

Thank you for participating in Exploring Structural Racism. We want to acknowledge that racism hurts us all in different and unequal ways. For Black, Indigenous, and People of Color (BIPOC) participants, this content can bring up many feelings. Similarly, for white participants, the content can be emotionally activating. Any of these feelings and experiences may be present in our learning space and that's okay. By looking at our own reactions and feelings head-on, we are better able to participate in the collective work of dismantling structural racism.

BIPOC participants may experience or feel:

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| <ul style="list-style-type: none"> • Activated • Emotional • Uncomfortable • Mad • Sad • Exhausted • Grief • Loss • Fearful | <ul style="list-style-type: none"> • Overwhelmed • Vulnerable • Shame • Pain • Furious • Tired • Apathetic • Numb | <ul style="list-style-type: none"> • Guilt about having negative racial attitudes towards other people of color or participating in beliefs and actions that uphold systemic racism |
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To help stay engaged throughout the workshop as a BIPOC participant, here are some strategies to consider:

- Be aware of your personal vulnerabilities and what might activate you
- Take a break
- Create space in your life to metabolize feelings of grief, anger, guilt, etc.
- Reach out to trustworthy people who can hold space for conversations and support
- Write notes during the workshop and seek out trusted peers to process with afterwards
- Connect with powerful art, media, and music that showcases a different narrative of your racial and cultural stories and your strengths
- Determine what self-care means for you and apply it. Have a plan.

White participants may experience or feel:

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| <ul style="list-style-type: none"> • Anger • Anxiety • Confusion • Defensiveness • Discomfort | <ul style="list-style-type: none"> • Frustration • Grief • Guilt • Resentment • Shame |
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To help stay engaged throughout the workshop as a white participant, here are some strategies to consider:

- Create space in your life to metabolize feelings of grief, anger, guilt, etc.
- Foster connection with your heritage, culture, and customs
- Practice mindfulness or centering strategies to stay present during moments of discomfort
- React with humility when confronted with new or challenging information
- Remain curious rather than making assumptions or judgments about our own responses and perspectives from fellow participants
- See yourself reflected in fellow white people's reactions and stumbling blocks
- Seek inspiration from white anti-racist activists
- Write notes during the workshop and seek out trusted peers to process with afterwards (Note: process with another white person rather than putting the burden on a person of color to hold space for your learning)

Ten Things Everyone Should Know About Race

by Larry Adelman, [Race: The Power of an Illusion](#)

1. **Race is a modern idea.** Ancient societies, like the Greeks, did not divide people according to physical distinctions, but according to religion, status, class, even language. The English language didn't even have the word 'race' until it turns up in 1508 in a poem by William Dunbar referring to a line of kings.
2. **Race has no genetic basis.** Not one characteristic, trait or even gene distinguishes all the members of one so-called race from all the members of another so-called race.
3. **Human subspecies don't exist.** Unlike many animals, modern humans simply haven't been around long enough or isolated enough to evolve into separate subspecies or races. Despite surface appearances, we are one of the most similar of all species.
4. **Skin color really is only skin deep.** Most traits are inherited independently from one another. The genes influencing skin color have nothing to do with the genes influencing hair form, eye shape, blood type, musical talent, athletic ability or forms of intelligence. Knowing someone's skin color doesn't necessarily tell you anything else about him or her.
5. **Most variation is within, not between, 'races'.** Of the small amount of total human variation, 85% exists within any local population, be they Italians, Kurds, Koreans or Cherokees. About 94% can be found within any continent. That means two random Koreans may be as genetically different as a Korean and an Italian.
6. **Slavery predates race.** Throughout much of human history, societies have enslaved others, often as a result of conquest or war, even debt, but not because of physical characteristics or a belief in natural inferiority. Due to a unique set of historical circumstances, ours was the first slave system where all the slaves shared similar physical characteristics.
7. **Race and freedom evolved together.** The U.S. was founded on the radical new principle that "All men are created equal." But our early economy was based largely on slavery. How could this anomaly be rationalized? The new idea of race helped explain why some people could be denied the rights and freedoms that others took for granted.
8. **Race justified social inequalities as natural.** As the race idea evolved, white superiority became "common sense" in America. It justified not only slavery but also the extermination of Native peoples, exclusion of Asian immigrants, and the taking of Mexican lands by a nation that professed a belief in democracy. Racial practices were institutionalized within American government, laws, and society.
9. **Race isn't biological, but racism is still real.** Race is a powerful social idea that gives people different access to opportunities and resources. Our government and social institutions have created advantages that disproportionately channel wealth, power, and resources to white people. This affects everyone, whether we are aware of it or not.
10. **Colorblindness will not end racism.** Pretending race doesn't exist is not the same as creating equality. Race is more than stereotypes and individual prejudice. To combat racism, we need to identify and remedy social policies and institutional practices that advantage some groups at the expense of others.

On the following pages, you will see some sets of data to further explore structural racism.

Note: you do not need to review any of this material before the training unless it is helpful for you.

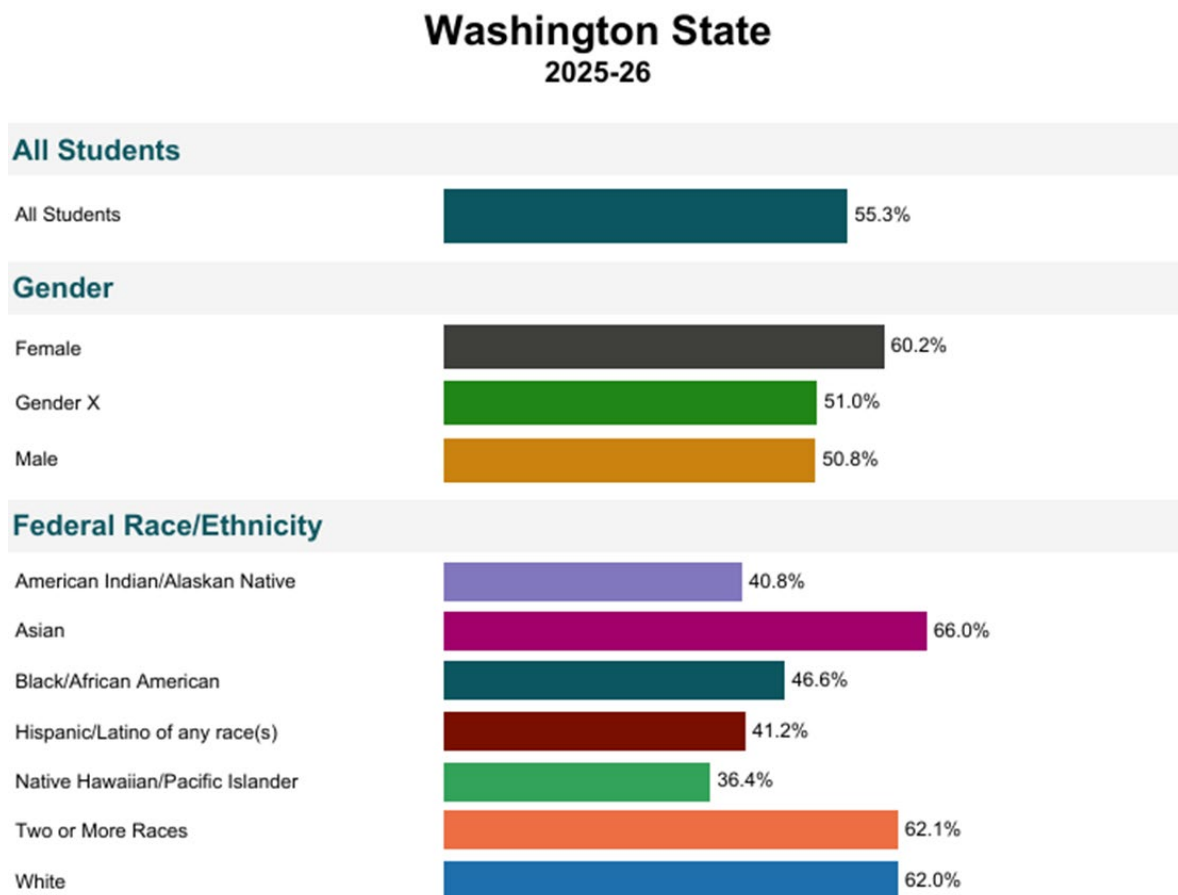
Reviewing Data Activity

During the training we will ask participants to review some data which are included on the following pages. Each group will have time to discuss questions, and then prepare to share 1 takeaway from the small group conversations.

The questions we will explore together will be:

- What components of structural racism might be affecting or contributing to this data?
- What are the stories in the data that are not being shared?
- What narratives, stereotypes, etc. are being challenged or reinforced by this data?
- Given this data, what does this mean for children, young people, and families?
- What are the implications of this data on your work?

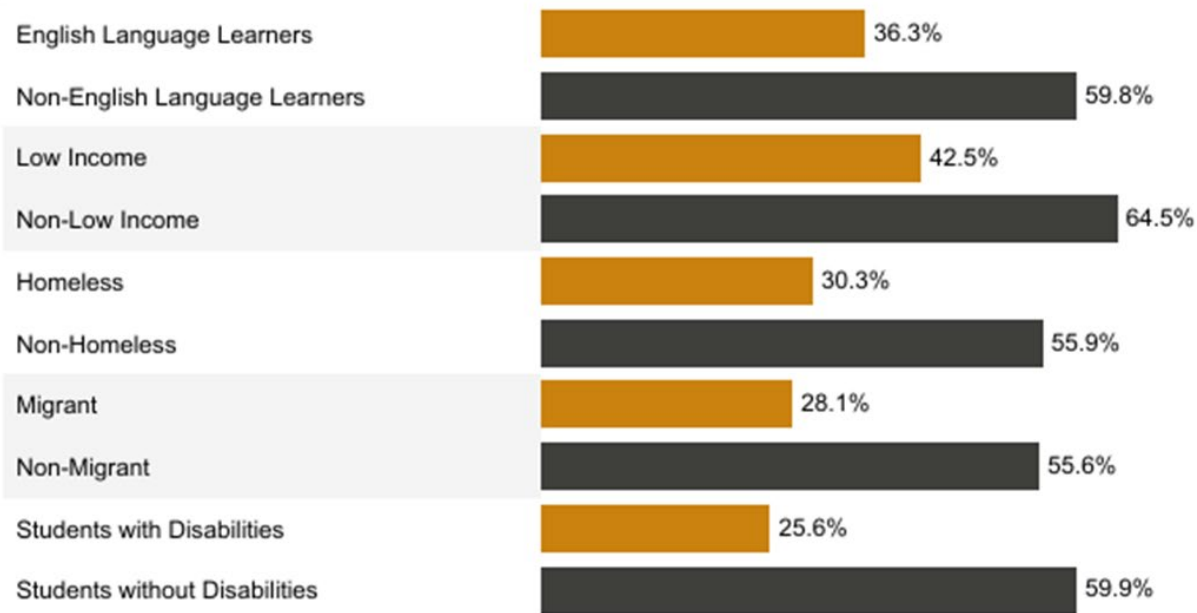
Data Slide – *What percent of students entered kindergarten ready in all six areas of development and learning?*



Source: <https://reportcard.ospi.k12.wa.us/ReportCard/ViewSchoolOrDistrict/103300>

Data Slide – *What percent of students entered kindergarten ready in all six areas of development and learning?*

Student Program and Characteristic



Source: <https://reportcard.ospi.k12.wa.us/ReportCard/ViewSchoolOrDistrict/103300>

4 Corners Activity

Find a partner and together decide what topic you would like to discuss below. You'll have approximately 10 minutes to discuss with your partner. Prepare to share out key takeaways from your discussions with your table.

a. **LEGACIES OF PRIVILEGE & INEQUITIES**

Psychologist Beverly Daniel Tatum summarizes the impact of institutionalized racial policies like FHA loan practices: "To the child of that parent, it looks like, 'My father worked hard, bought a house, passed his wealth on to me, made it possible for me to go to school...How come your father didn't do that?'" How would you answer the child of that privileged parent? How would you explain the situation to the child of the parent who was disadvantaged by government policies?

b. **COLORBLINDNESS, EQUALITY & EQUITY**

Supreme Court Justice Henry Blackmun said, "To get beyond racism we must first take account of race. There is no other way." Do you agree? Who benefits if we adopt a colorblind approach to society? How is colorblindness different from equality and equity?

c. **WHITE PEOPLE'S ROLE – BEING A CO-CONSPIRATOR**

Dr. Bettina Love, author of *We Want to Do More Than Survive*, shares the need for white people to move beyond allyship to become "co-conspirators." "A co-conspirator says, 'I know the terms; I know what white privilege and white supremacy mean; now, what risks am I willing to take?' It's saying, 'I'm going to put my privilege on the line for somebody.'" How might a white person put their privilege on the line for a person of color? Where have you been a co-conspirator? Where could you move from allyship to become a co-conspirator?

d. **ANTI-RACISM & ADVANCING EQUITY**

Dr. Ibram X. Kendi writes, "The opposite of racist isn't 'not racist.' It is 'anti-racist.' What's the difference? One endorses either the idea of a racial hierarchy as a racist, or racial equality as an anti-racist... There is no in-between safe space of 'not racist.'" How would you explain the difference between "not racist" and "anti-racist?" What are concrete actions you have taken to advance racial equity? Where have you allowed racial hierarchies or inequities to persist? What would you say to someone who says they're "not racist?"

Additional Resources with Reflective Questions

Exploring Structural Racism Through Stories

1. [Historical Essays - Seattle Civil Rights and Labor History Project](#)
 - a. What role did the media play in the essay you selected? How does the media continue to influence current day policies and practices? What other connections do you notice to the present day?
2. [Thousands of formerly incarcerated people in Washington allowed to vote for the first time this year | king5.com](#)
 - a. How might restoring the vote to formerly incarcerated people impact voter turnout? What connections do you see between voting rights and racial equity? What other barriers exist for eligible Black, Indigenous, and People of Color voters?
3. [Audit of King County jails finds racial disparities in discipline, says 'double-bunking' leads to violence | The Seattle Times](#)
 - a. How might biases, stereotypes, and cultural beliefs impact the treatment of Black people and People of Color in jail? What connections do you see between mental health and the criminal justice system? How does the lack of state oversight and/or the privatization of prisons (i.e. prisons run as for-profit companies) perpetuate racial inequities?
4. [History of Segregation in the Tri-Cities | News | nbcrighnow.com](#)
 - a. What might be some of the long-term or ongoing impact of the past “sundown” rule? How might past restrictions on where African Americans could live impact current opportunities or access to such things as education, employment, health or other resources?
5. [Mapping Displacement - ACLU of Washington](#)
 - a. How do you see structural racism contributing to issues of homelessness? What kind of harmful narratives do anti-homeless ordinances perpetuate? What else stuck out to you in this article?