

Community Dialogues for Racial Healing

Participant Handouts | 2018

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GROUP MEETING CALENDAR

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Same Race Group Meeting (3 hours)</p> <p>And</p> <p>Same Race Paired Interviews (Pairs meet on their own)</p>	<p>Same Race Paired Interviews (Pairs meet on their own)</p>	<p>Same Race Group Meeting (1.5 hours)</p>	<p>Large Group Meeting and Social (2 hours)</p> <p>And</p> <p>Interracial Paired Interviews (Pairs meet on their own)</p>	<p>Interracial Paired Interviews (Pairs meet on their own)</p>	<p>Same Race Group Meeting (1.5 hours)</p>	<p>Large Group Meeting (Everyone) (3 hours)</p>

WEEK 1

Participant Handouts Small Group Meeting



WEEK 1: COMMUNITY DIALOGUES FOR RACIAL HEALING

ORIENTATION AND OVERVIEW

What is Community Dialogues for Racial Healing?

Community Dialogues for Racial Healing is a national rendition of the Miss RECoP dialogue process, providing a process to help community members better understand racial equity and ensure that all community members have an equal opportunity to achieve success.

Why is Community Dialogues for Racial Healing partnering with my community?

- To listen and better understand how citizens from all walks of life view race, racial equity, and opportunities in your community.
- By listening, we will better understand the range of thoughts and opinions from our community members on topics related to racial equity.
- We will also stimulate conversations across racial lines in your community which will lead to the formation of new relationships and continued dialogue.

To what end is the Community Dialogues for Racial Healing working?

- Ultimately, Community Dialogues for Racial Healing aspires to ensure that every member of our community has an equal opportunity to pursue the American Dream – that is, to achieve success and prosperity through hard work, determination, and initiative.
- Community Dialogues for Racial Healing advances racial equity in our community by facilitating racial healing and dismantling racist structures while engaging individuals and communities in cultural, historical, and experiential learning using group dialogue, individual development, and community development.

The following Touchstones have been developed to guide dialogue circles in creating a welcoming, trusting, and authentic space for people to share the narrative of their lived experience and mutually honor the narratives of other participants. By honoring these Touchstones, we can more authentically and safely fulfil our purpose. *Touchstones for Safe and Trustworthy Space* have been carefully chosen for this project and they set the tone for our group's time together. We will read them as a group at every meeting to allow each of us to be present, in the moment, and prepared for potentially difficult dialogue and/or sensitive conversations.

Touchstones for Safe and Trustworthy Space



Give and receive welcome.

People learn best in hospitable spaces. In this circle we support each other's learning by giving and receiving hospitality.



Be present as fully as possible.

Be here with your doubts, fears and failings as well as your convictions, joys and successes, your listening as well as your speaking.



What is offered in the circle is by invitation, not demand.

This is not a "share or die" event! Do whatever your soul calls for, and know that you do it with our support. Your soul knows your needs better than we do.



Speak your truth in ways that respect other people's truth.

Our views of reality may differ, but speaking one's truth in a circle of trust does not mean interpreting, correcting or debating what others say. Speak from your center to the center of the circle, using "I" statements, trusting people to do their own sifting and winnowing.



No fixing, saving, advising or correcting each other.

This is one of the hardest guidelines for those of us who like to "help." But it is vital to welcoming the soul, to making space for the inner teacher.



Learn to respond to others with honest, open questions.

Do not respond with counsel or corrections. Using honest, open questions helps us "hear each other into deeper speech."



When the going gets rough, turn to wonder.

Turn from reaction and judgment to wonder and compassionate inquiry. Ask yourself, “I wonder why they feel/think this way?” or “I wonder what my reaction teaches me about myself?” Set aside judgment to listen to others—and to yourself—more deeply.



Attend to your own inner teacher.

We learn from others, of course. But as we explore poems, stories, questions and silence in a circle of trust, we have a special opportunity to learn from within. So pay close attention to your own reactions and responses, to your most important teacher.



Trust and learn from the silence.

Silence is a gift in our noisy world, and a way of knowing in itself. Treat silence as a member of the group. After someone has spoken, take time to reflect without immediately filling the space with words.



Observe deep confidentiality.

Safety is built when we can trust that our words and stories will remain with the people with whom we choose to share, and are not repeated to others without our permission.



Know that it's possible to leave the circle with whatever it was that you needed when you arrived, and that the seeds planted here can keep growing in the days ahead.

© Center for Courage & Renewal, founded by Parker J. Palmer.

WEEK 1: INTRODUCTIONS AND ICE BREAKER ACTIVITY

So that we can get to know each other a little better and start to become more comfortable with one another, we ask that each of you introduce yourself with the following information:

- Your first and last name
- What you love about your community
- What you would like to change about your community
- One interesting fact about yourself

When it is your time to go, simply complete the following statements to help us get to know you better.

Hello, my name is...

One of the things that I love about my community is...

One of the things that I would like to change about my community is...

One interesting fact about me is...

WEEK 1. UNDERSTANDING AND USING ACTIVE AND EMPATHETIC LISTENING

Think about and consider your thoughts on the following statement:

“Feeling I can trust you is more important than thinking I can trust you.”

- **What do you need in order to trust someone?**
- How important is listening in building trust?
 - What is happening when you are listening well?
 - What is happening when you are **not** listening well?

- Solutions Appear through Listening:

“Seek first to understand, and then to be understood.” Stephen Covey

- How do you respond when you hear something you don't want to hear?

Two Types of Listening: **Active Listening** and **Empathetic Listening**:

Active Listening: accurately restating or paraphrasing what was said. Respond with: **“Thank you for sharing. What I understood you to say is...”** No judgements, just restate

Empathetic Listening: put self in place of speaker, seek to understand the depth of what is said, more than listening to words, includes listening to the message and meaning, **“Something that I admire about your story is...”**

Reviewing and applying our **Touchstones for Safe and Trustworthy Space** (Page 7)

WEEK 1. PAIR, SHARE, RESTATE, AND AFFIRM ACTIVITY

Practicing Active and Empathetic Listening: Trust the process, follow the process, become a better listener and a better communicator of your story.

Process: Listen Deeply, Thank Speaker, Restate Message, and Affirm Speaker and/or Message.

STEPS IN THE PAIR, SHARE, RESTATE, AND AFFIRM ACTIVITY

1. Quietly Reflect on Prompt to Gather Your Thoughts (**2 to 3 minutes**): Journal writing, making notes or sketches, and/or internally gathering your thoughts.
2. Decide who will be the first speaker and who will first listener. If you are in an intergenerational pairing, please allow the older member to act as “Speaker 1” and the younger member to act as “Speaker 2.”
3. Speaker 1: Share your story (**2 minutes**)
4. Listener 1: Thank Speaker for Sharing, Restate the Story by Paraphrasing (**1 minute**), and Affirm Something about the Speaker and/or the Message
5. Speaker 1 and Listener 1 Switch Roles and Repeat.

PROMPT

Think about a time in your life where you used grit (unyielding courage and firmness of mind or spirit)¹ and determination to overcome a challenge or accomplish something that was important to you.

- How did this experience play out?
- How did the experience feel?
- Where did you feel it?
- If it would have had a smell and a taste, what would those have been?
- What did this sense of accomplishment make you want to do in your life?

Now take 2 or 3 minutes to quietly organize your thoughts and prepare to share with your partner: Journal writing, making notes or sketches, and/or internally gathering your thoughts.

Follow Directions of Facilitator During the Pair, Share, Restate, and Affirm Activity.

¹ <https://www.merriam-webster.com/dictionary/grit>

WEEK 1. HOW TO DO A PAIRED INTERVIEW

Understanding the Process and Nature of the Interview

- It is important to understand the process and nature of the interview.
- Your interview is your story, and this is your chance to tell your story to another person. This means that your interview is a statement of your life, experiences, and opinions.
- After telling your story, and interviewing your partner, you will complete a written summary of your story and the story that you heard your partner tell.
- You should plan for the entire interview and written summary process to take about 2 hours.

Location and Address of the interview:

General Times of Availability:

Note: you will schedule your specific time with your partner, plan for taking about 2 hours

Explaining the Interview Process and Questions

Remember to bring your Participant Handouts Notebook to each Class and Interview!

- The interview will consist of a few get to know you questions to allow you to get comfortable with the process and then move into questions about your life and your experiences related to growing up and race.
- Decide who will be the first person to be interviewed and the person who will be asking the questions. If you are in an intergenerational pairing, please allow the older participant to be interviewed first and the younger participant to ask the questions first, then switch roles.
- For the person being interviewed, simply answer the questions as fully and authentically as you can. Feel free to provide examples and details to illustrate your story and to help the listener better understand your experiences.
- During the interview, it is good to be ready to ask follow-up questions for greater detail, context, and clarification.
- Be alert to what the interviewee does not say and to help him or her expand the story so that it is more meaningful for others.
- We will use the term “**racial identity group**” to refer to “black community,” “white-community,” and “community-of-color.” So when you hear “your racial identity group,” we are simply asking you to think about whatever group you identify with.
- You can read the questions from the Participants Handouts Notebook or you can follow along with the video guide. The video guide is available on the SRDC website, so you can access it from any device that can connect to the internet. The URL for accessing the video is located in the Same Race Partner Interview Questions instructions on page 14 of your handout notebook.

WEEK 1-2. SAME RACE PARTNER INTERVIEW QUESTIONS

Instructions: If you are using the video guide, make sure to locate the video on YouTube and have it loaded before you begin. You can find the video by typing this URL into the web browser on your phone:
<http://srdc.msstate.edu/civildialogue/dialogue-for-racial-healing>



Same Race Partner Interview Questions

Breaking the Ice



“Question Number 1”

Tell me something interesting about yourself.



“Question Number 6”

What is your earliest memory or memories?



“Question Number 2”

Many people consider their “hometown” the place they grew up. What town or city do you consider your hometown?



“Question Number 7”

Who has been the most important person in your life and tell me some things about him or her?



“Question Number 3”

Tell me about growing up in your hometown.



“Question Number 8”

Tell me about something that you are really proud of?



“Question Number 4”

Think over the span of your life and tell me about one of the happiest moments of your life. Use as much detail as you like.



“Question Number 9”

How would you like to be remembered by others?



“Question Number 5”

Please share with me one of the saddest moments of your life. Use as many details as you are comfortable using.



“Question Number 10”

Share with me any funny stories, memories, or characters from your life that you think are interesting?

Perspectives on Race and Community – for this section, it is good to be ready to ask follow-up

questions for greater detail, context, and clarification. Be alert to what the interviewee does not say and to help him or her expand the story so that it is more meaningful for others. We will use the term racial identity group to refer to “black community,” “white-community,” and “community of color.” So when you hear “your racial identity group,” we are simply asking you to think about whatever group you identify with.



Question Number 11:

Think about what it was like for you growing up in your racial identity group in your hometown. Please describe this experience in a way that would allow someone from another racial identity group who grew up in the same hometown to understand your experience.



Question Number 12:

What do you think are some of the commonly mistaken ideas that people of another racial identity group make about your racial identity group?

Question Number 13:

Tell me what you think would be helpful for the other racial identity group to know in order to clear up misunderstandings.

Question Number 14:

Tell me about your personal experiences with racism. Be as specific as possible. Share what happened, what you felt, and how it affected you.

Question Number 15:

In your opinion, what can be done about racism and prejudice in today's society?

Question Number 16:

Tell me about race relations in the community where you currently live? What has happened in the past? What is happening now?

Question Number 17:

What are some of the things that could be done to improve race relations where you live? Be as specific as possible. What would you like to happen in the future? Who should take the lead? Who should participate? What would need to happen before the first steps are taken?

Question Number 18:

Tell me what else you would like others to know that we have not included here about your racial identity group.

Final Question:

Is there anything else that you would like to share?

INSTRUCTIONS ON HOW TO COMPLETE INTERVIEW SUMMARY FORM

- Your Interview Summary Form is located on the next page, but you can also follow the instructions provided in the video interview guide on the SRDC website. The directions for accessing the video are in the instructions for your Same Race Partner Interview Questions.
- After both interviews are completed, each same race partner will complete a separate interview summary form. The form is simple and only consists of three questions.
- Each person will individually complete both the front and back pages of their own form. Please complete these forms individually using your own thoughts, instead of together.
- You can write a few sentences for each of these questions or draw pictures or diagrams anything that will help you remember the important points, new realizations, and themes of the interviews. You will be using this page to help you recall important details at the next group meeting.
- If you choose to write, please do not worry about spelling, punctuation, and grammar; the most important thing is to get down your thoughts.
- You will complete the front of the form to summarize your own story when you were the “story-telling-participant.” You will complete the back of the form to summarize your partner’s story when you were the “listener.”

It is very important to get your interviews completed in the next seven days and to bring your interview summary sheets back with you on Week 3.

Remember to bring your Participant Handouts Notebook to each Class and Interview!

Week 1-2. Same Race Partner Interview Summary Form:



Instructions: Please work individually and not together in completing this form. After both interviews are completed, complete both the front and back pages of one form. Complete the front of the form to summarize your own story (when you were the “story-teller”). Complete the back of the form to summarize your partner’s story (when you were the “listener”). You can write a few sentences for each of these questions or draw pictures or diagrams – just something that will help you remember the important points, new realizations, and themes of the interview.



1. What are the important points that you communicated while **telling your story**?

2. What new realizations and ideas came up **while telling your story**? Include the facts or details that are relevant to the purpose of the interview. If you uncovered anything that was surprising to you while telling your story, please share it.

3. Please choose three themes (one or two words each) to **summarize your story**, what are they?

- 1.
- 2.
- 3.

1. What are the important points that you heard while **listening to your partner's story**?

2. What new realizations and ideas came up while **listening to your partner's story**? Include the facts or details that are relevant to the purpose of the interview. If you heard anything that was surprising to you while listening, please share it.

3. Please choose three themes (one or two words each) to **summarize your partner's story**, what are they?

1.

2.

3.

WEEK 1. LOOKING FORWARD IN THE PROCESS

Over the next 6 weeks, we will participate in the following activities. **It is very important to get your interviews scheduled and completed in the next seven days and to bring your interview summary sheets and Participant Handouts Notebook back with you on Week 3.**

Week 1 to 2: Same Race Paired Interviews - within same race group (on your own)

Paired individual interviews within the same race group; Completed by mid-week 2

Week 3: Same Race Group Meeting (1.5 hours) – each same race group meets in two separate small groups

Check-in; Welcome and occasion; Introductions; Ground rules; Debrief and discuss interviews; Review observed interview themes; Prepare for interracial session (next week); Looking forward

Week 4: Large Group Meeting (2 hours) – both same race groups meet together in social, orientation, and overview

Check-in; Get food; Welcome, occasion, and overview; Ground Rules; Reflective and empathetic listening with partner introductions; Review interview guidelines; Schedule interview times

Week 4 to 5: Interracial Paired Interviews - across different same race groups (on your own)

Paired individual interviews across different same race groups; Completed by mid-week 5

Week 6: Same Race Group Meeting (1.5 hours) - each same race group meets in two separate small groups

Check-in; Ground rules, Debrief interracial interviews; Emotion check-in; Review and discuss observed themes; Discuss expectations and desired accomplishments at dialogue and listening session next week

Week 7: Large Group Meeting (3 hours) – both same race groups meet together in dialogue and listening sessions

Explore: Discovery, Dream, Design, and Destiny process or Produce Prompts to Dialogue/Discuss; Topics include race, racism, racial equity, racial healing; Scales include individuals, this community, this state.

WEEK 3

Participant Handouts Small Group Meeting



WEEK 3: INTRODUCTIONS AND ICE BREAKER ACTIVITY

So that we continue to get to know each other, I am going to ask that each of you introduce yourself again.

- Please tell everyone your first and last name
- Tell us something that already happened to you today that is the kind of thing that makes life worth living
- Finally, share with us what is your best hope for this 7-week experience.

Hello, my name is...

Something that has already happened to me today that is the kind of thing that makes life worth living is...

My best hope for this 7-week experience is...

WEEK 3: TOUCHSTONES FOR SAFE AND TRUSTWORTHY SPACE

Turn to Page 7 and read the Touchstones.

Questions to consider:

- Think about your experience during our first meeting and during your paired interviews. Consider how applying the Touchstones can help you become a better listener and a better sharer of your own story.
 - How did you use the Touchstones during our first meeting and during your paired interviews?
 - How do you think the dynamic of using our Touchstones will remain constant or change when we move into the larger group dialogues and interracial interviews?

WEEK 3: DEBRIEF AND DISCUSS THE INTERVIEW EXPERIENCE

Think about your experience going into and during the paired interviews. Some of the things to consider are: what you anticipated before the interview; what you felt at the beginning of the interview and how that changed over time; what it was like to share your own story; and what it was like to listen to and understand someone else's story.

- Tell me what the interview process was like. What went well? What didn't work well? Why?
- How did your feelings or emotions during the experience change from the beginning of the interview to the end of the interview?
- What were some of your most challenging moments during the interview? What made them so?
- Did your partner share any experience that may have surprised you? What did you learn from this?
- Tell me how the interview gave you some deeper understanding of your partner and how their life is both individually unique and similar to your own life. Did you and your partner share any similar issues, concerns, experiences that both of you would like to tell us about?

WEEK 3: DISCUSS THE INTERVIEW SUMMARY FORM

- Please take out your **Interview Summary Forms**, which are the forms that you completed at the end of your interview.
- Get with your same race group partner for paired discussion and take a few minutes to discuss and compare your two **Interview Summary Forms**. Either read or describe your summaries to each other, and then look for similarities and differences between the way that you and your partner summarized each story.
- Then consider and discuss the prompt below.

Prompt:

“Two people can hear and witness the same story and may honestly conclude very different meanings about what has happened.

- **Why is this true?**
- **How can we honor someone else’s understanding (truth) that is different than our own and simultaneously have a different understanding (truth) than they do?”**

After the paired discussion, come back to the circle for a small group discussion on the following questions:

- What were the most important points that were communicated while telling your story? How were the main points between your story and your partner’s story similar? How were they different?
- Tell me about any new realizations and ideas that came to you while telling your story. What about while you were listening to your partner’s story?
- What were the three major themes of your story? What were the themes of your partner’s story? How were the themes similar and different?

WEEK 3: PREPARING FOR INTERRACIAL LARGE GROUP SOCIAL

- Next week, we meet as a large group to get to know each other and plan for our upcoming “interracial” paired interviews and discussions.
- When shaping this process, the program creators decided to start off meeting in our smaller same race groups and then bring the two smaller groups together later in the process. The intent was to give participants a chance to become more comfortable sharing their personal experiences, listening to understand others, connecting with new people, and discussing the issue of race and racism in a more comfortable environment.
- Since the “interracial” social is next week, let's discuss how the process may develop as we move forward.

When you think about discussing race in an interracial setting what are some of the first thoughts that come to mind?

How many of you have directly discussed issues of race and racism with an individual of a different race than you? Would you tell me about those experiences?

What are you most looking forward to as we combine our two same race groups and move forward in the process? What are you most concerned about?

Tell me how you can bring your authentic-self to this process while honoring our Touchstones. How can we use the Touchstones to better understand someone who has had different experiences and emotions related to race and racism in our community?

What else would you like to talk about related to moving forward in this process?

WEEK 3: LOOKING FORWARD IN THE PROCESS

Over the next 4 weeks, we will participate in the following activities. **It is very important to get your interview time scheduled NEXT WEEK at our large group social and to complete the interview in the following seven days. Please remember to bring your Participant Handouts Notebook to the interview and to each meeting.**

Week 4: Large Group Meeting (2 hours) – both same race groups meet together in social, orientation, and overview. This will include:

Check-in; Get food; Welcome, occasion, and overview; Ground Rules; Reflective and empathetic listening with partner introductions; Review interview guidelines; Schedule interview times

Week 4 to 5: Interracial Paired Interviews - across different same race groups (on your own)

Paired individual interviews across different same race groups completed by mid-week 5

Week 6: Same Race Group Meeting (1.5 hours) - each same race group meets in two separate small groups

Check-in; ground rules, debrief interracial interviews; emotion check-in; review and discuss observed themes; discuss expectations and desired accomplishments at dialogue and listening session next week.

Week 7: Large Group Meeting (3 hours) – both same race groups meet together in dialogue and listening sessions

Explore: Discovery, Dream, Design, and Destiny process or Produce Prompts to Dialogue/Discuss; Topics include race, racism, racial equity, and racial healing; scales include individuals, this community, this state.

WEEK 4

Participant Handouts Large Group Meeting



Turn to Page 7 and read the Touchstones.

WEEK 4: INTRODUCTIONS AND ICE BREAKER ACTIVITY

So that we can get to know each other a little better, please tell everyone:

- Your first and last name
- What you love most about this community
- What first drew you to this community and what has most encouraged you to stay.
- One interesting fact about yourself

When it is your time to go, simply complete the following statements to help us get to know you better.

Hello, my name is ...

What I love most about this community is...

What first drew me to this community and what has encouraged me to stay here are...

One interesting fact about me is...

WEEK 4: UNDERSTANDING AND USING ACTIVE AND EMPATHETIC LISTENING

“Feeling I can trust you is more important than thinking I can trust you.”

What do you need in order to trust someone?

“Seek first to understand, and then to be understood.” Stephen Covey

Understanding and Using Active and Empathetic Listening

Two Types of Listening: **Active Listening** and **Empathetic Listening**:

Active Listening: accurately restating or paraphrasing what was said. Respond with:
“Thank you for sharing. What I understood you to say is....” No judgements, just restate.

Empathetic Listening: put self in place of speaker, seek to understand the depth of what is said, more than listening to words, includes listening to the message and meaning,
“Something that I admire about your story is....”

WEEK 4. PAIR, SHARE, RESTATE, AND AFFIRM ACTIVITY

Practicing Active and Empathetic Listening: Trust the process, follow the process, become a better listener and a better communicator of your story.

Process: Listen Deeply, Thank Speaker, Restate Message, and Affirm Speaker and/or Message.

STEPS IN THE PAIR, SHARE, RESTATE, AND AFFIRM ACTIVITY

1. Quietly Reflect on Prompt to Gather Your Thoughts (**2 to 3 minutes**): Journal writing, making notes or sketches, and/or internally gathering your thoughts.
2. Decide who will speak first and who will Listen First. (If you are in an intergenerational pairing, please allow the older member to act as “Speaker 1” and the younger member to act as “Speaker 2”.)
3. Speaker 1: Share your story (**2 minutes**)
4. Listener 1: Thank Speaker for Sharing, Restate the Story by Paraphrasing, and Affirm Something about the Speaker and/or the Message (**1 minute**)
5. Speaker 1 and Listener 1 Switch Roles and Repeat.

PROMPT

“Based on your lived-experience, what are some of the successes and challenges you have experienced around racial reconciliation and healing? What do you most hope you can contribute to in this area?”

Quietly Reflect on Prompt to Gather Your Thoughts (2 to 3 minutes):

Journal writing, making notes or sketches, and/or internally gathering your thoughts.

Follow Directions of Facilitator During the Pair, Share, Restate, and Affirm Activity.

WEEK 4. HOW TO DO A PAIRED INTERVIEW

Understanding the Process and Nature of the Interview

- Your interview is your story, and this is your chance to tell your story to another person. This means that your interview is a statement of your life, experiences, and opinions.
- After telling your story, and interviewing your partner, you will complete a summary of your story and the story that you heard your partner tell.
- You should plan for the entire interview and written summary process to take about 2 hours.

Location and Address of the interview:

General Times of Availability:

Note: you will schedule your specific time with your partner, plan for taking about 2 hours

Who had questions or problems when completing their first interview?

WEEK 4. INTERRACIAL PARTNER INTERVIEW PROCESS

Explaining the Interview Process and Questions

- **Remember to bring your Participant Handouts Notebook to each Class and Interview!**
- The interview will consist of a few get to know you questions to allow you to get comfortable with the process and then move into questions about your life and your experiences related to growing up and race.
- Decide who will be the first person to be interviewed and the person who will be asking the questions. If you are in an intergenerational pairing, please allow the older participant to be interviewed first and the younger participant to ask the questions first, then switch roles.
- For the person being interviewed, simply answer the questions as fully and authentically as you can. Feel free to provide examples and details to illustrate your story and to help the listener better understand your experiences.
- During the interview, it is good to be ready to ask follow-up questions for greater detail, context, and clarification.
- Be alert to what the interviewee does not say and to help him or her expand the story so that it is more meaningful for others.
- We will use the term "**racial identity group**" to refer to "black community," "white-community," and "community-of-color." So when you hear "your racial identity group," we are simply asking you to think about whatever group you identify with.

Please take out the **Week 4-5. Interracial Partner Interview Questions and Interview Summary** handouts.

Instructions on How to Complete Interview Summary Form

- Your Summary Form is located in your Participants Handouts Notebook, but you can also follow the instructions provided in the video interview guide on the SRDC website. The directions for accessing the video are in the instructions for your Interracial Partner Interview Questions.
- After both interviews are completed, each partner will complete a separate interview summary form on Pages 37-38 of the **Week 4-5. Interview Question and Reflection Packet for Interracial Pair**. The form is simple and only consist of three questions.
- Each person will individually complete both the front and back pages of their own form. Please complete these forms individually using your own thoughts, instead of together.
- You can write a few sentences for each of these questions or draw pictures or diagrams anything that will help you remember the important points, new realizations, and themes of the interviews.
- If you choose to write, please do not worry about spelling, punctuation, and grammar; the most important thing is to get down your thoughts.
- You will complete the front of the form to summarize your own story when you were the “story-teller.” You will complete the back of the form to summarize your partner’s story when you were the “listener.”

It is important that you bring back your Participant Handouts Notebook and completed Interview Summary Form to our Week 6 meeting. During Week 6, we will meet back in our same race groups and debrief our interracial partner interviews.

WEEK 4. LOOKING FORWARD IN THE PROCESS

Over the next 3 weeks, we will participate in the following activities. **It is very important to get your interviews scheduled and completed in the next seven days and to bring your interview summary sheets and Participant Handouts Notebook back with you on Week 6.**

Week 4 to 5: Interracial Paired Interviews - across different same race groups (on your own)

Paired individual interviews across different same race groups, completed by mid-week 5

Week 6: Same Race Group Meeting (1.5 hours) - each same race group meets in separate small groups

Check-in; ground rules, debrief interracial interviews; emotion check-in; review and discuss observed themes; discuss expectations and desired accomplishments at dialogue and listening session next week

Week 7: Large Group Meeting (3 hours) – both same race groups meet together in dialogue and listening sessions

Explore: Discovery, Dream, Design, and Destiny process or Produce Prompts to Dialogue/Discuss; Topics include race, racism, racial equity, racial healing; Scales include individuals, this community, this state.

WEEK 4-5

Interview Question and Reflection Packet for Interracial Pair



Instructions: If you are using the video guide, make sure to locate the video on YouTube and have it loaded before you begin. You can find the video by typing this URL into the web browser on your phone:
<http://srdc.msstate.edu/civildialogue/dialogue-for-racial-healing>



Interracial Partner Interview Questions

Breaking the Ice



“Question Number 1”

Tell me something interesting about yourself.



“Question Number 2”

Many people consider their “hometown” the place they grew up. What town or city do you consider your hometown?



“Question Number 3”

Tell me about growing up in your hometown.



“Question Number 4”

Think over the span of your life and tell me about one of the happiest moments of your life. Use as much detail as you like.



“Question Number 5”

Please share with me one of the saddest moments of your life. Use as many details as you are comfortable using.



“Question Number 6”

What is your earliest memory or memories?



“Question Number 7”

Who has been the most important person in your life and tell me some things about him or her?



“Question Number 8”

Tell me about something that you are really proud of?



“Question Number 9”

How would you like to be remembered by others?



“Question Number 10”

Share with me any funny stories, memories, or characters from your life that you think are interesting?

Perspectives on Race and Community – for this section, it is good to be ready to ask follow-up questions for greater detail, context, and clarification. Be alert to what the interviewee does not say and to help him or her expand the story so that it is more meaningful for others. We will use the term racial identity group to refer to “black community,” “white-community,” and “community of color.” So when you hear “your racial identity group,” we are simply asking you to think about whatever group you identify with.



Question Number 11:

Think about what it was like for you growing up in your racial identity group in your hometown. Please describe this experience in a way that would allow someone from another racial identity group who grew up in the same hometown to understand your experience.

Question Number 12:

What do you think are some of the commonly mistaken ideas that people of another racial identity group make about your racial identity group?

Question Number 13:

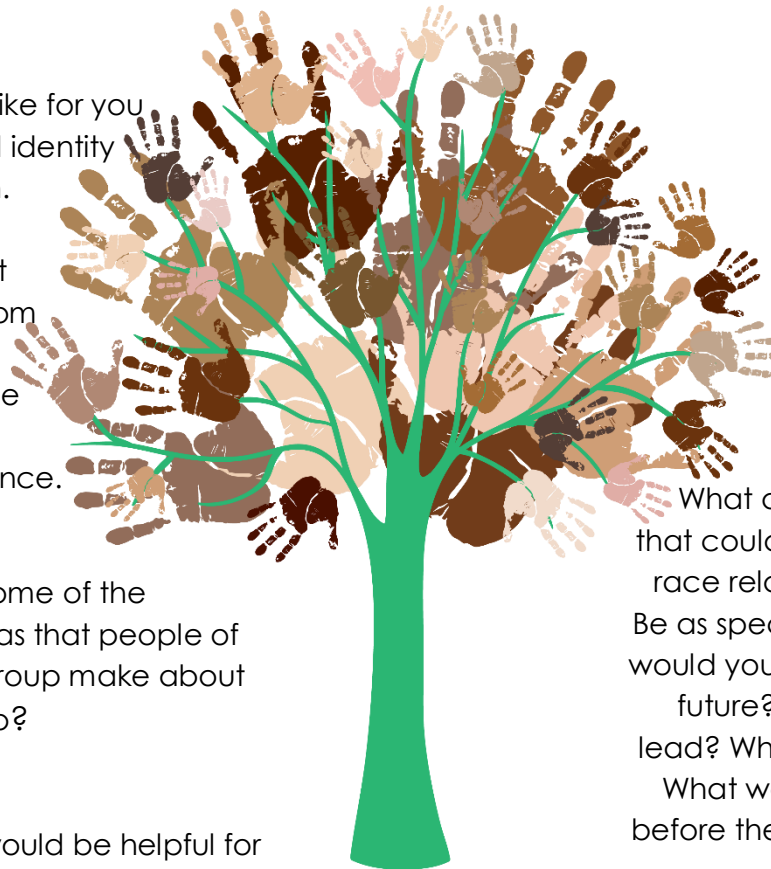
Tell me what you think would be helpful for the other racial identity group to know in order to clear up misunderstandings.

Question Number 14:

Tell me about your personal experiences with racism. Be as specific as possible. Share what happened, what you felt, and how it affected you.

Question Number 15:

In your opinion, what can be done about racism and prejudice in today's society?



Question Number 16:

Tell me about race relations in the community where you currently live? What has happened in the past? What is happening now?

Question Number 17:

What are some of the things that could be done to improve race relations where you live? Be as specific as possible. What would you like to happen in the future? Who should take the lead? Who should participate? What would need to happen before the first steps are taken?

Question Number 18:

Tell me what else you would like others to know that we have not included here about your racial identity group.

Final Question:

Is there anything else that you would like to share?

1. What were the important points that you heard while **listening to your partner's story**?

2. What new realizations and ideas came up while **listening to your partner's story**? Include the facts or details that are relevant to the purpose of the interview. If you heard anything that was surprising to you while listening, please share it.

3. Please choose three themes (one or two words each) to **summarize your partner's story**?

1.

2.

3.

WEEK 6

Participant Handouts Small Group Meeting



Turn to Page 7 and read the Touchstones.

WEEK 6: DEBRIEF AND DISCUSS THE INTERVIEW EXPERIENCE

Think about your experience going into and during the interracial paired interviews. Some of the things to consider are:

- **What you anticipated before the interracial interview**
- **What you felt at the beginning of the interview and how that changed over time**
- **What it was like to share your own story with someone of a different race**
- **What it was like to listen and understand someone of a different race who also shared their story**

- How was the interracial interview experience similar to and different from your first interview with your same race group partner?

- What was it like discussing race with someone of a different race identity? How did your feelings or emotions change from the beginning of the interview to the end of the interview?

- What were some of your most challenging moments during the interview? What made them so? How did you work through this?

- Did your partner share any experience that may have surprised you? What did you learn from this?

- How did the interview give you some deeper understanding of your partner and how their life is both individually unique and similar to your own life?

WEEK 6: DISCUSS THE INTERVIEW SUMMARY FORM

Please take out your Interview Summary Forms, which are the forms that you completed at the end of your interview. With your interview partner from last week, take a few minutes to discuss and compare your two Interview Summary Forms. Either read or describe your summaries to each other, and then look for similarities and differences between your story and the story that you heard your interracial interview partner tell.

- What were the most important points that were communicated by your partner? How were the main points between your story and your partner's story similar? How were they different?

- What new realizations and ideas came to you while telling your story? What about while you were listening to your partner's story?

- What were the three major themes of your story? What were the themes of your partner's story? How were the themes similar and different?

WEEK 6. DISCUSS RACISM AND COMMUNITY

Please quietly consider what you've shared, heard, and understood over the previous five weeks. Think about what new realizations or discoveries of forgotten memories that you experienced through this process. Finally, reflect on any instances when your assumptions, beliefs, or prejudices related to individuals or race may have come into your own view while sharing your own story and seeking to understand others. Now we will use the next 30 minutes to have a dialogue that captures your thoughts about specifics related to our community and race.

- How do you define racism?
- Do you think racism is or is not a problem in our community? Please explain your answer. Have you experienced or witnessed racism in our community in the past five years? If "YES," what are some examples?
- In general, do you think that leftover racist attitudes, policies, and/or institutions from our past continue to disadvantage people of color and give whites an advantage in this community today? Please explain your answer in detail.
- Have you ever stood up or spoken up against racism? Explain your answer.
- Why do you think people have a hard time discussing issues of race and racism with people from a different race than their own?
- How can individuals within this community join together to acknowledge the existence of racism and affirm the human dignity of each individual and commit themselves to creating a community where everyone has an equal opportunity to achieve success and prosperity through hard work, determination, and initiative?

Please complete the Week 6 Activity on Page 45

WEEK 6. LOOKING FORWARD IN THE PROCESS

Next week, we will meet in our larger group and use a Discover, Dream, Design, and Destiny process to share perspectives on our lives as individuals and our community. **Please remember to bring your Participant Handouts Notebook with you.**

Week 7: Large Group Meeting (3 hours) – all same race groups meet together in dialogue and listening sessions

Explore: Discovery, Dream, Design, and Destiny process or Produce Prompts to Dialogue/Discuss; Topics include race, racism, racial equity, racial healing; Scales include individuals, this community, this state.

WEEK 6

Participant Report



WEEK 7

Participant Handouts
Large Group Meeting



Turn to Page 7 and read the Touchstones.

WEEK 7: INTRODUCTION AND OPENING DISCUSSION ON RACIAL EQUITY

Individual Introductions and Ice Breaker Activity

Please tell everyone your first and last name and then describe what “racial equity” would look like in our community by using the following prompts.

Hello, my name is ...

My description of what “racial equity” would look like in our community is...

GROUP DISCUSSION

Let's spend the next few minutes digging a little deeper into the topic of racial equity and discussing how racial equity impacts our community.

Where is racial inequity (unfairness, discrimination, or injustice) holding our community back?

Describe the benefits to our community of increasing racial equity. Be specific.

Describe why people have a hard time discussing issues of race with people from a different race other than their own.

In general, describe any leftover racist attitudes, policies, and/or institutions from our past that continue to disadvantage people of color and give whites an advantage in our community today. If you feel that these do not exist, how were leftover racist attitudes, policies, and/or institutions overcome?

Describe how individuals within our community can join together to acknowledge the existence of racism and affirm the human dignity of each individual and commit themselves to creating a community where everyone has an equal opportunity to achieve success and prosperity through hard work, determination, and initiative.

Describe how we can motivate individuals from both communities of color and white communities to have difficult conversations about race? In what places and settings would these conversations be most beneficial?

You have supplemental information about different types (levels) of racism in the back of this Notebook. The material has a YouTube link to a 6 minute video and written text of that video that are very helpful in understanding institutional, personal mediated, and internalized racism.

WEEK 7: SHARING SUCCESSES IN ADVANCING RACIAL EQUITY IN YOUR COMMUNITY

When considering conflicted topics, it helps to adopt an appreciative perspective. During this activity, focus on the positive aspects of racial equity in your community and how this community can be made better.

Please take out the “Discovery, Dream, Design, and Destiny” activity sheet that the liaisons handed out at the beginning of tonight’s meeting. As we dialogue about racial equity in our community, please complete the “Discovery, Dream, Design, and Destiny” activity sheet with your own thoughts.

Be sure to complete the activity sheet by the end of tonight’s session.

WEEK 7. SHARING SUCCESSES IN ADVANCING RACIAL EQUITY IN YOUR COMMUNITY

While discussing the Discovery, Dream, Design, and Destiny questions for your community, please complete the front and back of this activity sheet. Feel free to write or draw sketches or diagrams as you complete this activity.

Discovery

1. Describe when you have seen racial equity occur in your community. Explain the details of what was happening.

Dream

1. Describe your hopes for racial equity within your community. What are you looking for other people to contribute to this future?

2. Think about your answer, what positive thing(s) allowed you to rank your value so high on the scale? (Even with a relatively low evaluation, there are some positive things that exist, what are those things?)

3. On a scale of 1 (lowest) to 10 (highest), where would you like your community to be on the scale?

4. What is something that your community is already doing AND could do more of to move up the scale?

8. Finally, have the group set a meeting time for interested volunteers to further discuss the “should do” items and take action on them.

WEEK 7. CLOSING

Please share any meaningful thoughts and closing words related to this experience.

APPENDIX 1. UNDERSTANDING LEVELS OF RACISM USING A GARDENER METAPHOR

The following material may be helpful in understanding different types of racism, the impact each has on individuals and communities, and how to most effectively address racism in general.

In YouTube, search for “The Gardener by Spectrumlens”.

The Video is 5:58 minutes long and has the thumbnail below. If you don't have access to a computer and projector, there is a transcript of the Gardener video below.



The Gardener

spectrumlens

8 years ago • 17,712 views

Camara Jones discusses the 3 levels of racism.

Please watch and listen to this video and think about how you would explain the three types or levels of racism.

The Gardener

Closely adapted from Camara Jones' discussion of racism in

YouTube video “The Gardener” by Spectrumlens

<https://www.youtube.com/watch?v=ktj4jGmUs6Y>

This story is about a gardener who has two flower boxes: one which she knows to have rich, fertile soil and one which she knows to have poor, rocky soil. She has seed for the same kind of flower, except some of the seed is going to produce pink blossoms and some is going to produce red blossoms.

Because the gardener prefers red flowers over pink, she takes the red seed and puts it in the rich, fertile soil. She takes the pink seed and puts it in the poor, rocky soil. Three weeks later, she comes and is looking at her flower boxes. What she notices is that every single one of the red seeds has sprouted, and some of the red flowers are strong, tall, and flourishing. Even the weak seed with the red flowers has at least sprouted and made it to middling height. But when she looks in the pink box in that poor, rocky soil, the weak pink seed has died. The strong pink seed is just struggling to make it to a middling height. Then all those flowers go to seed. The next year the same thing happens, and then those flowers go to seed. Year after year, the same thing happens until finally 10 years later, the gardener is looking at her flower boxes, and she says, “You know, I was right to prefer red over pink.”

Now, we'll interrupt this to say that the first part of the story is how **institutionalized racism** works. You had the initial historical insult of the separation of the seed into the two types of soil. You had the flower boxes, the contemporary structural factors keeping the soil separate. Then, through inaction in the face of need, there was a perpetuation of the difference between the two environments over time.

But now we are going to pick this story back up and say, "Now where would **personal mediated racism** be in this garden?" Well that is when the gardener is looking at her flowers and says, "Those pink flowers are so scraggly and scrawny," and she plucks those blossoms off before they can even go to seed. Or, she might notice that a pink seed has fallen into the rich fertile soil and sprouted, and she plucks it out before it can establish itself.

Where would **internalized racism** be in this garden? Well you have the pink flowers in their box trying to make it, looking over at red flowers which are all flourishing and flaunting. And, here comes the bees. The bees are minding their own business. They are just collecting nectar, and they are pollinating at the same time. So the bees come to the pink flowers, and one bee comes to this one pink flower, and that pink flower says, "Get away from me bee. Don't bring me any of that pink pollen. I prefer the red." Because the pink flower has internalized that red is better than pink.

So the question arises, "what do we do to set things right in this garden?"

Well you could say, let's address the **internalized racism**. So, we are going to go over to the pink flowers and we are going to say, "Pink is beautiful! Power to the pink!" Which might make the pink flowers feel better, but that in and of itself will not change the conditions in which they live.

Or you could say, well I understand that. Let's address the **personally mediated racism**. So let's go talk to the gardener. Or better yet, let's have a workplace multicultural workshop for the gardener, which is all good. We're going to say, "Dear gardener, would you please stop plucking those pink blossoms?" And, maybe she will, and maybe she won't. But even if she does stop, it is not going to change the situation in which the pink flowers find themselves.

What you really need to do if you are going to set things right in this garden is to address the **institutionalized racism**. So you either have to break down the boxes and mix up the soils or if you want to keep separate boxes (that's ok too, but that makes it easier to segregate resources) you have to enrich that poor rocky soil until it is as rich as the rich fertile soil. When you do that, you know the pink flowers will flourish. They will look grand and beautiful and wonderful. Maybe even better than the red, because they have after all been selected for survival and strength, which is a very, very interesting notion. Once those pink flowers have flourished, they will no longer be looking over at red wanting to be red, so you will have also addressed the **internalized racism**. And in addressing the **institutionalized racism**, you may even address the **personally mediated racism**.

Now the original gardener may have to go to her grave preferring red over pink. But, her children seeing the flowers equally beautiful will be less likely to adopt that attitude.

This story has been used to very quickly illustrate the three **levels of racism: institutionalized, personally mediated, and internalized**, and to very strongly suggest that if we want to set things

right in the garden, we have to at least address the institutionalized racism. We can address the other levels at the same time, but we have to at least address the institutionalized racism, and when we do, the other levels may take care of themselves.

There is just one last piece to this story. Which is the important question, "Who is the gardener?" The gardener is the one who is given the power to decide, the power to act, and control of resources. Who is this gardener really? Well certainly government is part of the gardener. Sometimes we joke and say "the rich people behind the government are part of the gardener." Maybe we can be our own gardener in communities if we have this power to decide, power to act, and control of resources, which is self-determination. But whoever the gardener is; whoever is going to have this power, it's very important that the gardener be concerned with EQUITY. If the gardener is not concerned with equity, then you will have the scrawny-looking pink flowers and the pretty red flowers, and the gardener will be thinking that the garden is beautiful, when in fact it is not.

