



BISHOP'S CONVOCATION ON RACE & RECONCILIATION

SATURDAY, APRIL 14, 2018

ANNANDALE UNITED METHODIST CHURCH

FACILITATOR SCRIPT

HOSTED BY:



FACILITATOR SCRIPT, written by: GCORR PROGRAMS MINISTRY
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Thank you for your willingness to serve as a dialogue facilitator for the VA UMC Bishop's Convocation on Race and Reconciliation. This is critical work that must be done with grace, skill, and faithfulness. The commitment you have made to attend a robust day-long training session, to attend the review and Q&A webinar, and to prepare for the Bishop's Convocation by practicing your personal and facilitator responses is both necessary and laudable. Many hope to have the fruits of reconciliation without the work reconciliation demands. Remember, this may feel overwhelming because the task is serious, however, God is always with us as we endeavor to bring justice into the world. Though not a replacement, prayer is as important as any of your other preparation. God adds God's own faithfulness to our preparation, and that, makes all the difference.

The following is a facilitator script to help you navigate the dialogues that will take place during the Bishop's Convocation on Race and Reconciliation. There are 2 (two) 1-hour sessions for which you will be responsible. The first, will be a chance for the people who are in attendance to experience the session for themselves. Similar to how you experienced it during the day-long training you attended, this is a chance for you to facilitate the dialogue based on GCORR's video by Robin DiAngelo, "Deconstructing White Privilege." The second session, which occurs after a short break, will be a chance for you to "deputize" the participants of the convocation to go back and have a dialogue about the video with their home circles of influence/experience.

This guide/script is to help you both prepare for and to actually facilitate on the day of the dialogues. It is structured by the agenda of each hour session and the time blocks within each session. It begins with the overall goal of the section; things to be aware of; things to practice ahead of time; and optional language to use during the session. Repeating the script is not mandatory but you may decide to use it (read from it) to facilitate the conversations. No one expects you to be an expert facilitator on dialogues about race, racism, or reconciliation. Depending on what you feel comfortable with, you may paraphrase the content into your own words, or use the script as desired. (Your participants will receive their own packet on the day of the convocation which will not include the "deputizing" section - they will receive help sheets that will assist them to facilitate the dialogue back in their home church/circles.

On behalf of the General Commission on Religion and Race (GCORR) and the organizing parties of the VA UMC Bishop's 2018 Convocation on Race and Reconciliation, thank you again for your commitment to this important and necessary work. So, let's begin...

WRITE YOUR FEELINGS ABOUT GOING INTO THE CONVOCATION, REFLECT, & PRAY:

SESSION ONE: You Facilitate the Participants' Experience of the Dialogue

1:10 – 1:20 REVIEWS: COVENANT; WESLEY'S 3 RULES; TODAY'S GOAL

Overall Goals of the Section: Remind people of the agreements we are making with each other – covenant and Wesley's 3 rules; Stating the goal helps focus the dialogue.

Things to be Aware of: (1) GCORR will have already presented the covenant – your job is to review them and to help them name which aspect will require the most focus for them; (2) Each participant and facilitator will have a copy of the covenant (3 items) and Wesley's 3 simple rules to which to refer during the dialogues; (3) The goal of this dialogue is two-fold:

1. GOAL: shift conversations about racism from individual to systemic understandings.
2. GOAL 2: to have productive conversations where people can utilize their experience/perspective TO INFORM their responses to the questions without PROCESSING their experiences during the dialogue. (The session is TOO SHORT for that.)

Things to Practice Ahead of Time: (1) Be as familiar as possible with the 3 items on the covenant – you don't have to memorize them – but have a good idea of how they function during dialogue; (2) Be able to explain why white people have a 3rd covenant item (for example, differential ethics requires white folks to do more work resisting racism & will inevitably – even if unintentionally – will perpetuate racism and need a helpful strategy to interrupt that cycle with concrete steps.); (3) Practice sharing the goals.

Optional Language to Use During Session:

3 MINS: "To begin our time together, I want to do a quick review of the covenant, Wesley's 3 Simple Rules, and the Goals of our time together. Each person should have in their booklet the 3 covenant items and Wesley's 3 Simple Rules."

FACILITATOR READS THE HEADINGS OF THE 3 COVENANT ITEMS.

"Take a moment, look at the 3 items, and decide which of the items will be the hardest for you during this session. Another way to look at it would be which one will take the most focus for you today. Once you have your item, what is one concrete thing you can do during today's dialogue to help you live into that covenant item?"

2 MINS: In groups of 2, share with each other your covenant item and your concrete thing. I will call out the 1 minute mark for the first person to end their sharing and the 2nd person to begin theirs. Begin.

AFTER 2 MINUTES: "It's important to recognize the work we need to do to have these conversations well with one another. Let's take a look at Wesley's 3 Simple Rules together."

SESSION ONE: You Facilitate the Participants' Experience of the Dialogue

1:25 – 1:30 “WHERE DOES IT BELONG?”

Overall Goal of the Section: Help people make shift from focus on individual/interpersonal expressions of racism to institutional/structural expressions of racism (in other words, racism as a system which benefits white people to the detriment of people of diverse colors.)

Things to be Aware of: This sheet was filled out while they watched the video – all examples should point DIRECTLY back to the video. If they don't, help people shift back there.

Things to Practice Ahead of Time: [1] Have your own “where does it belong” sheet filled out before the session – either before Sat or at least fill out your own during the video, this way you have a list to refer to; [2] How you would ask people to focus on the video examples, I.E., “Because of time, and shared experience, let's focus on examples Robin DiAngelo used in the video...”

Optional Language to Use During Session:

5 MINS: “Take out your “where does it belong sheet.” You'll remember that GCORR had asked us to write down examples from the video that fit into each broad category – either individual/interpersonal OR institutional/structural.

“Would anyone like to give a BRIEF overview of the difference between individual/interpersonal and institutional/structural racism?” (**NOTE FOR FACILITATOR:** *Individual/Interpersonal expressions of racism are those which a person thinks or does and the interactions between individual people. Institutional/Structural racism functions at the organizational and policy level as well as how policies between institutions reinforce racism.*)

“In popcorn style, read one example from the individual (top) section, we'll keep going until we run out. Remember, let's give everyone a chance to respond.” (Once done...) Now, let's do the same for the institutional (bottom) section.” (Once finished say...)

“One of the reasons we do this exercise is to help us shift our focus from individual expressions of racism to racism as a system. This is what the video is trying to do and how our conversations about the video will be the most constructive today. Ok, finally – we're ready to move past examples from the video and have some discussions that emerge from the video!”

MY NOTES: _____

SESSION ONE: You Facilitate the Participants' Experience of the Dialogue

1:30 – 2:00p

VIDEO DISCUSSION QUESTIONS

Overall Goal of the Section: [1] For a 2nd time now, help people make shift from focus on individual/interpersonal expressions of racism to institutional/structural expressions of racism (in other words, racism as a system which benefits white people to the detriment of people of diverse colors.) [2] Have a dialogue about race and racism that moves toward dismantling white privilege/racism in contrast to “processing” experiences of race and racism.

Things to be Aware of: [1] Even though people will be using their experiences and perspectives to INFORM their responses to the questions – the questions are intentionally written in order to help people have conversations that (will eventually) lead to action. [2] Processing feelings and experiences is important for everyone. White people also need to deal with processing a lot of new information if they have not been exposed to this before. However, these sessions are too short for processing. (*For how to deal compassionately with someone who is processing heavily during the session see the supplemental material – specifically the roleplay for “white person begins to cry.”*) [3] Always point people back to the video to keep dialogue on track. [4] Because the table #s are so large, you will be splitting your table into groups of 3 or 4 – this means that when they report back to the full table – you won’t be able to hear from everyone for each question. Tell folks ahead of time – they might only report back to the full table for one of the questions each. Also try to ensure everyone gets to report back to the full table once (list??).

Things to Practice Ahead of Time: [1] Become as familiar as possible with [Robin DiAngelo’s video](#) as possible; [2] Become as familiar as possible with the questions for each video. There is actually little extra script that goes with this section because the questions direct the conversation – below the script contains the questions; [3] Answer questions for yourself (or remind yourself of your responses during the training); process your own answers now so that you can be present for others’ answers during the session. (Remember – you are facilitating – not answering or serving as the expert or solution-giver.)

Optional Language to Use During Session:

This section is split into 2 quotes with questions attached.

1. The **“good people” and “bad racism” binary quote**. Take 12 minutes for this. There is a notes section at the end where you can sketch out timing etc.
2. The **segregation quote**. Take 18 minutes for this. There is a notes section at the end where you can sketch out timing etc.

12 MINS: VIDEO QUESTION BINARY (everyone will have copy of the quote and the questions)

FACILITATOR SAYS: "Will one person be willing to read the bolded section?"

READER: "Dr. DiAngelo states that one of the most powerful ways that racism has survived after the (modern) Civil Rights Era is by creating a binary between "good people" and "bad racism."

FACILITATOR: "Thank you. We have 2 questions to discuss with this section. The first we'll answer in popcorn style. Let's help each other have space to speak by practicing counter-intuitive response. This means that if you often answer first or often, you will wait until at least 2 people have answered before offering your own. If you often wait to answer, try to answer toward the beginning.

The first question asks: "Recap how the video says the binary between "good people" and "bad racism" functions for white people." Remember to focus only on the video & how it says the binary functions.

We'll take 2 minutes to think about (or take notes) on our answers and then we'll respond. The 2 minutes begins now. (**FACILITATOR NOTE:** *this gives internal thinkers a chance to put thoughts together to help them answer toward the beginning of the exercise*).

AFTER 2 MINS: "Ok, let's start sharing responses." Once complete, thank participants.

"Now for the next 3 minutes, in groups of 3 or 4, brainstorm responses to the next question:

Share ways that shifting from discussions about individual expressions of racism to institutional or systemic expressions of racism breaks the cycle of the "good people" and "bad racism" binary.

TIME 3 MINUTES

FACILITATOR SAYS, "What are some of the ways your group discerned that shifting the focus from individual to systemic racism helps break the cycle of "good people" and "bad racism" binary.

(**FACILITATOR NOTE:** *if conversation drifts or stalls, ask people to think about what the video said, help people focus on breaking the cycle – what about the shift gets that done?*)

MY NOTES (for binary question session – 12 minutes total)

18 MINS: VIDEO QUESTION SEGREGATION (everyone will have copy of the quote and questions)

FACILITATOR: The next quote we will look at is about the segregation pillar of racism. This is DiAngelo sharing her testimony about how segregation has affected her worldview. Will someone who is racialized as white read the quote for the group?

WHITE PARTICIPANT: "I have had to think very deeply on what it means to have grown up in a primarily white neighborhood, to be born into, to go to school...to play, to worship, to love, to work, and to die in segregation and not have one single person who loved, mentored, or guided me convey that there was any loss... that I (am able to) live my whole life in segregation... (and) never have any consistent, ongoing, authentic relationships with People of Color and not one person who guided me ever conveyed that there was loss... (while actually conveying to me) that there is no inherent value in the perspectives or experiences of People of Color."

FACILITATOR: "Thank you. The first question is, "How is this quote real **for you**?" We'll take 1 MINUTE for each person to gather their thoughts. Then in groups of 3 or 4, we'll take the next 6 minutes to share our responses. (IF POSSIBLE, HAVE PEOPLE SWITCH SEATS so they can be in a different group of 3 or 4)

AFTER 1 MINUTE – say "begin sharing with your group"

TIME 6 MINUTES – at 4 MINUTES – let folks know they have 2 MINUTES left.

AFTER FULL 6 MINS: FACILITATOR: "We won't have time to share with the table for this one but we will for the next.

FACILITATOR GUIDES THE NEXT QUESTION THROUGH BY READING QUESTION:

"Think of 3 mentors – especially those who have had a significant impact on your life. Even if you don't use the term, mentor, think of 3 people you have a relationship with who have guided you and have been influential for you. Write their names down now. (give about 30 sec – 1 min)

"Next, consider the racial identity of each. If you know, or can reasonably guess, write that down next to each name. (when folks are done...)

"Think about the relationship of your racial identity to the racial identity of your mentors. Share how this relates to DiAngelo's quote for you."

FACILITATOR NOTE: Help your participants focus on the relationship between their racial identity and that of their mentors **IN TERMS OF DiANGELO's QUOTE**. Maybe just a quick reminder to focus their efforts there instead of expanding the reflection.

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FOR THE NEXT 4 MINS (2 mins each) – share with one person how this relates to DiAngelo's quote for you. I will let you know when 2 minutes is complete so you can switch narrators. Begin now.

AT 2 MINS: Please switch to your 2nd person.

AFTER 4 MINS: For the remainder of our time together, think of ONE sentence – just a regular sentence not one with a bunch of clauses like this one I'm saying right now – but ONE sentence that gives the table some insight into how this exercise relates to DiAngelo's quote for you.

“Remember, we only have a few more minutes before we go to break, so please one sentence each so we can hear from everyone.” *(FACILITATOR NOTE: you might have your one sentence that relates to how you answered this question during the training to serve as a model)*

AFTER SHARING: Thank your participants for a fully-packed 1st session. Let them know they are now on break and what time to return for the 2nd session.

MY NOTES:

SESSION TWO: You Deputize Participants to Facilitate Conversations

2:15 – 2:25 OVERVIEW OF PACKET / DIALOGUE AGENDA

DEPUTIZER SAYS: “Welcome back from break and to Session Two. For this hour we will be engaging in materials to help you facilitate the same dialogue you just experienced with folks back in your home church/circles. Please flip to SESSION TWO in your booklet, then the next page to the Dialogue Agenda.

“You’ll notice that everything on the agenda, except the last item, are things you experienced today.

(DEPUTIZER NOTE: read through each section reminding them that they've done each of these things until you get to the last section)

“Lastly, and this is the one we did not experience yet, you’ll ask your group to create one SMART goal.”

Let’s just take a couple of minutes to go over that – flip a couple of pages in your booklet to find the page that leads with “S.M.A.R.T. Next Step... One, Just One.” FACILITATOR READ:

- **SPECIFIC** – ensure you narrow your focus
- **MEASURABLE** – how will you know you achieved this goal
- **ACHIEVABLE or ACTIONABLE** – what brings this “idea” to action
- **RELEVANT** – does this meet a need; whose need; who determines need and the most faithful, meaningful, and tangible way the need is met
- **TIME-BOUND** – what is the deadline for this deliverable

“On the right-hand side of the sheet – you want to make sure you are answering the questions on the left with answers that include WHAT, WHO, WHERE, WHEN, & HOW MUCH. Always include budget – budgets reflect priorities and prioritize action.

“We won’t go through the whole thing today – but the “FACILITATOR 2.0 SCRIPT” you will receive will help you prepare for the dialogue – and that you can use/read during the dialogue itself. You are expected to be a willing, prepared, and prayerful facilitator – not an expert one on race and racism.

MY NOTES:

SESSION TWO: You Deputize Participants to Facilitate Conversations

2:40 – 3:00 DIFFERENTIAL ETHIC, RACIAL POSITIONALITY, & MICROAGGRESSIONS

DEPUTIZER SAYS “Understanding these three concepts – and understanding how to explain these terms to the participants in your dialogue – will help to limit the replication of racism within dialogues on race, racism, white privilege, reconciliation, etc.

“For the next 10 minutes, you will split into groups and figure out a way to “teach” the group about your concept.

“Count off 1, 2, 3 please. All the 1s will take DIFFERENTIAL ETHIC; All the 2s will take RACIAL POSITIONALITY; and All the 3s will take MICROAGGRESSIONS.

“Look for your GROUNDING CONCEPTS sheet in your packet – these show the definitions and one-sentence “big idea” behind your concept. With your group, determine how you will teach the table your concept. Answer the following question in your “teach back (also found on sheet):”

GROUP 1: Why is it important for white people to have different responsibilities, risks, and work to do in order to resist racism than for People of Color?

GROUP 2: Since race is a human invention (not biologically based), how does the concept of racial positionality help us to see the very real consequences of race and racism?

GROUP 3: Focusing on the definition and not examples of microaggressions, how is it that people who are not targets of microaggressions can see a behavior as “no big deal” while those who are the targets of microaggressions can see the very same behavior as incredibly hurtful and harmful.

DEPUTIZER NOTE: *give groups 10 minutes to start – see after 10 minutes if they need another 2. THEN, keeping an eye on the clock – give each group 3 minutes to “teach” their concept to the group including the answer to their question from the sheet (and listed above).*

AFTER 10 (or 12) MINS: “Group 1 – please teach the table your concept – Then Group 2, Then Group 3. Say what your concept is – and don’t forget to answer your question from the sheet as part of your teach back.

MY NOTES (here – you can **look at your supplemental materials sheets** for more info on each concept)

SESSION TWO: You Deputize Participants to Facilitate Conversations

3:00 – 3:15 ROLE PLAYS

DEPUTIZER: “For the last 15 minutes, you will have the chance to role play some important aspects of facilitating conversations on race, racism, white privilege, and reconciliation while attempting to reduce replication of racism and interrupting racism when it occurs.

“For this exercise – you may use the scripting that is right on the sheet or you may use a paraphrase of your own – this is just so you get the chance to experience what it feels like to address certain issues and racism that are common – and thus possible – to show up in your dialogue. Practicing here – and when you get home before the dialogue – will make it easier to utilize them if you need them.

“We will only have a couple of minutes for each category, so we’ll only have time for 2 or 3 people to respond to each one – let’s make sure that everyone has a chance to role play at least 1 category. It’s ok if responders say the same thing – for example if they all use the script. The important thing is to get the experience (or see/hear others experience it) so we can prepare for possible use.

“I will read the category and the descriptor and then 2 or 3 people can respond, then we’ll move to the last one – if we have time – people can respond to a 2nd category of their choosing.

“We won’t have time to do them all – but we’ll try to get to as many as possible. The responses and scripts are on the pages entitled, “ROADBLOCKS & ROLEPLAYS.” The A.A.A. is found in the covenant.

1. In one sentence, tell your group that the “N” word is not to be used.
2. Respond to a white person’s critique of “white privilege” because they “worked for everything they have,” OR “they grew up (or still are) poor.”
3. Interrupt the microaggression of a white person interrupting a Person of Color.
4. Interrupt the microaggression of “whitesplaining.”
5. Interrupt the microaggression of “tone policing.”
6. Respond to a white person who begins to cry during the dialogue.
7. Based on your racial positionality – use the “A.A.A.”

DEPUTIZING NOTE: Remember: the AAA is broken down into 2 categories for the role play – in the descriptor it will say, “For white people role playing the AAA – role play you giving the AAA because someone has pointed out that you have participated in racism – for People of Color role playing the AAA – role play how you would direct a white person to the AAA because they participated in racism during dialogue you are facilitating.)

Thank your table’s participants for a densely packed 2nd session. And “deputize” them to facilitate the dialogue in their home church/circles.