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| New Members please arrive at **12:45** sharp. |
| Facilitators please arrive at **12:45**. |
| **Facilitator Prep Time 12:45pm – 1:00pm**  Select facilitators for each section. |
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| **New Member Orientation 12:45pm – 1:15pm**  Welcome to the space and introduction of AWARE-LA organizational model. |
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| All Members please arrive at **1:00pm** |
| **Welcome and All-Group Check-In 1:15pm – 1:30pm**  Welcome to Saturday Dialogue. Check in: share your name, your personal gender pronouns (PGPs), and anything else you’d like to share about yourself which could include anything you need in order to fully participate in the dialogue today.  Read Communication Guidelines.  We’d like to go around the circle and ask everyone to say IN ONLY ONE SENTENCE what they’ve been thinking about in terms of race this month. |
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| **Engaging in Difficult Conversations 1:40pm – 2:45pm**  Members will begin with a brainstorm of what characteristics of conversation help to open us up versus those that shut us down. We will then use that knowledge to consider a conversation that we need to have with a white friend, colleague, or family member. After reviewing a set of potential strategies for engagement, triads will enact role plays to practice engaging in the difficult dialogue, each person receiving feedback from a partner and witness to help hone strategic engagement. A final large group debrief will allow for the sharing of lessons learned. |
| **Snack/Break 2:45pm – 2:55pm**  (Take some time to stretch and move your body.) |
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| **Personal Solidarity/Snack 2:55pm – 3:25pm**  Groups of three have 10 minutes each for sharing/strategizing/active listening on personal/interpersonal issues around race & racism. Ask for timekeeper to make sure each person has 10 minutes. Make time for feedback if desired. |
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| **Announcements & Volunteers 3:30pm – 3:45pm**  Workshop Announcements  Community Announcements |
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| **Pass-the-Hat & Check-Out 3:45pm – 4:00pm**  Pass the hat for AWARE-LA donations. Share 1 plus, 1 change, OR 1 insight from today. |
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| **Volunteer Dialogue 4:15pm (end by 5pm)** |

**Role Plays – 65 Minutes**

**FACILITATOR NOTES:** We’re working from the assumption that in our interactions, our ultimate goal is to uproot and transform racism and white privilege. We want to engage people to raise consciousness and foster change. There are ways to engage and challenge people that shut them down, and there are ways that foster openness to further dialogue or a shift in thinking/feeling.

**10 minutes – Open/Shut**: We’re going to do a quick brainstorm. When someone challenges you to shift the way you think or feel about something (doesn’t have to be race or whiteness – can be anything that you have been asked to shift your thinking/feeling about), what qualities in their approach make you shut down? (or to restate: When someone challenges you to change, what makes you shut down or close up?)

Take a few answers, and then ask the same question about “What make us open up?”

Make the point: Our skill-building today is going to focus on ways to engage with other people to open up for further dialogue, to build awareness, etc. We want to figure out together how we can engage, respond, and challenge each other and other white folks in ways that open us up to change.

*Note: This exercise involving what makes us open up vs. shut down is meant to help us self-reflect about what COULD be effective when talking with others. However, every person is different and their entire set of multiple social positions might lead them to have a different perspective.*

**10 minutes – Intro/Prep:** The handout has several different ways we can engage family, friends, or colleagues when trying to have a productive conversation about race, privilege, or any other issue related to what is happening today.

On handout:

* **Questioning*:*** Assume positive intention on the part of your conversational partners, even if the impact of their speech/actions is a problem. Be curious about the reasons for their thoughts or actions. Ask questions to get to know more about what is underlying their statements. The idea is to uncover a place of connection that might offer you a chance to bridge a gap and offer an alternative point of view.
* **Educating:** Use this strategy when you get to a point where you can inform people why their statements might not be accurate or complete. The point is not to debate or argue, but to offer a new piece of knowledge while also attempting to stay connected and non-judgmental. This is most effective when it is couched in a personal story about one’s own learning process.
* **Expressing personal emotional reaction:** This strategy may be most effective with close friends, family, or young children. It involves telling people making racially loaded comments or jokes what it is like for you to hear those things. It can include you asking them to respect who you are and notice that their speech is not okay with you.
* **Empathetic relating:** Invite people to imagine either how someone else might feel, or how they would feel if they were negatively impacted by the policy or issue being discussed. This strategy is likely to be effective only with people who are somewhat sensitive.

In a minute we are going to do some role plays responding to racism, using these different approaches as tools or guides to give us ways to respond.

* On the back side of the handout we have 5 possible statements that you may hear from white folks or that we often find ourselves responding to. These are just possible suggestions. Take a moment to think of a situation or issue that is particularly present for you, use that for our role play
* NEED 5 PROMPTS – Five things in the format of the following
* 1. You have a friend/colleague who keeps talking about how the Black Matter Movement really brought this white backlash on themselves and that paying attention to more class-based issues would have been smarter.
* 2. A neighbor says how disturbing the new administration is and that they just can’t bear to watch the news anymore so they’ve decided to just stop paying attention completely.
* IT’S LIKELY THAT WE’LL NEED TO REVIEW AND MODIFY THESE AT THE LAST MINUTE, BASED WHAT IS ESSENTIAL FOR THE TIME PERIOD.
* Each person in a group will play a role. One person will be the “actor”, one person will be the “responder”, and someone will be the “observer”. Everyone will have a chance to play each role.
* The “actor” will make a statement. In a minute we’ll give you a few statements to get you started. The “responder” will use one of the skills from the cards to practice responding. The “observer” will observe the interaction and will then take a few minutes to give feedback. The responder can then take another minute to practice again, incorporating the feedback.
* The responder decides the topic or statement they want to respond to, and which skill they would like to practice using. Once you’ve decided, “actors”, make the statement. “Responders”, take a few minutes to respond. “Observers”, listen and be ready to offer feedback to the “responder”.
* As responders are considering the topic or statement they want to respond to, they should also consider their own personality style and the context or setting (for example, power dynamics involved in the situation) in order to imagine what strategy might be most effective and comfortable for them to use.
* Rotate roles until all folks have taken a turn in each role.
* Count off 1, 2, 3 and form groups of 3; continue until everyone is in a group.

**30 minutes Role Play in Triads**

**15 minutes Large Group Debrief**

* How was the process for you?
* Take some share-outs about what came up: what was challenging? Why? What worked well? Why?

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