# Week 1: Introduction & Chapter 1 (Definitions)

**Pre-ABC Reflection, Discussion Prompts, Actions & Resources**

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<th>Time Estimate</th>
<th>Reflection, Dialogue, Action</th>
<th>Process Suggestions</th>
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| Self-Reflection               | 5-10 minutes*   | X. My Racist Introduction  
*What is your relationship to this book and topic?*  
• Are you beginning a new book, or re-reading the text?  
• Do you have any goals or questions as you began reading this book?  
• Are you intending to begin a journey of self-awareness?  
• Are you beginning your journey toward being antiracist?  
• 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?  
|                               | Prior to meeting| Chapter 1. Definitions  
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 | Read and think about these questions before and after reading the chapter.  
Read the chapters before the ABC meeting.  
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. |
|                               |                 |                                                                                                                                                                       |                                                                                                                                                      |
| Discussion ABC meeting | Greeting and Settling in 10* minutes | 1. Check in with each other (How are you?)  
2. Welcome and Agenda  
3. Review and check on Participation Norms (very brief)  
   - How is the group doing? Any changes to norms needed?  
4. Review chapter to identify a key passage or two (to warm-up get back into the chapter after a busy day)  
   Take turns sharing a passage. | Arrive early to the meeting so you can catch up  
Facilitator welcomes everyone and shares the agenda (made at the previous meeting.)  
Facilitator asks the group to reflect briefly on participation norms. Ideas for how to reflect:  
- 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.  
- 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?  
- Review norms by reading them aloud followed by individual reflection or by group discussion: On which one norm should we focus today?  
- Review norms. Facilitator asks: How are the norms working? What do we need to change, if anything? |
| Discussion 50 minutes* | 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? | Analyze and discuss Kendi’s quote “There is no in between safe space” between racist and antiracist.  
- Reflect and share group members’ definitions of “racist” and “antiracist”  
What is sacrificed by the illusion of “safe”? How does naming and framing racism assist with advancing racial justice? | Everyone has a voice. Ideas for making sure all voices are heard:  
1. Each person chooses a passage. The discussion begins with each person sharing the passage and why.  
2. Round robin, each person talks building on previous speaker—in order, around the room.  
3. Each one asks one. After making a comment, the speaker calls on the next person to comment.  
4. Pairs. First pairs share their thinking in response to the question. Then each person responds.  

Return to the chapter/text frequently during the discussion. Remember one purpose is to understand the chapter/book/ideas.  
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>| Reflection and Action | Reflect individually: Based on the discussion, what personal action will I take this week? | |</p>
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<td>5 minutes*</td>
<td>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.</td>
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| Next Steps 5 minutes* | Plan for the next book club meeting.  
- What chapters are next?  
- 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! |  |

**Action**  
Will vary**  

**Self-Activity:** Complete/Review Cultural Competence Self-Assessment Checklist on your own  

**Group Activity:** Identity Circle Activity – get to know your group members

Never underestimate the power and importance of everyday actions you yourself can take.  

Note: PDF copies of the listed activities are available on the ABC Website

**Learn More**  
Will vary**  

**More Resources**  
Read through Peggy McIntosh’s “White Privilege: Unpacking the Invisible Knapsack” (available [here](https://example.com) and on ABC website)  

[Leading Courageous Conversations on Race Equity](https://example.com)  

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<td><strong>Regarding “Brave Space”:</strong></td>
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<td><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></td>
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<td><strong>Read Beverly Daniel Tatum’s metaphor of racism as a moving walkway at the airport:</strong></td>
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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.*