

Greetings Everyone! Here is the plan for our third class on February 2nd.

We are a very big class but a lot of our personal work will be done in our four-person small group. At the end of the small group time, each small group will select someone (rotate each class?) to report out to the whole class one discovery, learning or insight from your small group. That way we can hear from all of us but in a way that will permit everyone to hear from everyone in the limited time we have together.

Our class schedule for Tuesday:

7:20-7:30: Gather

7:30-7:32: Opening words (we will start on time)

7:32-7:40: Reflections & Learnings from last week

7:40-8:12: Small group discussion of Chapter 3 (next page)

8:12-8:15: Decide what to report out (and who)

8:15-8:40: Report out one discovery, learning or insight from each group (up to 5 minutes)

8:40: Planning for the next class and closing words.

The questions for discussion are on the next page. Please print out to have available during your discussion or have available on a screen. Your group has the freedom to decide which question you'd like to respond to. The best ones are the ones that you have the largest emotional response, positive or negative. That's where you'll have a discovery, learning or insight waiting to be uncovered.

Addition material for reflection

Diversity Day Video (UUA GA 1995), particularly Mark Morrison-Reed's history of successful racial diversity work done by four of our churches (by that time) between 27:20 and 42:27.

<https://youtu.be/lzML2jg2YFs>

Story of the Tulsa UU Church merging with Carlton Pearson's Universalist Church

<https://www.uuworld.org/articles/the-gospel-inclusion>

<https://www.uuworld.org/articles/tulsa-church-votes-move-downtown>

<https://www.uua.org/ga/past/2015/worship/slt>

### **For next week:**

The plan for reading and reflection for the rest of the book:

9-Feb: Chapters 4 & 5

16-Feb: Chapters 6 & 7

23-Feb: Chapter 8

2-Mar: Chapter 9

9-Mar: Chapter 10 & Conclusion

See you in class!

### **Chapter 3: (Re)learn the History of Racism**

**Session Goal:** Discover new knowledge and gain a new understanding about racism and how this system of oppression works.

#### **Suggested Questions and Activities:**

1. Explore the Racial Healing Practice “What Did I Learn about the History of Racism?” (pp. 51–52)
2. Ibram X. Kendi says that racist ideas were developed by racist people, and Anneliese shares his following quote at the bottom of p. 53 of *The Racial Healing Handbook*: “Time and again, racist ideas have not been born and bred in the cradle of ignorant, hateful, or unpatriotic minds. Time and again, powerful and brilliant men and women have produced racist ideas in order to justify the racist policies of their era, in order to redirect the blame for their era’s racial disparities away from those policies and onto Black people.” Discuss how Dr. Kendi’s quote make you think about the history you learned and did not learn in schools?
3. How much do you know about the history of colonization and racism?
4. How can (re)learning the histories of racism around the world help you with your own racial healing journey?
5. What is your next step in becoming your own race historian after completing the Racial Healing Practice “My Own History Lesson Plan for the History of Racism” (pp. 60–62)?

#### **Racial Healing Class Covenant**

##### ***Before our meetings, we agree to:***

- make class meetings a priority, including being on time.
- contact the facilitator(s) ahead of time if we are unable to attend. (just reply to the email list)
- read the material assigned and answer the questions included/adapted in *The Racial Healing Handbook*.

##### ***During our meetings, we agree to:***

- practice deep listening, offering each other time to share without interruption.
- respect the validity of each person’s experience ***especially*** if it is unfamiliar.
- speak for ourselves and try to speak from both the heart and the intellect.
- the practice of “no fixing, no saving, no advising, no setting each other straight!” during times of discussion and cross-talk.
- monitor the length and frequency of our own participation so all members have opportunities to speak. If you used to speaking more, consider stepping back. If you are quieter, consider stepping forward.
- keep other’s personal stories and expressions inside the class
- take your personal learnings outside the class.
- hold in our awareness “intention does not equal impact.”