Look Deeper: Race
FACILITATION GUIDE

AN ONLINE PROGRAM BUILT AROUND
THE FEATURE DOCUMENTARY *I’M NOT RACIST... AM I?*
“What can I do?”

So many of the conversations about race and racism that we've had over the years have ended with this question. There are dozens of ways to respond, but we think two of the most important steps people can take — especially if they've only just started learning about systemic racism — are to KEEP learning and KEEP talking about what they're learning. From there, opportunities to take action will begin to emerge everywhere.

Our documentary film I'm Not Racist… Am I? follows a diverse group of teens and their families through a yearlong exploration of race and racism. During their time together, they were challenged, angered, enlightened, and, ultimately, empowered in ways they could never have imagined. And we've seen the same thing happen with the people who have watched this film in the more than 500 communities across the U.S. where we've taken the film during the past five years.

We need more people to learn more about racism, understand it better through a systemic lens, and then connect with others in their communities to start bringing about real change on a grassroots level.

To do this, we have created an online experience called Look Deeper: Race that splits the documentary up into chapters and uses the film as the launching point for lessons, interactive exercises, and deep discussions about racism in the United States.

While you can do the program on your own, we know you're going to want to talk about it. And once you start talking about it with others, you'll have the chance to build the kinds of connections needed to interrupt racist systems and practices.

That's why we're asking you to form Look Deeper: Race (LDR) Circles in schools, offices, universities, neighborhoods, churches, and online. With this program, you'll combine a private and judgment-free learning experience with good old-fashioned face-to-face conversation for one of the most meaningful learning experiences about racism around.

We're here to help you along the way with this facilitation packet that includes strategies for engaging in productive dialogue, questions and activities to guide your LDR Circle discussions, and resources for further learning and action.

We also have a facilitator Facebook group facebook.com/groups/pmlfg where you can connect with others like you who are taking on this important work, share insights and frustrations, and ask questions.

As you go through this process, we'd love to hear from you about what's working, what isn't, and what else you need. You can reach us via our website, Instagram, Twitter, and Facebook to let us know how we can support your work.

And if you're active on social media, please post about what you're doing using @pointmadelearning and #LookDeeperRace. This will help us stay in touch and it will encourage others to do what you're doing.

From our entire Point Made Learning team, thank you for taking this on.

Now, let's get to work!
This program is designed to challenge how we think and talk about race and racism. These discussions can be powerful, emotional, personal, and sometimes unpredictable. That’s normal, and it means your group might actually be getting somewhere.

The members of your group may have varying levels of awareness and experience with the topic of racism. It can be helpful to be aware of that and try to meet people where they are — as long as they’re trying to learn and grow. See the Steps to New Awareness Model (Attachment A).

Establish an agreed-upon set of discussion guidelines. You may want to come up with these as a group or use the ones we have provided (Attachment B). Finally, we recommend displaying on a screen or distributing to the group Student Names & Faces (Attachment C).

The purpose of these small-group discussions is for participants to process their initial reactions to the online course with the group. Your role is to facilitate the conversation. Resist the urge to teach or preach. In practice, this is really challenging, but to keep participants engaged and willing to continue exploring race and racism, this is the approach we have found to be most effective. Here’s what we aim for every time we guide discussions about I’m Not Racist… Am I?

**GUIDANCE FOR DISCUSSION LEADERS**

**INTRODUCTION**

This program is designed to challenge how we think and talk about race and racism. These discussions can be powerful, emotional, personal, and sometimes unpredictable. That's normal, and it means your group might actually be getting somewhere.

The members of your group may have varying levels of awareness and experience with the topic of racism. It can be helpful to be aware of that and try to meet people where they are — as long as they're trying to learn and grow. See the Steps to New Awareness Model (Attachment A).

Establish an agreed-upon set of discussion guidelines. You may want to come up with these as a group or use the ones we have provided (Attachment B). Finally, we recommend displaying on a screen or distributing to the group Student Names & Faces (Attachment C).

**GUIDING PRINCIPLES**

The purpose of these small-group discussions is for participants to process their initial reactions to the online course with the group. Your role is to facilitate the conversation. Resist the urge to teach or preach. In practice, this is really challenging, but to keep participants engaged and willing to continue exploring race and racism, this is the approach we have found to be most effective. Here’s what we aim for every time we guide discussions about I’m Not Racist… Am I?

- **Facilitate** – Don’t teach or preach.
- **It’s not about you** – Place your preconceived notions and baggage aside as you lead the group. Find a trusted friend, colleague, or confidante to help you process your feelings and experiences outside of your facilitation practice.
- **Give it back to the room** – You will never have all the answers or data or comebacks to respond to people’s comments or questions; and you don’t need to. The purpose is exploration. If you ever feel stumped by a comment or question, try something like this: “That was an interesting perspective; what do others think?”
- **Model curiosity** – Even if you’ve heard the same comments over and over again, try to be curious (instead of judgmental) about why a particular individual may think a certain way. If you lead in this way, it sets a tone for participants to do the same.
- **Clarify inaccuracies about the film but allow different truths to emerge, too** – There will be times when participants will remember a moment from the film inaccurately. You can clarify, but also try to understand why that person may have remembered it the way they did. For example, if someone’s recollection of the film is that the workshop facilitators attacked white students, an effective way of working through that is to explore why that person saw it that way.
GUIDANCE FOR DISCUSSION LEADERS

GUIDING PRINCIPLES, CONTINUED

• Let silence have a turn to speak too – This is another really tough one because it can feel awkward when no one wants to talk. But sometimes it takes people longer to process their feelings and perspectives; some people simply don’t like speaking in groups. Silence sometimes seems to last forever, but eventually someone will speak up.

• DO validate, thank, inquire; DON'T judge – When someone makes a comment or asks a question that you think is ignorant or just plain wrong, it’s important to keep them in the conversation by validating what they’ve said, thanking them for participating, and then asking them to explain a little more. If you judge or dismiss them, they may be tempted to opt out of the rest of the conversation. That said, if someone is intentionally being hateful or adversarial, they don’t need to be validated or thanked; that’s a moment where you can respectfully remind them of the discussion guidelines (you may want to try something like: “I don’t think that comment landed very well and I want to assume that your intention wasn’t to be hurtful. Do you want to try saying that a different way so we can better understand your point?”)

• Don’t try to “win” – If you approach discussions about race and racism as an argument you need to win, you’re going to be frustrated and exhausted and you may actually be pushing the other person to double-down on their opinions. If you approach these discussions as part of an ongoing process of calling people in and encouraging them to explore race and racism, you’ll still likely feel frustrated and exhausted at times, but you may be planting seeds of progress and change with each interaction – even if it doesn’t feel that way in the moment.

• Be present, be in service – Remember why you wanted to lead these discussions in the first place and rely on that intention to keep you centered and calm as you facilitate. You’re there to guide the group through a productive conversation and everything you do should be in service to that.

Ready? We think you are! Download the online course discussion guides here:

- Modules 1-3
- Modules 4-6
- Modules 7 & 8
The Steps to New Awareness Model illustrates how we learn new knowledge or skills. Through questions, reading, and practice, we can achieve varying levels of competence.

**STEP ONE: Unconscious Incompetence** *(We don't know what we don't know.)*

Innocent ignorance.

**STEP TWO: Conscious Incompetence** *(We know what we don't know.)*

We are exposed to something new and begin to practice and gather information and realize how little we actually know about it. We begin to realize when we are messing up, usually when someone else with more experience points out our mistakes or missteps, which can sometimes make us feel on the defensive.

**STEP THREE: Conscious Competence** *(We know what we know.)*

We begin to recognize what we previously didn't know and get better at correcting ourselves in real time to avoid messing up. This new awareness is encouraging but staying in this stage can get tiring and, when we get tired, we can slip back to Step Two.

**STEP FOUR: Unconscious Competence** *(We don't know what we know.)*

Here, we move into more of an auto-pilot mode. “I've got this.” We get confidence and the new knowledge, skill, or awareness becomes more a part of who we are. Our actions become more instinctive. But, we can't get too comfortable because there's always new information, new technology, new innovation, new ways of thinking. So, we want to aim for...

**STEP FIVE: Reflective Competence**

If we don't want to end up back at Step One, we need to stay on our toes, keep up with the latest training and information. This last stage involves the on-going practice of learning and seeking feedback, adapting and improving.
1. Ask questions—with curiosity, not judgment.
2. Then listen. Really listen.
3. Allow for a first draft—for yourself and others.
4. Don't try to win; try to understand.
ATTACHMENT C
STUDENTS IN THE FILM: NAMES & FACES

ANNA
KAHLEEK
ADUNNI
FARAH
KAI
SACHA
ETHAN
TERRENCE
EMMA
MAARHA
ELIO
KAHLEEK