

Week 6 Message from the ABC Curriculum Committee

Welcome to Week 6 of the Action Book Club (ABC) Community! To begin this week off, we wanted to send a broad acknowledgment and appreciation for everything each member of our audience is balancing and enduring this year. Many of us wear so many hats and have so many responsibilities each day, and we applaud you for managing and thriving during these challenging times.

This week our book clubs will be reading Chapters 9 (Color) and 10 (White). In Chapter 9, Kendi defines and distinguishes between colorism and color antiracism, and calls for our society to reflect on broadly accepted standards of beauty.

“To be antiracist is to diversity our standards of beauty like our standards of culture or intelligence, to see beauty equally in all skin colors, broad and thin noses, kinky and straight hair, light and dark eyes. To be antiracist is to build and live in a beauty culture that accentuates instead of erases our natural beauty.” (p. 114)

In Chapter 10, Kendi defines and dives into anti-White racism while sharing his experience of the 2000 election. He relates his own process, responding to the election outcome with disillusionment and anger, and transitions to the need for differentiating between White populations and racist ideology and politics. He posits that while White populations benefit from racist policies, “we must discern the difference between racist power (racist policymakers) and White people” (p. 129) as racist power manipulates White populations “into resisting equalizing policies by drilling them on what they are losing with equalizing policies and how those equalizing policies are anti-White” (p. 130).

One broad question readers may want to keep in mind while they read Chapter 10: How does Kendi’s description and experience of the 2000 election compare to your narrative and experience of this year’s election?

Week 6 Highlight: Upcoming Event “Educated Choice”

Do you get your blue ballot book in the mail?

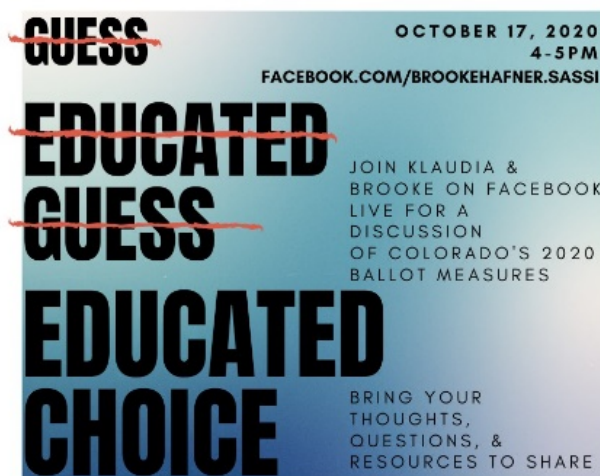
A better question perhaps would be *have you had time read it from front to back yet?*

Do you have questions about items or people on the ballot?

The ABC Curriculum Team is excited to share that member **Klaudia Neufeld** and classmate **Brook Hafner** (both are 2nd year doctoral students in the Educational Leadership and Policy Studies, a.k.a. ELPS program) will be hosting a **Facebook Live Discussion for Colorado’s 2020 ballot measures** this weekend!

Klaudia’s focus is on equitable policies of inclusion for LGBTQ individuals, and Brooke’s focus is on access and equity within literacy. This collaboration spawned from their shared activist mindset and awareness that when people know better they do better. We are mothers, educators, and disruptors. Our positionality and intersectionality require us to stand in the gap and promote well-informed decision-making.

With so much at stake this year, we hope to empower all those who vote in Colorado to make informed choices on each ballot measure. Everyone is welcome; this space is reserved for respectful dialogue and learning.



Week 6: Chapter 9 (Color) & Chapter 10 (White)
Pre-ABC Reflection, Discussion Prompts, Actions & Resources

Activity	Time estimate*	Reflection, Dialogue, Action	Process Suggestions
Self-Reflection Prior to ABC meeting	5-10 minutes* Prior to meeting	<p>Growing up, were you encouraged to change your appearance in any way? By whom? Did these changes ever entail your to 'lightening' or 'darkening' your skin?</p> <p>When did you first notice color? What was the catalyst for your becoming aware?</p> <p>How is voting a right rather than a privilege? Should voting be a right or a privilege?</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>
Discussion ABC meeting	Greeting and Settling in 10* minutes	<ol style="list-style-type: none"> 1. Check in with each other (How are you?) 2. Welcome and Agenda 3. Review and check on Participation Norms (very brief) <ul style="list-style-type: none"> • 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) 5. Take turns sharing a passage. 	<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"> ➤ 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*	<p>How is colorism, including preferences for particular skin and eye colors, hair textures, and facial features, reflected in today's beauty standards? What steps can we take to build and support a culture that celebrates natural beauty?</p> <p>How does the concept of "white fragility" correlate with and/or contradict Kendi's perspective? Where does racism exist in the voting process? Consider intersectional identities</p>	<p>Everyone has a voice. Ideas for making sure all voices are heard:</p> <ol style="list-style-type: none"> 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. <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>
	Reflection and Action 5 minutes*	Reflect individually: Based on the discussion, what personal action will I take this week?	
	Next Steps 5 minutes*	<p>Plan for the next book club meeting.</p> <ul style="list-style-type: none"> • 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**	<p>Share this phrase with those in your family and/or community to open dialogue around topics of racism and equality, "It is hard to hate someone from up close." Unpack individual and collaborative shared understanding.</p> <p>Schedule a Zoom or in-person coffee/chat with someone unlike yourself.</p>	Never underestimate the power and importance of everyday actions you yourself can take.

Learn More	Will vary**	Listen to “Is Beauty in the Eyes of the Colonizer?” https://www.npr.org/sections/codeswitch/2019/02/06/685506578/is-beauty-in-the-eyes-of-the-colonizer	
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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 more as the group progresses through the book.