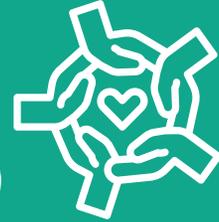


WE embrace anti-racism



Create a more inclusive world
and break the cycle of racism.

Theme

EQUITY AND HUMAN RIGHTS

SDG Connection

10 REDUCED INEQUALITIES

Skills

-  CRITICAL THINKING: ANALYZING AND EVALUATING INFORMATION
-  REFLECTION: APPLYING NEW KNOWLEDGE
-  ACTION PLANNING: CREATING A WORKING PLAN
-  SOCIAL AND EMOTIONAL LEARNING: SELF-MANAGEMENT

AN INITIATIVE OF



MADE POSSIBLE BY



We want to acknowledge a special thank you to Dow for their commitment to inspire youth to make a positive impact in the world and for their commitment to Inclusion, Diversity and Equity.

Table of Contents

Welcome Educators	3
Welcome Students	6
Section 1: Learn & Understand	8
Section 2: Empowerment & Self-Accountability	17
Section 3: Allyship & Action	34
Resources for Well-being Support	44
Glossary	45
References	50

Welcome Educators

Thank you for joining us. The WE Embrace Anti-Racism campaign is built on WE's long-standing commitment to diversity and inclusion, service-learning and undertaking continuous education. We believe that through service-learning, students are able to gain the skill sets to better understand themselves emotionally and act in accordance with core ethical values, leaving them better equipped to service their communities.

For educators like you, who are dedicated to empowering young people to make a difference and recognize the need to take action on anti-racism, this campaign is designed to inspire social change in your students while supporting you in engaging in the necessary but sometimes difficult conversations as your students embrace anti-racism. Recognizing the sensitive nature of this topic, we have developed this campaign through a trauma-informed lens and with great attention to youth well-being.

As you proceed, please be mindful that this campaign can be implemented in different ways. The ideal structure is for you and your students to learn together, however, students can also choose to seek outside support while engaging with the campaign or opt to learn independently.

We thank you for participating in our campaign to tackle anti-racism. We know this isn't easy work, but we also know it is important and long overdue.

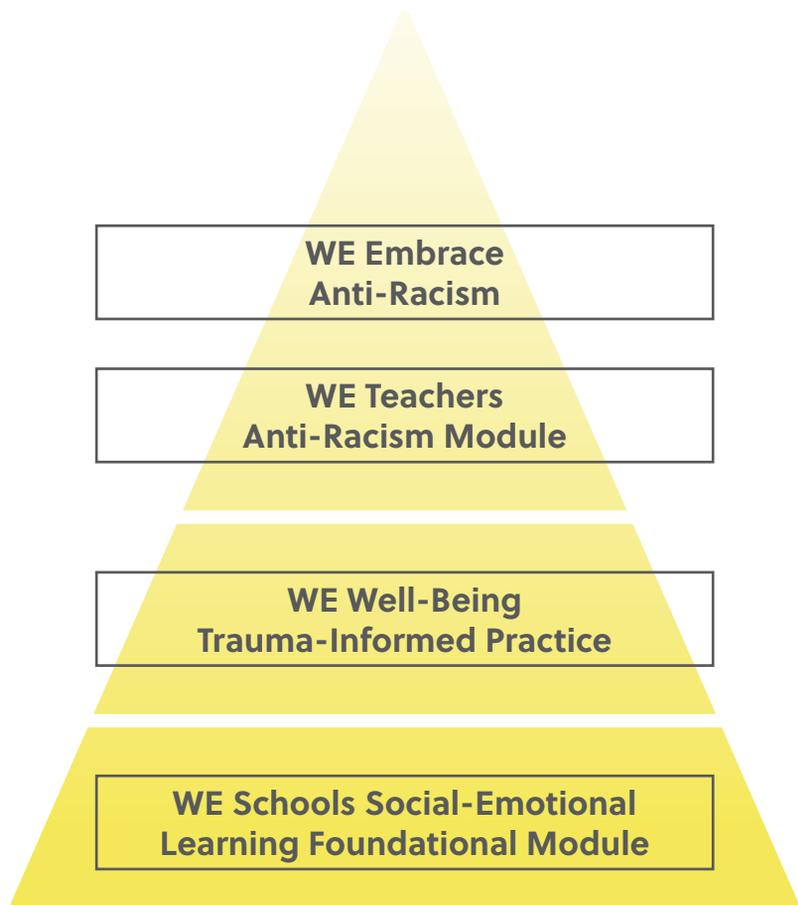
Get started with:

WE Schools **SEL Foundational Module** to establish a safe and caring classroom community and understanding of social and emotional learning practices.

WE Well-Being **Trauma-Informed Practice** module to establish an understanding of trauma and setting up trauma-informed classroom engagement.

WE Teachers Anti-Racism Module to learn in-depth about racism and anti-racism with your classroom, written by Dr. Kia Darling-Hammond.

This WE Schools anti-racism campaign to engage in exercises relating to racism and enhancing understanding. Including taking the next action steps toward embracing anti-racism.



Objective

Despite generations of social movements and individuals advocating for justice and equality, racism still deeply affects Black, Indigenous and People of Color (BIPOC) and racialized communities. Recent economic and political turmoil, along with the COVID-19 pandemic, have shed light on the existence of systemic racism that encompasses a broad range of racialized dimensions: racist emotions, discriminatory habits and actions, racist institutions, racist framing, and racist ideology. This moment demands deep introspection through education, self-reflection on our own biases and privileges, and creating real change through the promotion and awareness of anti-racist ideology.

The WE Embrace Anti-Racism campaign is comprised of three sections, each designed to achieve the following learning goals with your students:

1. Learn & Understand

In this section, students will develop an understanding of racism and its various forms (including how to define and identify racism, the effects and its impact, and learning various terminologies relating to racism).

2. Empowerment & Self-Accountability

In this section, students will recognize that racism is systemic and that we all have a role to play, and begin to feel empowered to be anti-racist by confronting their own bias, changing behavior and sharing their learning in a creative way.

3. Allyship & Action

In this section, students will create a self-directed action plan that transfers their learning from racism to understanding allyship, reflecting with self-accountability and engaging with anti-racism through a personal goal.

Educators will be able to assess the following learning outcomes with your students:

- Students are more knowledgeable about racism
- Students understand that self-accountability and allyship are critical steps toward being anti-racist
- Students feel that they have a personal role to play in addressing racism
- Students are equipped to develop their own anti-racism action plan

“The best things in life are on the other side of difficult conversations.”

Kwame Christian Esq., M.A.

We understand that conversations about racism and addressing it can bring forth difficult feelings and thoughts. Therefore, we have provided helpful resources (on [page 44](#)) that can connect you and your students with mental health and well-being resources. We have also included a [glossary](#) with the concrete meaning of words used throughout this campaign. These can be found bolded in purple.

This campaign was created in collaboration with subject matter experts across the country and draws on their anti-racism and anti-oppression knowledge, including our WE campaign writers who are BIPOC. They have worked with us to ensure that the facts, details and language we have used are accurate and appropriate so that it best meets your needs and the needs of today’s diverse classrooms.

As we are still learning, we invite educator feedback and are grateful for those who have put their time and expertise into guiding this campaign. We want to acknowledge a special thank you to Dow for their commitment to inspiring youth to make a positive impact in the world and for their commitment to Inclusion, Diversity and Equity.

Let’s begin!



Welcome Students

The world is filled with all types of people, **cultures** and languages. This unique mix of all human beings is called **diversity** and it is a beautiful and powerful thing. Our individual differences, based on personal experiences and ways of thinking, give us a unique **perspective** and understanding. Our collective diversity helps us solve problems, evolve, **innovate** and contribute to humanity.



Racism is actions, **beliefs** and feelings that are negative and harmful toward one person or a group of people based on **race** or their **ethnic group**. Racism is complex but it can always be felt.

If you are engaging with this **campaign**, it is because you are curious about racism and anti-racism. However, the change we need to bring begins with us. It is OUR responsibility to educate ourselves and become aware of what racism is, the different ways it exists and the impact it has—specially for BIPOC and minorities who experience harmful and difficult conditions because of racism.

Racism exists because of historical events, **insensitive practices** and actions that have designed a system of **inequality**. The combination of these developments has passed down fears, negative and false beliefs, and created a society in which racism is embedded. Despite the progress of removing some laws and systems of racial discrimination, we still see continuing inequalities in education, wealth, employment and institutions. This is known as systemic racism.

WE Embrace Anti-Racism

The WE Embrace Anti-Racism campaign is an organized series of actions created to achieve one goal: to help promote a more inclusive world and break the cycle of racism by intentionally taking an active anti-racist approach. It's designed to support you through education, self-accountability and engaging in allyship. It has three sections: learning and understanding; empowerment and self-accountability; and allyship and action. Through these, you will learn, research, understand, reflect and complete exercises that will help you create your own action plan in embracing anti-racism.

We are ALL part of the system that is around us and so anti-racism must begin with us. By taking part in the WE Embrace Anti-Racism campaign, you are committing to your learning, self-guided planning and taking steps toward change.

We understand that conversations about racism and embracing anti-racism can bring forth difficult feelings and thoughts. Remember, it's normal and okay to feel a range of emotions as we move forward.

We have provided resources for your educator to create a supportive and safe space for engagement. At the same time, remember to pause and step aside to manage any difficult feelings and thoughts. Reengage when you feel you are ready to do so with curiosity, an open mind and compassion. Discuss with your peers, classmates or individually seek out mental health and well-being supports in your school, online or community, such as the resources listed at the end of this document. We have also included a **glossary** to clearly define the meaning of some words used in this campaign that are bolded and written in purple.

Anti-Racism = Education + Self-Accountability + Allyship

This campaign will take us on a learning journey that ends with how we can help address racism through self-accountability, allyship and engagement.

WE embrace 
anti-racism

Together we will learn:

- **Racism has historic roots we all need to understand**
- **Racism is systemic**
- **Change begins with us/me**
- **How to create an action plan for self-accountability and allyship**

Section 1: Learn & Understand

Learn facts, read about renowned social justice advocates, engage with reflective questions and investigate key terminologies.

*“Before you assume, learn the facts.
Before you judge, understand why.
Before you hurt someone, feel.
Before you speak, think.”*

Unknown

Exercise 1

In this exercise you will learn various facts and reflect using the questions provided.

Scientists and researchers use data to gain knowledge and insight on a specific subject. Using patterns detected in a data set, we can extract evidence and facts that can be used to better understand or solve an issue. Accurate knowledge and facts on racism can teach us a lot that we typically may not see or understand. Daniel Kahneman, a psychologist who won a Nobel prize for bringing the subjects of economics and psychology together, focused specifically on areas of judgment and decision-making under uncertainty. Through his studies, he proved that humans often rely on information that is directly available to them and will not search for information that they do not have.¹ In simple terms, we typically do not put effort into researching and learning about a specific topic from all angles and we often believe information that is easily available to. So, let's begin with facts that you may not know and help you broaden your awareness on racism.

FACT

Human beings are unique in their physical appearances, characteristics, cultures, languages and ethnicity. However, genetic evidence indicates that all humans are descendants from a migration of people from Africa 50,000–80,000 years ago.²

Reflection

What features or similarities unite us as people? What differences in people do you find unique and beautiful?

INSPIRING PEOPLE

Lillian Green is a former educator, a social justice seeker and the current CEO of a consulting firm. She has identified four categories of racism: internalized, interpersonal, institutional and systemic. Internalized racism refers to our own feelings, thoughts and action. Interpersonal racism is acts of racism between one person and another. Institutional racism is rules and practices in workplaces or organizations that support racism. Lastly, systemic racism is how our society exists with all three types of racism openly or covertly.³

Reflection

Where is racism hidden in our society? _____

FACT

Racism is expressed in many ways, including racial bullying—when someone threatens, insults, attacks, **excludes**, assumes, hurts or damages a person or their property because of their race.

A survey conducted by the National Center for Educational Statistics showed that one out of every five students reported being bullied and most often for their physical appearance, race/ethnicity, gender, disability, religion and sexual orientation. Research has also shown that students experiencing race-based bullying are at increased risk for depression, sleep difficulties, lower academic achievements and dropping out of school.⁴ So, when you bully someone because of their race, ethnicity or culture, the impact is more than the immediate sting of your actions and words, it damages the person's self-esteem and mental and physical well-being.

Reflection

How does racial bullying affect a person's well-being and mental health? _____

INSPIRING PEOPLE

Barbara Jordan was a lawyer, educator, politician and leader in the Civil Rights Movement. She was the first African American elected to the Texas Senate since 1898 and the first African American woman from the Deep South elected to the U.S. House of Representatives. She grew up in a poor neighborhood in Houston and used her wit and intellect to excel, becoming an award-winning debater in her high school. She completed her bachelor's degree and then went to law school. The lawyer, senator and congress woman fought for civil and human rights, working to establish the minimum wage law and fair employment practices in business, especially the use of anti-discrimination statements in business contracts. In 1994, she was awarded the Presidential Medal of Freedom by President Bill Clinton.⁵

Reflection

How did Barbara Jordan display self-accountability? _____

INSPIRING PEOPLE

Peyton Klein, born in 2002, is the founder of Global Minds Initiative: an organization that is student-led and aims to challenge intolerance and discrimination in schools. Peyton began this initiative after meeting a Syrian refugee student in her school. Through her curiosity, compassion and empathy, she learned about the dehumanizing intolerance this student was experiencing. Peyton acted by further educating herself on the challenges and the systems that do not support refugee and immigrant students when entering school systems. She created Global Minds as her way of taking accountability and engaging in allyship for students to build friendships with youth from other cultures and provide them support in schools. Currently, her organization has expanded into 23 schools, two countries and impacts over 1,500 students. In 2017, she received the YWCA Racial Justice Award in Youth Achievement. She is a TEDx speaker and has been featured on *Teen Vogue* and *The New York Times*.⁶

Reflection

How did Peyton Klein empower herself to make change for an anti-racist school community? _____

INSPIRING PEOPLE

Ibram X Kendi, the author of the book *How to Be an Antiracist* (Penguin Random House LLC, 2019), spoke at John Hopkins University and said the following:

"The heartbeat of antiracism is self-reflection, recognition, admission and fundamentally self-critique. A racist when charged with racism will say, "I'm not a racist," no matter what they said or did. An antiracist would be willing to confess and recognize what they just said or did was, in fact, racist."⁷

Ibram X Kendi highlights the importance of taking responsibility when we shift our beliefs toward becoming an anti-racist. If a statement or action was called out to be racist, regardless of what race you are or your experiences, whether it was done indirectly or directly, with good or bad intentions or with no intentions at all, we all must take responsibility when someone calls out racism. When we take responsibility, followed by a sincere apology, engaging in learning and enhancing awareness through education, discussions and changing our ways, we are empowering ourselves to become anti-racist.

Reflection

How would you define or explain anti-racism in your own words? _____

FACT

Did you know that millennials, born between 1980 to 1996, and Gen Z, born after 1997, are the most diverse group in U.S. history and Gen Z are on the path of becoming the most educated generation as of 2018! It is also predicted that Gen Z will become a majority nonwhite group by the year 2026. This means the coming years will continue to support a diverse society and culture, which has numerous benefits, such as increased creativity, engagement, innovation and inclusivity.⁸ It's clear that diversity and inclusion are our biggest strengths.

Reflection

As part of a generation that can **influence** change, what do you want the future to look like? _____

Exercise 2

Use the following issue card to understand the concept of racism and anti-racism. There are guided discussion questions at the end that will help begin discussions on this topic.

GLOBAL ISSUE

Anti-racism

Racism is the act of holding and **perpetuating discriminatory** or **oppressive attitudes** and thoughts toward BIPOC based on **assumptions**, physical appearance, power and history. Racism is more than just **overt** discrimination or **violence**. It can be **subtler**, but just as damaging—from creating gaps in health care supports for immigrants to denying people jobs, housing or education because of the color of their skin. It includes **insensitive practices** and unconscious biases. It includes racist words, **deeds** and processes that disrespect and **demoralize** others, which ultimately diminish us all.

Anti-racism is the active process of identifying and eliminating racism by changing systems, organizational structures, policies and practices and attitudes, so that power is redistributed and shared **equitably**.

Racism makes the well-being and existence of BIPOC intolerable, often leading to personal and collective **trauma**. That is why it's important to build an anti-racist society by changing the way we think and act, being prepared to be leaders and challenging others to do the same.



Sustainable Development Goal Connection

SDG 10: Reducing inequality within and among countries helps to ensure that no one is left behind. This SDG calls for reducing inequalities based on age, sex, disability, race, ethnicity, origin, religion or economic or other status within a country.

In one U.S. survey, one out of five students reported being bullied and the reasons reported were physical appearance, race/ethnicity, gender, disability, religion and sexual orientation.⁴

Most Americans say it's now more common for people to express racist or racially insensitive views; more than four in ten say it's more acceptable.⁹

Discussion Questions

Use these questions to guide your conversations as a group or class. Remember to be **inclusive**, respectful and open-minded to other's perspectives and experiences when having a discussion.

Racism often flows from **ignorance**, but education can turn ignorance into knowledge of other cultures and of our history. Learning more about **culture** and history helps increase acceptance of one another's diversity.

1. How do you learn about other cultures? _____

2. How can we ensure that the history and values of BIPOC are celebrated? _____

3. What does "race is a social construct" mean? _____

4. Does racism stem from being conscious or unconscious about your actions? _____

5. How do you distinguish between **equity** and **equality**? _____

6. What actions can you take in your classroom or school community to reduce inequalities and promote equity? _____

7. Why is it important to have discussions about racism and anti-racism as student leaders? _____

8. How do these conversations impact school culture and community? _____

Exercise 3

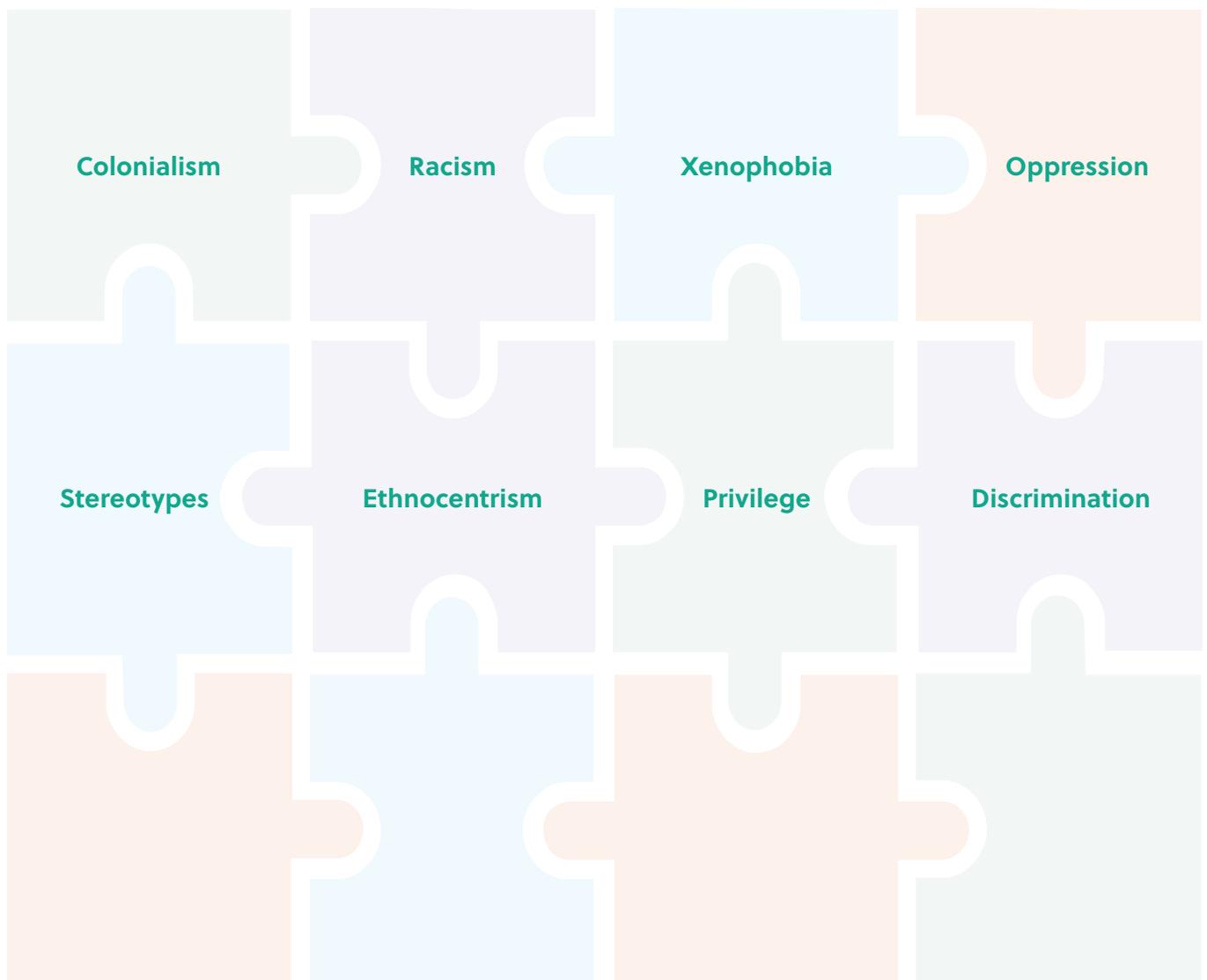
There are key terms that set the stage for awareness of the issue of racism. Use the puzzle pieces and define each word and answer the questions provided. This exercise can be completed individually, with a peer, as a small group, as a class or with a trusted adult. Educators can choose to use the blank puzzle pieces to add other important terminologies.

This exercise can be completed using the following options:

- Divide the class into groups and assign one key term and guided questions to each team to research and present.
- Educators can pick one word each week or each day to research and discuss with their class.
- Independent learning: students can research and answer one word per week or one word per day.

Challenge: After identifying the word, can you think of a scenario that shows each word in action?

Tip: Make sure to keep track of all the resources you find while completing this exercise. Highlight any resources that you want to share with your peers or with others to enhance their awareness and learning.



Key Terms and Questions

Colonialism

What is it, when did it start, which parts of the world experienced it, who started it, what did they do and what are the current impacts of it? How does this word relate to racism?

Racism

What is it, what are the different types of racism, why does racism occur, what are examples of past and current racist actions, what are the current and future impacts of racism? How does this word challenge inclusivity?

Privilege

What is it, what are examples of privilege, how does privilege distort our perception of racism and what are different types of privilege? How does this word relate to racism and anti-racism?

Ethnocentrism

What is it, what are examples of it, what does it stem from, what is the impact of it? How does this word relate to racism? How does this word challenge anti-racism?

Discrimination

What is it, what are examples of it, where does it come from, what types are there and what impact does it have? How does this word relate to racism? How does this word challenge anti-racism?

Stereotypes

What is it, what are examples of it, where does it come from, what types are there and what impact does it have? How does this word challenge racism and inclusivity?

Oppression

What is it, why does oppression occur, what are past and present oppressive actions, what are the current and future impacts of oppression? How does this word challenge anti-racism and inclusivity?

Xenophobia

What is it, what are examples of it, where does it come from, what types are there and what impact does it have? How does this word relate to racism? How does this word challenge inclusivity?

Remember: It is natural to feel overwhelmed or exhausted when exploring the topic of racism. It is important to take time to seek clarification, knowledge, tools and clearer insight into your thoughts and questions. Write down some of the challenges, questions, concerns or thoughts that you are left with. Take some time to focus on yourself, your well-being and energy levels. Once you have regained your focus, research answers to your questions and return when you feel ready. Remember, sometimes a simple step of removing stones can lead you to move mountains.

Section 2: Empowerment & Self-Accountability

Learn about bias, systemic racism and self-accountability,
and engage with a takeaway action of your choice.

“The starting point is keen awareness of our own cultural roots, biases, beliefs, and worldviews, and our tendencies to project these views on others. When we know who we are, then we can see others more clearly as human beings like ourselves and can appreciate the differences.”

The Helping Relationship,
Lawrence M. Brammer and Ginger Macdonald

Exercise 4

Discussing racism is challenging and important. It is also important to be **mindful** of how you are feeling and thinking when learning about racism. Remember to reset by shifting your mind from fear and lack of control to focusing on changing your **mindset** around what you are learning. We all have a power of choice and empowerment.

What is empowerment? The word “empowerment” comes from the root word “empower,” which means to give power or **authority**. Empowerment is the **PROCESS** that challenges our assumptions, how we do things and how things are. Personal empowerment is giving yourself power and control over your own life and making positive decisions based on what you want. Empowerment does not mean doing things alone, it often requires support, input and guidance of others. To begin the process of empowerment, we will turn our attention to understanding and recognizing bias, systemic racism and self-accountability.



Grades 4 to 6

Bias:

A preference or favor for or against a person, group of people or thing. Bias is when selected information is said in a way that highlights a specific feeling or attitude. Biased information tries to **influence** how you think toward the information that is being shared. Understanding bias can be difficult as most of us are not aware of it or cannot recognize it.

Watch: [Are Kids Less Biased than Adults? By SoulPancake](#) for a quick video of bias in action.

Question: Why do you think it is important to be aware of our biases? _____

There are different types of biases, and biased information from the media and online is all around us. Simply said, bias is having an opinion without understanding facts or information that represents both sides.

For example, a person who has only had dogs as pets can say that dogs are the best pet ever! This person is expressing their opinion in favor of dogs as pets. This is a personal bias as it supports only one idea based on what the individual has learned.

Another example is a person buys a pink pony as a gift for a female individual. This is a gender specific bias as not all females like the color pink or ponies. When we assume certain features appeal to a specific gender, this is bias. Let's watch a video that explains bias and why it is important.

Watch: [What is Bias? Intro for Young Children, by Winter Bloomers](#)

Challenge: Explain bias in your own words or draw or write an example of a bias.

Bias can be easily **influenced** by our environment and we may have biases without even knowing it. We may get ideas or thoughts about how certain people or groups of people are without even interacting with them. For example, if a child is taught that dogs are aggressive and bite, they can grow up to have a bias against dogs and strongly believe that they are mean and dangerous. This form of bias was influenced by their environment and this person may not know that they were influenced to have an opinion without experiencing, understanding and seeing dogs for themselves.

Bias can influence individuals to present information that is for or against a person or a group of people. This type of information can be seen openly in our environment or sometimes it can be hidden. Bias can express itself as *overt* racism and *covert* racism. **Overt racism** is a harmful behavior or attitude toward a person or a group of people because of their race or the color of their skin. The opposite of overt racism is **covert racism**, which is hidden or covered racism and is a type of racial discrimination where people are put down and their experiences are devalued, often with claims that the action has nothing to do with race or is all in the victim's head.

Watch: [Disturbingly Racist Moments in Cartoons by Cinemaniacs](#) for an example of covert racism in cartoons.

Question: How did you feel after watching the cartoon video that showed covert racism? _____

In the video, what did you observe about how each race was being shown? *OR* Why do you think this video shows covert racism? _____

Can you think of examples of overt racism? _____

If you want, you can write out your thoughts and answers on a computer, phone or a piece of paper.

Share, Support or Do Something

Now, share your learning of bias, systemic racism and the importance of self-accountability in a way that you feel is best.

You can show your learning, share a message, take a pledge or have a conversation. Be creative and do what you feel is comfortable. Remember, if you want to keep a reflection of what you learned or use art to express yourself, that is okay.

Challenge: List five reasons why you think it is important to address racism. Write, draw or type out your reasons.

Grades 7 to 8

Bias:

A preference or favor for or against a person, group of people or thing. Bias can be hidden or openly seen. Understanding bias can be difficult, as most of us are not aware of it or cannot recognize it. The truth is all human beings are biased. If you have opinions, thoughts, reactions, beliefs and can think, then you have biases. Biases that are based on inaccurate information, opinions or limited reasons can be potentially harmful. Once we know and accept that we all have biases, we can then focus on examining and recognizing our own pattern of thinking and change how we think so we can challenge harmful biases.

Harmful biases are **judgments**, assumptions and opinions that are negative and/or against a person, group of people or thing. However, having biases is a natural occurrence because our brain must process a lot of information every second of every day. Our brain automatically **streamlines** thinking to make sense of the world faster. These quick judgments that often happen unconsciously can create harmful biases. Watch the following video of kids speaking on race and see if you can pick up on biases that people had of them.

Watch: [Because I'm Latino, I can't have money? Kids on Race, by WNYC](#)

Challenge: Can you identify a bias the kids in the video experienced? _____

There are many types of biases. Stereotype bias and cultural bias were seen in the video that you just saw and are often the root cause of racism. A STEREOTYPE is a positive or negative **belief** that we have about the **characteristics** of a person or a social group. For example, "Asians are good at math," is perceived as a positive stereotype that is a belief about the characteristic of a specific race. If you believe all people of Asian descent are good at math, and prefer hiring only Asian individuals for your accounting company, this preference is called a bias. However, not all people of Asian descent are good at math, and people from every background can be good at math.

"Black men are good at sports."

Question: Can you explain why this is a stereotype? _____

Is it a positive or negative stereotype? _____

What might be the impact of this stereotype on a Black person? _____

"You speak English so well for an immigrant."

Question: Can you explain why this is a stereotype? _____

Is it a positive or negative stereotype? _____

Can you explain what might be the impact of this stereotype on immigrants? *OR* Can you think of a negative stereotype of any race? What would be the impact of this negative stereotype on this race? _____

There are six pictures below of different types of people. After looking at each person, write out thoughts, beliefs or assumptions you automatically have of them, for example: what is their ethnicity, what could their interests be, what work or job do they do, etc. Complete this exercise individually and remember, there is no right or wrong answer. This exercise is simply created to help you recognize we all have biases and often stereotype people.



Once you have completed this exercise, find the answers to who these people are on [page 27](#) and, if interested, look them up online to learn more about them.

Person 1: _____

Person 2: _____

Person 3: _____

Person 4: _____

Person 5: _____

Person 6: _____

Question: What did you learn about yourself in this exercise? _____

Biases are often based on positive or negative stereotypes that we have about people who are not “like us.” These types of biases can influence our behavior and how we see or treat people. Cultural bias is when we judge and read people in comparison to our own culture’s **norm** or standards.

For example, if you meet someone who does not make eye contact with you, you may decide that they are shy or scared of you. This is an example of cultural bias. In some cultures, it’s common to show respect by looking down and not making eye contact. Another example is if you see a group of people eating with their hands and sharing food from one large plate, which you feel is different from how you have a meal. Again, this is cultural bias, as it’s common in some cultures, such as South Asian and Middle Eastern, to eat using your hands and share a large plate of food with others to increase connection with each other and eat mindfully.

Cultural bias and stereotype together can lead to discrimination, which is judging, labeling and treating people or a group of people unfairly. Discrimination, bias, stereotyping and cultural bias all connect to racism and the act of racial profiling. Racial profiling occurs when stereotypes based on a person’s race, color, culture and ethnicity cause a person to treat them negatively or with harm.

The important thing to remember is that we all have biases. However, when we do not recognize them, it can lead us to make poor decisions or have negative interactions at school, life, work and even in relationships.

Challenge: Watch the same video that was mentioned earlier. Can you identify examples of cultural biases or racial profiling? OR How can biases shown in the video lead to racism? _____

Watch: [Because I’m Latino, I can’t have money? Kids on Race, by WNYC](#)

Answers to Image Exercise:

1. Matias De Tezanos: American Mexican; CEO of an online company
2. Dr. Sarah Gray: Australian; medical student/surgeon
3. Marcus Shute Jr.: African American; sports and entertainment lawyer
4. Aprar Hasan: Egyptian/Italian American; National Champion for karate
5. Jeremy Lin: Taiwanese-American; NBA basketball player
6. Wendy Carlos: American; musician, Grammy-Award winner, creator of a keyboard instrument called Moog Synthesizer

Systemic Racism:

The presence of racism that is built into the structures of our society. These structures of society can be political, economic, legal and medical, and affect housing, education, employment etc. The policies, procedures, rules and how these structures operate, function or exist have racist ideologies at their foundations. A country's history based on biases, stereotyping people, cultural biases and discrimination have led people to create systemic racism. Watch the following video that shows different examples of systemic racism that can push certain groups of people ahead and keep certain groups of people behind.

Watch: [The Unequal Opportunity Race, by Erica Pinto](#)

Question: Can you identify one example of systemic racism from the video? _____

We all work hard to succeed and have a comfortable life; however, some groups of people do not face the same challenges as other groups. Racism and systemic racism have created obstacles that have given certain groups of people disadvantages or more complicated challenges that need to be addressed. In the video, the runner who wins the race is pushed ahead on a moving sidewalk and the word "privilege" is shown.

Challenge: Ask yourself, what is privilege and what comes to your mind when you think of it? Look up and write out the definition of privilege or write out a definition of privilege in your own words. _____

Self-Accountability:

A way of thinking when facing challenges, difficulties and your goals. It means to be responsible for your success by adjusting your behaviors, thoughts, words and actions. We can easily blame people, situations, systems or events when things do not go right. However, we must realize that we are all part of this system and country and that life will always present challenges and problems. When we focus on the good problems that need solving, we feel important and valued. Watch the following video that explains self-accountability and the importance of being in control of our own choices and behaviors when managing challenges.

Watch: [Hold Yourself Accountable and Never Be Held Back, by Janyssa Berrios from TEDx Talks](#)

Our privileges can also be seen as our “blessings,” “strengths” or “resources.” Our privileges can be used to hold ourselves accountable and do what is needed to support anti-racism. We can use our privileges to support our community and those in need. Examples of privilege include having friends and family for support, education, having a safe home, having the freedom to speak and communicate, being able bodied, etc.

Watch: [How to Use Your Privilege for Good, by Andréa Ranae John](#) that explains how privilege can be used to advance and help others.

Challenge: What is one thing you can do that shows self-accountability? *OR* What is one privilege or resource that you have that others may not have? _____

Share, Support or Do Something

Share your learning of bias, systemic racism and the importance of self-accountability in a way that you feel is best.

You can show your learning, share a message, take a pledge or have a conversation. Be creative and do what feels comfortable. Remember that if you want to keep a reflection of what you learned or use art to express yourself, that is perfectly fine.

Challenge: List five reasons why you think it is important to address racism. Write, draw or type out your reasons.

High School

Bias:

A belief that is inflexible, positive or negative, conscious or unconscious about a group of people. We are all biased toward certain groups of people or specific cultures. Bias occurs because of how our brain functions and works. The brain processes a lot of information every day and has created shortcuts to conclusions by picking up patterns from the data that is coming in. The data that the brain analyzes is compared to our experiences and what we know.

For example, if an individual grew up playing basketball and being friends with people who love basketball, then because of this experience, they will likely have a bias of being around individuals who share this similar interest. This is called affinity bias, which is defined as the tendency of people to connect with others who share similar backgrounds, experiences and interests.

Challenge: Explore your own biases by completing an online test designed by University of Harvard. Focus on the **race IAT assessment** to explore different types of biases that often influence our actions.

Question: After completing the assessment, what attitudes about race were you unaware of? _____

There are many types of biases. Confirmation bias and cognitive bias are interesting as they reveal a lot about how our brain works and how we think. Confirmation bias is harmful as it can push us to support things, people or actions that only we believe is true. It limits us from understanding other viewpoints and using logic and opening our mind to understanding different beliefs. Watch the following video that explains confirmation bias.

Watch: **Confirmation Bias: Your Brain is So Judgmental, by Big Think**

Question: How has confirmation bias influenced the existence of racism in our societies? _____

Systemic Racism:

The designed structures of society that we live in. This structure of society includes different pieces, such as employment, education, health care, the law, government and more. The way these structures work with rules, policies and procedure, affects how BIPOC and minority groups interact with them. What makes systemic racism complex is that different social categories such as race, class and gender overlap to create further systems of discrimination or disadvantage. This is defined as intersectionality.

We are part of this system and before we can take steps toward change, we must understand that these systems are passed down from historical events and decisions in which racism is embedded. Watch the following video that explains systemic racism and intersectionality in more detail.

Watch: [Systemic Racism Explained, by KGW News](#)

Watch: [What is intersectionality? By Peter Hopkins](#)

Question: Find an example of an intersectional issue and explain why it further aggravates racism. OR Find an example of a person struggling with an intersectionality issue. What challenges did they face because of it?

Self-Accountability:

Leads to success and growth, as it focuses on being responsible for yourself, your actions, words, thoughts and behavior. It means taking ownership of your mistakes, being accountable for the results and accepting responsibility for your actions. This attitude and mindset can help individuals regain their control and take small steps toward the change they want for themselves and for their life. Despite the difficulties, hardship and pain experienced from racism, to walk toward anti-racism we have the advantage of the power of technology and being connected to each other. Watch the following video that explains what accountability means from various perspectives.

Watch: [What is Accountability? By Barnard Center for Research on Women](#)

Question: "To change the world, you have to change yourself." What is your understanding of this quote and why is it important to focus on change by starting with your inner world and owning your actions, thoughts and words?

Share, Support or Do Something:

Share your learning of bias, systemic racism and the importance of self-accountability in a way that you feel is best.

You can show your learning, share a message, take a pledge or have a conversation. Be creative and do what feels comfortable. Remember, if you want to keep a reflection of what you learned or use art to express yourself, that is okay.

Challenge: List five reasons why you think it is important to address racism today and for our future.

Write, draw or type out your reasons.

It is natural to feel overwhelmed or exhausted when exploring the topic of racism. It is important to take time to seek clarification, knowledge, tools and clearer insight into your thoughts and questions. Write down some of the challenges, questions, concerns or thoughts that you are left with. Take some time to focus on your self-care, well-being and energy levels. Once you have regained your focus and have answers to your questions, you can move to the next final exercise. Remember, sometimes a simple step of removing stones can lead you to move mountains.

Section 3: Allyship & Action

Research an ally for BIPOC, reflect on what allyship means to you and create your action plan for embracing anti-racism.

“There comes a time in your life when you can no longer put off choosing. You have to choose one path or the other. You can live safe and be protected by people just like you, or you can stand up and be a leader for what is right. Always remember this: People never remember the crowd; they remember the one person that had the courage to say and do what no one would do.”

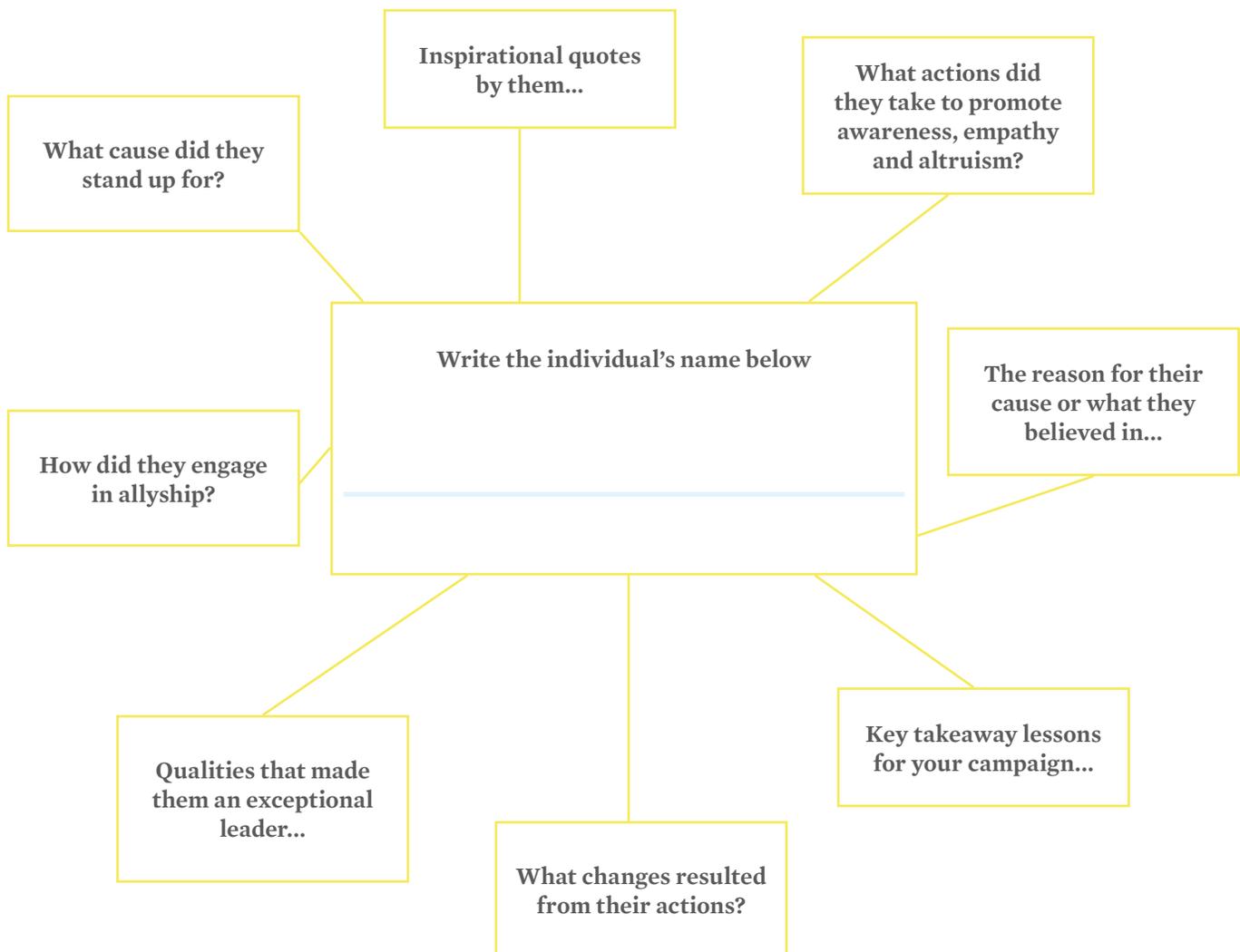
Shannon L. Alder

Allyship

We must all find our own personal paths in becoming an ally for BIPOC and minority groups. To begin your personal journey, research a current and active advocate for racial injustice in America. You can also look up an active individual in your community who has challenged racism and is embracing a path toward anti-racism. The objective of this exercise is to seek inspiration and lessons from their cause, actions and steps.

Exercise 5: Mind Mapping

To get you started with your own action plan, research and understand an advocate for racial injustice who challenged inequality, oppression and injustice. Remember, we can learn valuable lessons from individual's actions and apply those lessons to our steps of embracing anti-racism.



Exercise 6: Be an Ally

An ally is someone who has made a personal commitment to support and challenge oppression and racism. However, an effective ally is someone who has the skills, values and mindset to be courageous in action and make a difference for minorities or BIPOC. When creating a campaign, engaging in allyship is important as a way of empowering yourself and others to coming together as a community and help people from different groups. You can begin with the following steps:

Self-Reflection

What does self-accountability mean to you? _____

How do you put self-accountability into practice? _____

Why do you want to engage with an action plan toward anti-racism? _____

If you are not ready to engage with an action plan toward anti-racism, that is perfectly normal and okay. You may want to stop and ask yourself, what do you need to feel more confident, knowledgeable and prepared before proceeding with the next steps in this campaign? _____

If you're ready to engage with an action plan, what is your reason for challenging racism and becoming an anti-racist? _____

What inspires you when you think of an inclusive, diverse, equitable and an anti-racist society? _____

What is required or needs to change when creating a path toward an anti-racist society? _____

What are your talents, gifts, skills, privileges or strengths that you can use to address racism? _____

What obstacles or challenges are you likely to face when addressing racism? _____

How can you problem solve these challenges? _____

What does progress feel and look like? _____

In your opinion, what are principles, beliefs and values of an anti-racist person or an ally of anti-racism? _____

Next Steps

Research five to ten qualities of an effective anti-racist and ally. _____

Research how racism is affecting your community. _____

How are people addressing these community needs? _____

How can you play a role in these community needs? _____

Research, reach out and connect with an expert on anti-racism in your community who can support you in being an effective ally and creating action steps against racism. _____

Write your focus on how you would like to address racism. _____

It is natural to feel overwhelmed or exhausted when exploring the topic of racism. It is important to take time to seek clarification, knowledge, tools and clearer insight into your thoughts and questions. Write down some of the challenges, questions, concerns or thoughts that you are left with. Take some time to focus on your self-care, well-being and energy levels. Once you have regained your focus and have answers to your questions, you can resume to the next final exercise. Remember, sometimes a simple step of removing stones can lead you to move mountains.

Exercise 7: Create Your Action

A campaign begins with a concrete goal and multiple actions toward achieving it. An effective campaign will leave people asking, how can we help to make this change? It can also leave others asking, what made this individual change?

You have now gained a better understanding of racism and its key terminologies, and explored and challenged your own biases and privilege. You have also developed a stronger understanding of what it takes to engage in effective allyship for anti-racism and how to become an anti-racist. Utilizing all this information, you are now ready to design your own actions to make a change for others or in your school and/or community. Use the following resources and campaign guide to set your first step toward embracing anti-racism.

GOAL

A personal commitment is a promise that you are willing to make. It focuses on your higher purpose and what will drive you. It is ongoing and is personal to you and your overall life.

For example: Today on (date), I commit to my health by focusing on my physical, mental and spiritual care. I commit to take this slow and break it down into easy steps. I commit to staying consistent, not being hard on myself and problem solve through each challenge. My commitment is important for myself now and tomorrow, as I evolve to become stronger and healthier.

(signature or sign your name)

Write your personal commitment here:

GOAL

Now that we have a personal commitment, identify a specific action you want to take toward embracing anti-racism. This specific action is your goal for this campaign.

For example, challenging your biases and being mindful when speaking about other races, learning about different cultures and races, becoming friends with someone who belongs to a different ethnicity or culture, sharing your learning online, etc.

My Specific Action for Embracing Anti-Racism is:

WHY

List your logic and reasons why this goal is important to you, for society, for the future and for you to achieve it.

VALUES

What values and ethics will you abide by?

Establish four to five values that will direct your objective and create a path for embracing anti-racism. For example, peaceful engagement, empathy, altruism and unity.

OBJECTIVE

What is your desired outcome?

Is it to promote awareness, educate others, lead a group that promotes change, create an ally group with your peers or family, organize ways to support BIPOC, support business belonging to minority groups or BIPOC, or to support your unique community needs?

MEASURABLE

How will you know that you have made progress or achieved your goal?

How will you be tracking your progress or change?

ACHIEVABLE

What privileges, skills, resources, strengths, connections and abilities do you have that will help you start or achieve your specific goal or action step?

What challenges or difficulties could you face when starting or tackling your goal?

How will you problem solve these challenges?

RELEVANT

Is your goal realistic? Do you have the resources to accomplish your goal?

Identify and list out these resources.

If not, what realistic resources do you need to accomplish your goal?

TIMELY

What is the first step you can take toward starting your action step or goal?

Why is this first step important?

Now break it down further. What specific steps are needed to accomplish your goal and why?

After breaking down your goal into single actions, set a realistic and achievable time needed to accomplish each step. You can also add the resources you will be using and how you are planning to achieve this step.

Resources for Well-being Support

- [National Museum of African American History and Culture on Self-Care](#)
- [Interactive Self-Care Guide](#)
- [LGBT National Youth Talk line](#)
- [National Coalition of Anti-Violence Programs](#)
- [Sistah Afya Community Mental Wellness for Black women](#)
- [The Safe Place mental health app for Black Community](#)
- [List of wellness resources for BIPOC](#)
- [National Alliance for Hispanic Health](#)

Glossary

Assumption:

Something that you accept as true without question or proof.

Example: A lot of people assume that poverty only exists in developing countries.

Authority:

A person or a thing that has power or control over something .

Example: The president has authority over the army.

Belief:

The feeling of being certain that something exists or is true.

Example: Our school's belief is that students are our first priority.

Campaign:

A planned group of activities that are intended to achieve a particular aim.

Example: Smokey Bear is the longest-running advertising campaign against wildfires by the United States Forest Services.

Characteristic:

A typical or noticeable quality of someone or something. Characteristics can be physical, emotional or beliefs.

Examples of a characteristic: tall, neat, brave, loyal, rude, selfish.

Covert:

Hidden, not openly acknowledged.

Example: Sneaking out of the basement was a covert operation.

Culture:

The way of life, especially the general customs and beliefs, of a particular group of people at a particular time.

Example: Part of American culture is to super-size everything.

Deed:

An intentional act, especially a very bad or very good one.

Example: She is always helping and doing good deeds like planting trees.

Demoralize:

To make someone or something feel much less confident.

Example: His boss demoralized an employee by telling him that he is unlikely to move up in the company.

Discriminatory:

Treating a person or group differently from and usually worse than other people, because of their skin color, sex, sexuality, gender, ethnicity, age, religion, etc.

Example: A clothing store decided not to hire an older man because he lacks energy and will not be able to connect with their younger customers. This is discrimination based on age and gender.

Diversity:

Respecting and accepting the mixture of races and religions that make up a group of people.

Example: A country that understands, respects and accepts differences across dimensions of race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, religious beliefs, political beliefs and other ideologies by having a safe, positive, and nurturing environment is a diverse country.

Equality:

The right of different groups of people to have a similar social position and receive the same treatment.

Example: Civil rights include freedom, equality in law and in employment, and the right to vote by Black Americans.

Equity:

Treating everyone fairly and in the same way. The quality of being fair, unbiased, and just.

Example: Many cases in court cannot obtain justice and equity due to systemic racism.

Ethnic group:

A group of people who share a similar culture (beliefs, values and behaviors), language, religion, ancestry, or other characteristic that is often handed down from one generation to the next. They may come from the same country or live together in the same area.

Examples of ethnic groups include Hispanics and Han Chinese.

Exclude:

To prevent someone or something from entering a place or taking part in an activity.

Example: A school program excludes a group of students as it requires the purchase of costly books and items needed in the program.

Ignorance:

Lack of knowledge, understanding or information about something.

Example: The ancient belief that the world is flat was based on ignorance of scientific facts or observation.

Ignorant practice:

Lack of knowledge, understanding or information about something that is being acted upon.

Example: An individual who is ignorant about germs continues to use the same sponge for every surface.

Inclusive:

To include many different types of people and treat them all fairly and equally.

Example: The school allowed low-income students to easily access afterschool programs by providing dinners and bus tickets, including removing any barriers they were facing. This increased inclusivity in the afterschool programs.

Inequality:

The unfair situation in society when some people have more money, power, rights, access to resources, access to opportunities, etc. than other people.

Example: Actors are often paid more than actresses in the same movie and for the same roles, due to inequality.

Influence:

The power to have an effect on people or things, or a person or thing that is able to do this.

Example: Malcolm X influenced people to understand and join the civil rights movement.

Innovate:

To introduce creative changes and new ideas.

Example: The fashion industry is always trying to innovate their designs.

Insensitive practice:

Doing something in action that is not feeling or showing sympathy for other people's feelings, or refusing to give importance to something.

Example: An employee cannot take a specific cultural holiday off due to the company's insensitive practices.

Judgment:

The ability to form opinions of someone or something, both positive and negative.

Example: In my judgment we can trust this person as he is kind and always helpful. / The boys judged the new student because of his old sneakers and felt he didn't care about his clothing or style.

Mindful:

Deliberately being aware of your body, mind and feelings in the present moment.

Example: She was mindful of the words she used before telling her girlfriend how much she loved her.

Mindset:

A person's way of thinking and their opinions

Example: Miguel has a mindset that everything in America is nicer, cooler and better.

Norm:

An accepted standard or a way of behaving or doing things that most people agree with.

Example: It is a cultural norm in the Hispanic community to preserve the Spanish language within families and generations.

Oppressive attitude:

A cruel and unfair feeling or opinion about something or someone.

Example: A store owner has an oppressive attitude about teenagers because he thinks they all steal and loiter.

Other structures:

The arrangement or organization of parts in a system.

Example: Other structures that are shaped by racist practices are school systems, employment systems, companies, government systems, legal systems, health care, housing, economic, etc.

Overt:

Done or shown publicly or in an obvious way and not secret.

Example: They criticized me in front of everyone, it was such an overt way of doing it.

Perpetuating:

To cause something to continue.

Example: Racism will perpetuate violence, division and oppression.

Perspective:

A particular way of considering something .

To compare something to other things so that it can be accurately and fairly judged.

To think about a situation or problem in a wise and reasonable way.

Example: Before applying for college I want my sister's perspective, as she is a college graduate.

Race:

The idea that people can be divided into different groups based on physical characteristics that they are perceived to share, such as skin color, eye shape, etc., or the dividing of people in this way.

Example: People do not belong to a race as everyone is unique and cannot be grouped.

Streamline(s):

To change something so that it works better, especially by making it simpler.

Example: They streamlined the course so everyone can achieve a high grade.

Subtler:

Achieved in a quiet way that does not attract attention to itself and is therefore good .

Example: The company changed their policies to better represent diversity in a subtle way. That is why the employees had no idea.

Trauma:

Severe emotional shock and pain caused by an extremely upsetting experience or an unexpected experience for which one was not prepared for.

Example: The earthquake was traumatic for individuals who had to evacuate.

Violence:

Actions or words that are intended to hurt people.

Extremely forceful actions that are intended to hurt people or are likely to cause damage.

Example: They were concerned about the violence shown in movies.

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