WHAT IS RACE AND WHAT DO WE MEAN WHEN WE SAY RACE?

Purpose:
- Introduce key concepts related to race

Key Terms:
- Race, social construction, bias

Discussion Questions:
- How is race defined?
- Does biology and/or science determine race?
- How does race influence the way we view ourselves and each other?

Video:

Video Discussion:

Activity:
- IAT Test - the Implicit Association Test (IAT) show us that our ideas about race are internalized and we make decisions about race very quickly and subconsciously. Discuss the results of this test as a group. How do our biases influence the way that we treat other people? https://implicit.harvard.edu/implicit/
STRUCTURAL RACISM – POLICIES AND PRACTICES

Purpose:
• Gain an understanding of structural racism and its main parts

Key Terms:
• Structural racism, institutional racism, individual racism, stereotype, policy, practice

Discussion Questions:
• In what ways does structural racism directly impact youth?
• How is structural racism manifested in policies, practices and stereotypes?

Readings:


Resources:

Video Excerpts:

Radio Story:
the narrator’s observations relate to structural racism?
http://www.youthradio.org/news/the-wire-0

Activities:

• **Step Forward Step Back Exercise:** The exercise is meant to demonstrate the impact of structural racism (history, policies, practices, and stereotypes) on the lives of young people. Students should line up in one line next to each other (shoulder to shoulder). Ask the entire group the same questions and ask them to take one step forward or one step back based on their responses. Provide enough room for students to take multiple steps forward and backward depending on their responses to the questions. As the exercise progresses, students from more privileged backgrounds will move ahead of others in the group. The exercise should demonstrate how particular policies, practices, and stereotypes influence life chances. After the exercise, ask students to talk about whom took the most steps forward and back. Ask students how this makes them feel. Ask students what can be done now and in the future to make sure that all students have the opportunity to take steps forward. See Appendix for exercise questions.

Racism Game:

• “**The Game of Life Experience**”. How does your life compare to the experiences found in the game? Are there similarities and differences between the opportunities and experiences of racial groups?
http://understandingrace.org/lived/game/index.html

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**STRUCTURAL RACISM & STEREOTYPES**

**Key Terms:**

• Structural racism, stereotype

**Discussion Questions:**

• How is structural racism manifested in stereotypes?
• Where do we find stereotypes?
• What is the impact of stereotypes on individuals and racial groups?

**Readings:**


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Documentary Review & Questions:
- Byron Hurt. “Hip Hop Beyond Beats and Rhymes”. After watching this clip, can you recognize some of the stereotypes found in hip hop? What do you think about the way that hip hop portrays men and women? Do stereotypes found in hip hop maintain structural racism? If so, how?
  http://www.youtube.com/watch?v=2-FF5-M9PtE&feature=related

Radio Story Review & Questions:
- Krisha Cowen. “Talking White Or Actin' Black”, Youth Radio. Is there a difference between the way black people and white people speak? How do factors such as friends, school, and our neighborhood influence the way we present ourselves? What does the story make you think about stereotypes? Why?
  http://www.youthradio.org/news/talking-white-or-actin-black

Video Analysis and Discussion:
- Don Imus. Are there comments that you find demeaning in this video? If so, why? Are these comments an example of individual racism?
  http://www.youtube.com/watch?v=RF9BjB7Bzr0

WHITENESS

Purpose:
- Understand the link between white privilege and structural racism

Key Terms:
- White privilege

Discussion Questions:
- How does white privilege relate to structural racism?
- What policies and practices help to maintain advantages for whites and disadvantages for blacks?

Readings:
Activity:  
Creating Personal Knapsacks:

- Create a backpack of privilege based on Peggy MacIntosh’s, “White Privilege: Unpacking The Invisible Knapsack”. Write down what you think the advantages of whiteness include.

TALKING ABOUT RACE

Purpose:
- Think critically about how to discuss race with friends, family and peers

Discussion Questions:
- What is the most effective way to talk about race and structural racism? Are there right and wrong ways to talk about race and structural racism?
- How do we have discussions about race that go beyond black and white to include other racial groups?

Video Clips & Questions:
- Jay Smooth. “How to Tell People They Sound Racist”. Is the commentator’s approach to talking about race useful? What are the commentator’s main points about talking about race? http://www.youtube.com/watch?v=b0Ti-gkJiXc
- Kelly Zen -Yie Tsai. “Black, White, Whatever”. What is the main theme of the artist’s performance? Why did she choose to talk about race, but not focus on black and white race relations? http://www.youtube.com/watch?v=uNU_AbkqrYc

NEXT STEPS

Discussion Questions:
- How do we begin to address race and racism in our daily lives at both an individual and structural level?

Key Terms:
- Progress and retrenchment

Activities:
YouTube Project
- Submit a short feature that deals with race in America. Examples of possible shorts can be based on a performance, commentary or interviews. The shorts
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should talk about: how people view race, what should be done to address racism, what needs to change in America so that race will not be an issue in determining success. Each feature should be three to five minutes in length. The Roundtable on Community Change will post shorts on the Youth + (Anti) Racism Project youtube group.

Photo Essay Project

• Create a photograph project that addresses race in America. Choose up to fifteen pictures that represent race in America from your perspective. The photos should be accompanied with a hundred word introduction that describes what you hope to communicate about race in America with your pictures. Each image should have an accompanying caption of up to twenty five words that describes what the picture says about race and why it was chosen. Submissions will be reviewed by a panel of youth. Submissions will be featured on the Youth + (Anti) Racism Project flickr group.

Appendix

Step Forward Step Back Exercise Questions:

Step forward if:

You’ve attended private school
You’ve taken or will take AP classes at your school
You’ve received SAT/PSAT tutoring
You plan to attend university
Your family owns a home
Your school has an afterschool programs until 7:00 pm
Your school has a varsity athletic program
You parents graduated from a four year university
Your school has current textbooks
You’ve received a job through a parent or friend’s referral
Your school has National Merit Scholars attending
More than three out of four of your class mates will graduate from high school on time

Step back if:

You’ve been recruited by the military
You’ve been stopped by the police in the last 6 months
You family rents a home
You can’t buy fresh produce in your neighborhood
You have witnessed violent acts in your neighborhood
You have an after school job
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If gangs are a problem in your neighborhood
If you regularly care for siblings while parents are at work
If you feel that you have experienced racism in the last two weeks
If you are watched closely and followed in retail stores