

Greetings Everyone! Here is the plan for our Tuesday Class.

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: Review Covenant and approve

7:40-8:00: Small group discussion of Chapter 1 (see below)

8:00-8:18: Small group discussion of Chapter 2 (see below)

8:18-8:20: Decide what to report out and by whom

8:20-8:55: Report out one discovery, learning or insight from each group (up to 5 minutes)

8:55-9:00: 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.

For next week:

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

2-Feb: Chapter 3

9-Feb: Chapters 4 & 5

16-Feb: Chapters 6 & 7

23-Feb: Chapter 8

2-Mar: Chapter 9

9-Mar: Chapter 10 & Conclusion

The proposed covenant for the class is on the third page.

See you in class!

Chapter 1: Know Your Racial Identity

Session Goal: Explore what you know about your racial identity and what you were taught (or not taught) about race and racism.

Suggested Questions and Activities:

1. Was this your first exposure to thinking about racial identity development? If so, what was that like for you? If not, how did you deepen your learning about your racial identity?
2. How do you feel about developing a “positive” racial identity? How can this help with your racial healing?
3. In *The Racial Healing Handbook*, Anneliese talks about developing a “racial curiosity muscle” (p. 14, 2nd para). Why is this important, and what would this “look like” in your own racial healing journey.
4. Did Phillip’s story or Della’s story resonate with you? Did their stories remind you of people you grew up with or know now?
5. Explore the Racial Healing Practice “What is My Racial Identity Now?” (p. 30).

Chapter 2: Explore Your Internalized Racism

Session Goal: Identify belief systems about race and racism that aren’t yours, and develop new and more helpful thoughts and feelings.

Suggested Questions and Activities:

1. Have you thought about internalized racism and internalized dominance before as a White person or person of color? If so, what are some examples of how this internalization shows up in your everyday life? If not, what examples can you now identify in your past or present life?
2. How were you socialized in general around race, racism, privilege, oppression, and White supremacy?
3. Could you relate to the racial socialization stories of Jenna and Ajei? If so, what resonated with you? If not, do their stories remind you of other people in your personal and professional life?
4. Discuss the Racial Healing Practice “Resocializing My Racial Self” (pp. 44–46).

Proposed 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."