welfare:** *Overrepresentation* refers to the disproportionate number of people of color in the welfare system.
 - **Criminal Justice:** The disproportionate number of minority youth who encounter the juvenile justice system is referred to as a *disproportionate minority contact*.
 - **Economic:** The unequal distribution of assets among people is called the *wealth gap*.
 - **Education:** The observed, persistent disparity in measures of educational performance among subgroups of students is called the *achievement gap*.
 - **Employment:** The unequal treatment of people with regards to jobs, careers and employment is called *occupational inequality*.
 - **Environmental:** While no formal term exists, we invite you to consider Flint, MI.
 - **Housing:** Refusing a loan or insurance to someone because of the neighborhood they live in is called *redlining*.
 - **Law Enforcement:** Targeting people because of their race is called *racial profiling*.
 - **Media:** The systematic skewing of reporting is known as *bias*.
 - **Healthcare/Mental Health/Substance Abuse:** The preventable differences in the burden of disease, injury, or the opportunity to achieve optimal health that are experienced by socially disadvantaged populations is called *health disparities*.
 - **Technology:** Here's a familiar one for library employees – what do we call the gap in access to technology? *The digital divide*.
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- 10min: Group Discussion: Come back to the full group and briefly reflect on your conversations in light of a point Amrita and Denise mention towards the end of this week: “When we talk about race, work towards connecting the conversation to the root of the issue and anchor it to the system rather than emotion.”

3. Read&Watch (15 min)

- Watch How Can We Win?
- Review the discussion questions in the course

4. Reflect (5 min)

Week 4: Managing the Discussion

The final module flows similar to how it's written in the course, with some more connections made to this learning circle experience.

Meeting agenda:

1. XXXX



1. Check-in (10 min)

5 min: Say hi! 🖐️🖐️🖐️🖐️🖐️ Write your name and XXXXX.

5 min: Revisit the ground rules and expectations from the first meeting. Would you advocate for anything else knowing what you know now?

2. Managing the Discussion (30 min)

- 15 min: Review the guidelines for ground rules and the managing the discussion resource attached in the course.

- 15 min: Reflect on the questions included.

3. Scenarios Activity (35 min)

- 10 min: Review the 3 scenarios included; add one or two more based on experiences that you've had.
- 20 min: Small group discussions
- 5 min: Come back and review the helpful reminders as a full group. What would you add?

4. Reflect (15 min)

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