



UNIVERSITY of  
DENVER

MORGRIDGE COLLEGE OF EDUCATION  
GRADUATE SCHOOL OF SOCIAL WORK  
JOSEF KORBEL SCHOOL OF INTERNATIONAL STUDIES

**Week 1: Introduction & Chapter 1 (Definitions)**  
**Pre-ABC Reflection, Discussion Prompts, Actions & Resources**

Activity	Time Estimate	Reflection, Dialogue, Action	Process Suggestions
<p><b>Self-Reflection</b></p> <p>Prior to ABC meeting</p>	<p>5-10 minutes*</p> <p>Prior to meeting</p>	<p><u>X. My Racist Introduction</u></p> <p><i>What is your relationship to this book and topic?</i></p> <ul style="list-style-type: none"> <li>• <i>Are you beginning a new book, or re-reading the text?</i></li> <li>• <i>Do you have any goals or questions as you began reading this book?</i></li> <li>• <i>Are you intending to begin a journey of self-awareness?</i></li> <li>• <i>Are you beginning your journey toward being antiracist?</i></li> <li>• <i>If you are beginning your journey toward becoming antiracist, how will you check yourself and hold yourself accountable if you notice you, or someone else, being racist?</i></li> </ul> <p><u>Chapter 1. Definitions</u></p> <p><i>Consider what actions might fit into the racist and antiracist definitions, first on a personal level then on a community level. Where have you seen antiracist actions? What explicit racism have</i></p>	<p>Read and think about these questions before and after reading the chapter.</p> <p>Read the chapters before the ABC meeting.</p> <p>If you cannot read the chapter(s) before the meeting, come to the ABC meeting anyway. Participate humbly knowing that you have not read the chapter.</p>

		<i>you encountered, observed, endured? What institutional racist practices have you experienced or observed?</i>	
<b>Discussion</b> ABC meeting	Greeting and Settling in 10* minutes	<ol style="list-style-type: none"> <li>1. Check in with each other (How are you?)</li> <li>2. Welcome and Agenda</li> <li>3. Review and check on Participation Norms (very brief) <ul style="list-style-type: none"> <li>• How is the group doing? Any changes to norms needed?</li> </ul> </li> <li>4. Review chapter to identify a key passage or two (to warm-up get back into the chapter after a busy day)</li> </ol> <p>Take turns sharing a passage.</p>	<p>Arrive early to the meeting so you can catch up</p> <p>Facilitator welcomes everyone and shares the agenda (made at the previous meeting.)</p> <p>Facilitator asks the group to reflect briefly on participation norms. Ideas for how to reflect:</p> <ul style="list-style-type: none"> <li>➤ Review individual participation and norms silently. Facilitator asks each individual to reflect on one norm the individual has done well and one they need to work on. End.</li> <li>➤ Review group process while silently reflecting on norms. Facilitator asks for feedback: What is one norm we are doing well? One we need to improve on?</li> <li>➤ Review norms by reading them aloud followed by individual reflection or by group discussion: On which one norm should we focus today?</li> <li>➤ Review norms. Facilitator asks: How are the norms working? What do we need to change, if anything?</li> </ul>

<p>Discussion 50 minutes*</p>	<p><i>When did you first become aware of your own racial identity? Has your racial identity changed over time? Where did you learn about racial identity?</i></p> <p><i>Analyze and discuss Kendi’s quote “There is no in between safe space” between racist and antiracist.</i></p> <ul style="list-style-type: none"> <li>• <i>Reflect and share group members’ definitions of “racist” and “antiracist”</i></li> </ul> <p><i>What is sacrificed by the illusion of “safe”? How does naming and framing racism assist with advancing racial justice?</i></p>	<p>Everyone has a voice. Ideas for making sure all voices are heard:</p> <ol style="list-style-type: none"> <li>1. Each person chooses a passage. The discussion begins with each person sharing the passage and why.</li> <li>2. Round robin, each person talks building on previous speaker—in order, around the room.</li> <li>3. Each one asks one. After making a comment, the speaker calls on the next person to comment.</li> <li>4. Pairs. First pairs share their thinking in response to the question. Then each person responds.</li> </ol> <p>Return to the chapter/text frequently during the discussion. Remember one purpose is to understand the chapter/book/ideas.</p> <p>Facilitator keeps track of participation and asks questions to ensure that all participants get a chance to talk. In addition, active participants ask questions of their colleagues.</p>
<p>Reflection and Action</p>	<p><i>Reflect individually: Based on the discussion, what personal action will I take this week?</i></p>	

	5 minutes*	<i>Utilizing the definitions Kendi provides, identify and name the center point of racist and antiracist. Define community, then describe the elements of an antiracist community.</i>	
	Next Steps 5 minutes*	Plan for the next book club meeting. <ul style="list-style-type: none"> <li>• What chapters are next?</li> </ul> What actions have we committed to for next week's meeting? Restate the plan.	Facilitator takes notes and reads/restates the plan for the next meeting after the discussion. "We have agreed to..."
	Closing 5 minutes*	Thank each other and say good-bye!	
<b>Action</b>	Will vary**	<b>Self-Activity:</b> Complete/Review Cultural Competence Self-Assessment Checklist on your own  <b>Group Activity:</b> Identity Circle Activity – get to know your group members	Never underestimate the power and importance of everyday actions you yourself can take.  <b>Note:</b> PDF copies of the listed activities are available on the ABC Website
<b>Learn More</b>	Will vary**	<b><u>More Resources</u></b>  <i>Read through Peggy McIntosh's "White Privilege: Unpacking the Invisible Knapsack" (available <a href="#">here</a> and on ABC website)</i>  <b>Leading Courageous Conversations on Race Equity</b> <a href="https://thecommunity.nonprofitnewyork.org/s/article/Leading-Courageous-Conversations-on-Race-Equity">https://thecommunity.nonprofitnewyork.org/s/article/Leading-Courageous-Conversations-on-Race-Equity</a>  <b>Handout for Courageous Conversation Norms [Adapted from Singleton, G.E., Linton, C. (2006) Courageous Conversation about</b>	

	<p><b>Race: A Field Guide for Achieving Equity in Schools. Thousand Oaks: Corwin Press]</b></p> <p><a href="https://www.diversitybestpractices.com/sites/diversitybestpractices.com/files/attachments/2017/02/llsa_handout_norms_courageous_convos.pdf">https://www.diversitybestpractices.com/sites/diversitybestpractices.com/files/attachments/2017/02/llsa_handout_norms_courageous_convos.pdf</a></p> <p><b>Regarding “Brave Space”:</b></p> <p><a href="https://www.stanforddaily.com/2016/05/15/why-your-brave-space-sucks/">https://www.stanforddaily.com/2016/05/15/why-your-brave-space-sucks/</a></p> <p><b>Read Beverly Daniel Tatum’s metaphor of racism as a moving walkway at the airport:</b></p> <p><a href="https://www.racialequitytools.org/plan/change-process/individual-transformation">https://www.racialequitytools.org/plan/change-process/individual-transformation</a></p>	
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\*These are suggested times. Different groups might spend time differently. The main guideline is to spend time intentionally.

\*\* It is expected that more time might be dedicated to action and learning as the group progresses through the book.