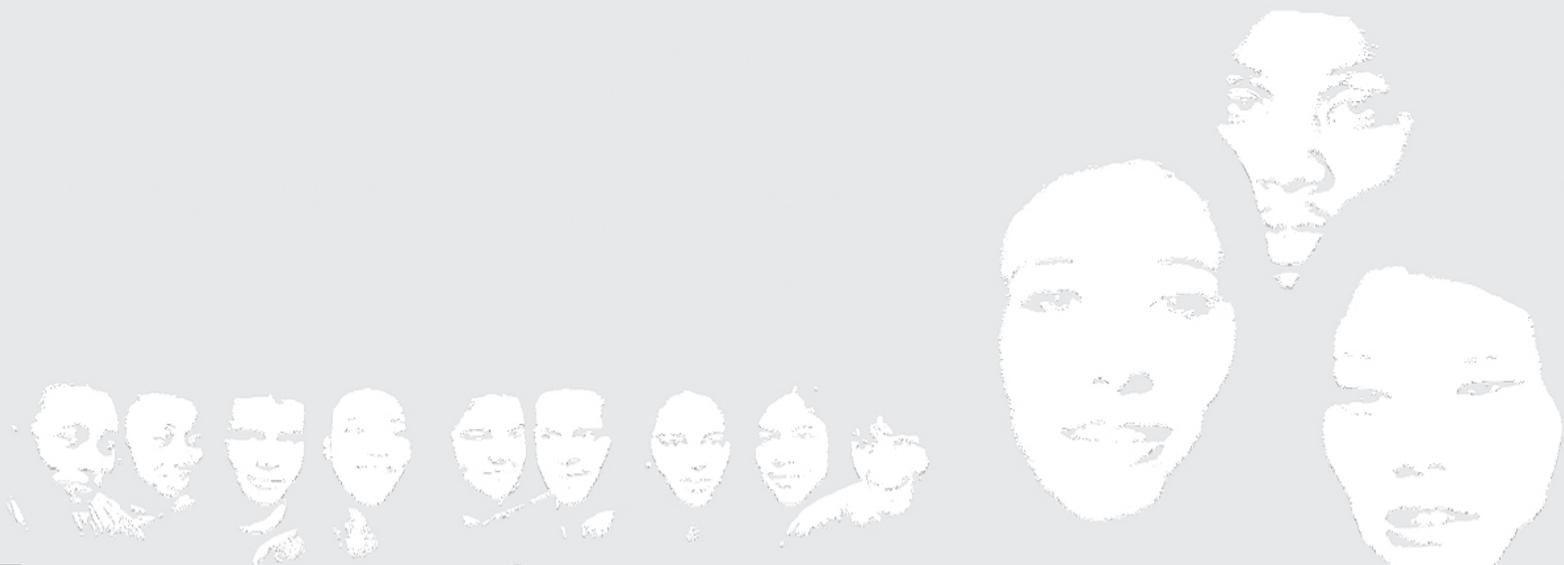


# LOOKING DEEPER AT...

## Bias and Racism Discussion Guide



# OVERVIEW

Below you'll find personal reflection exercises, conversation starters, and ideas for mapping out next steps – plus sets of discussion questions for bias and racism video at [pointmadelearning.com/schookit](https://pointmadelearning.com/schookit).

Let us know how you're participating by posting photos, videos, questions, and comments to social media using **#PMLSchoolKit**.

## PERSONAL REFLECTION

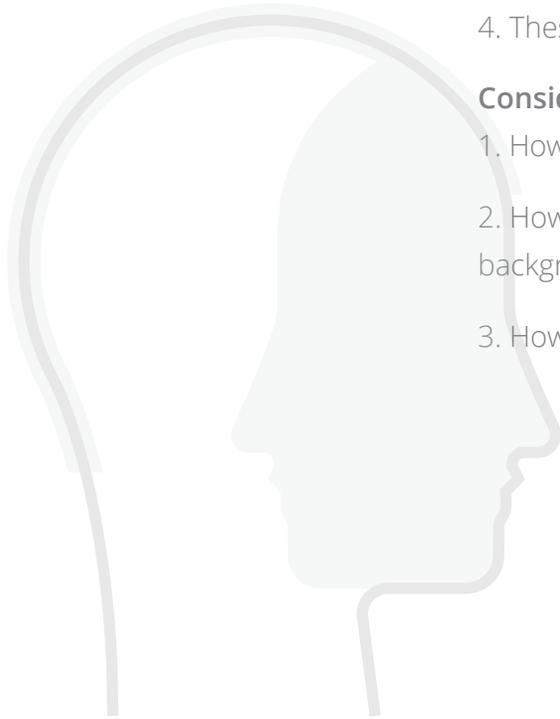
You may wish to keep your responses private or share them if you participate in a discussion group.

### Finish the sentence:

1. My earliest memory of race is...
2. I grew up hearing positive/negative (circle one) messages about people whose racial or ethnic background was different than my own.
3. Examples of beliefs, images, comments I was exposed to include...
4. These messages came from... (ex: father, grandmother, television, etc.)

### Consider:

1. How did your earliest memories of race shape your identity and life experiences?
2. How did the ideas that you grew up with about race and people from other backgrounds shape your current beliefs and experiences?
3. How do you feel about these earliest memories and experiences with race?



# CONVERSATION STARTER

## One-Word Exercise.

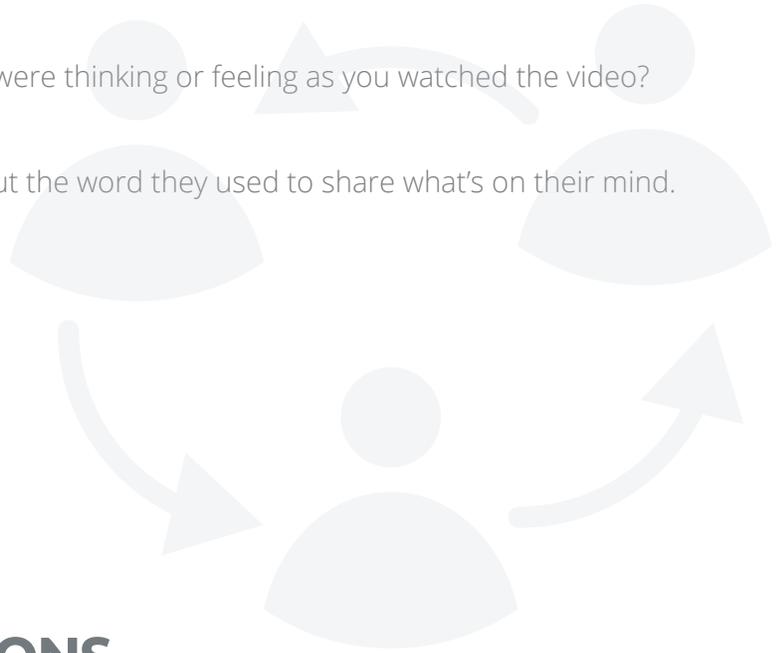
Ask the group: What's one word that describes what you were thinking or feeling as you watched the video?

## Say A Little More.

Ask group members to volunteer saying a little more about the word they used to share what's on their mind.

### Note to discussion leader

We often find that people have different reactions to the very same content. Asking group members how they feel is a great entry point and can help initiate a robust discussion.



# GROUP DISCUSSION QUESTIONS

These questions will help you think and talk about the Bias and Racism video.

1. Jerry Kang, the academic expert from UCLA, says there's a distinction between "stone-cold racists" and those who hold "more subtle biases." How would you explain that distinction in your own words? Does this distinction matter? Why or why not?
2. André – from the Point Made team – shared that his IAT results showed a "moderate automatic preference" for European Americans over African Americans. Did that surprise you, considering he identifies as African American? Why or why not?
3. Lenny's results showed no preferences for European Americans or African Americans. He then talked about growing up in Jamaica. How might that have influenced his IAT results, if at all?
4. Did any of the other Point Made team members' results surprise you? Why or why not?
5. Review the soundbites below from the video. Select one quote that stood out to you. Share with the group the quote you chose and why.
  - a. "None of us had a preference for African Americans... And that is something for us to think about." –André
  - b. "What keeps people operating in an unconscious way? It's fear. We're afraid to confront these things, a lot of the time, within ourselves. We want to be good people and so we're afraid of what that means; we're afraid of what that says about us so we want to try and NOT acknowledge that." –Owa
  - c. "Being a nice person isn't going to end racism." –Catherine
  - d. "My bias as a white person can have a much more damaging effect on people of color than their bias might have on me." –Catherine
  - e. "I can interrupt it by saying... [to myself], 'You can't stand it when people make assumptions about you based on your appearance... so don't do the same thing to somebody else.'" –Nancy

# MAKING EVERYDAY CONNECTIONS

1. What are the laws, policies, and practices you can identify in your daily life that could contribute to the biases that you have?
2. How did racial bias factor into the unnecessary arrest of the two black men at Starbucks last month? In what ways might your racial bias affect the people around you?

## WRAP-UP

Here are a couple of suggestions for wrapping up your group discussion. You can do one or both of these.

### Ongoing Questions.

Talking about these issues can be confusing and disorienting. We often leave these discussions with more questions than answers. That's part of the process of exploring complex subject matter. In the spirit of becoming more comfortable with unanswered questions, please take a couple of minutes to write down, think about, or write a response to the following:

*What's one question you're still grappling with as we finish this discussion today?*

Ask group members to share their question.

### Action Plan: Start – Stop – Continue.

Every time we do a workshop, we get the question, "So, what am I supposed to do now?" We love that question because it tells us you're ready to play some kind of role in interrupting racial bias. But the issue can feel so overwhelming that it's hard to know how to get started.

So, we like to use this exercise to help people map out the beginning of a mini-action plan as a way to get started. And, trust us: **Once you start to get more engaged in these issues, opportunities to make an impact begin to reveal themselves everywhere.**

Finish the following sentences:

**START:** One thing I have not been doing that I'm going to START doing to interrupt patterns of racism is...

**STOP:** One thing I have been doing that I'm going to STOP doing is...

**CONTINUE:** One thing I have been doing to interrupt patterns of racism that I will CONTINUE doing is...

Share your plan with at least one other person and tell them about your progress. Accountability helps! And tell us [@pointmadelearning](#) what you're doing using [#PMLSchoolKit](#).

Thank you!