**SESSION A**

**Leadership Training:  Learning Exchange on Race and Racism**

**Half Day Meeting – 2:30 hours**

**FACILITATOR’S GUIDE**

**OVERVIEW**

* Welcome
* Small Group Breakouts
* Understanding Race and its History in LA County
* Why Anti-Racism?
* Turn & Talk
* Song & Movement Break
* Advancing Anti-Racism
* DEI Vision
* Racial Equity Framework
* Closing & Next Steps

**MATERIALS NEEDED**

* Power Point Presentation
* Post-it notes for each person at each table
* Chart Paper

|  |  |  |
| --- | --- | --- |
| **Time** | **Task** | **Person Responsible** |
|  | **WELCOME** |  |
| **-00:10****00:00** | **Open room and welcome attendees (around 60)*** Turn on background music and show welcome slide
* Making sure you write your name and pronouns (if you like) on sticker
* Make all speakers co-hosts

Suggest first chat storm during this time to find chat… Enter into chat… a song or an artist you have been listening to lately… | **Co-host** |
| **00:02** | **Welcome and Land Acknowledgement from Facilitator**The purpose and why:Acknowledgment is a simple, powerful way of showing respect and a step toward correcting the stories and practices that erase Indigenous people’s history and culture and toward inviting and honoring the truth. To offer recognition and respect.To counter the “doctrine of discovery” with the true story of the people who were already here. (I think its always good to breakdown some of the words in the land acknowledgement. that not every person may know such as unceded. Explaining what that means is key to informing your audience of the various illegal and nefarious ways land was stolen.)To create a broader public awareness of the history that has led to this moment.To begin to repair relationships with Native communities and with the land.To support larger truth-telling and reconciliation efforts.To remind people that colonization is an ongoing process, with Native lands still occupied due to deceptive and broken treaties.To take a cue from Indigenous protocol, opening up space with reverence and respect.To inspire ongoing action and relationship.The source for the last 8 bullets is: #HonorNativeLand — U.S. Department of Arts and Culture (usdac.us)Before a group of settlers of mixed ethnic ancestry arrived in the area from Mexico to establish the City of Los Angeles on behalf of Spain, in 1781, the Los Angeles region had been occupied for thousands of years by successive waves of Native Americans. The Native American population consisted of about 5,000 to 10,000 people spread across a vast geographic area of 4,000 square miles. These settlers began immediately to take control of the land, resources, and lives of the native population. The practice of exploitive dominance of more vulnerable populations became a pattern which is still far too common today. After Mexico won its independence from Spain in 1821, Los Angeles first became a part of Mexico. Following the Mexican-American War, in 1848, it became part of the United States. Historians have noted that the United States’ slavery issues became more complex after the Mexican-American War as it raised questions of whether new states would become slave states.  Following the war, White settlers racialized the experiences of Mexicans residing in Los Angeles by taking away the civil and political rights of Mexican nationals despite the Treaty of Guadalupe Hidalgo’s promise of US citizenship. At that time, laws discriminating against Mexicans also applied to Blacks and Chinese. The acknowledgement:*I recognize and acknowledge the First People of this ancestral and unceded territory - the land that today we call Los Angeles County. With respect to their elders, past and present, I recognize the Tongva, Tataviam and Chumash, as the original stewards of this land and who continue to lift up their stories and culture.* | **Primary Facilitator** |
| **00:03** | **Introduction of DEI Team and Facilitators**  | **Primary Facilitator** |
| **00 :05****15 MINUTES****(Slide of Agenda up during this part)** | **Agenda Overview** **Community Agreements** * Be present and mindful.​
* Listen to one another.​
* One Mic.  Try not to interrupt.​
* Be open to learning in new and dynamic ways.​
* Be on time. Start on time, end on time.​
* Be free and safe from distractions (do not drive and zoom/teams at the same time).  ​
* Avoid multitasking.​
* Engage with one another​
* Make space for co-learning
* Take care of one another and support each other’s learning. Exchange contact info to provide support to one another and to stay abreast of session expectations.​
* Sessions may be recorded.​
* If possible, keep your camera on and use gallery view so we can remain connected. ​

**Expectations** * Apply knowledge and skills in a self-reflective way.​
* Think critically about the theory and content presented as well as the relevance to your life.​
* Demonstrate mutual respect: no demeaning language​.
* Limit use of electronics​.
* Yes...food and drink is okay! Take care of your needs during these sessions. ​
* Suspend judgment regarding the information and utility of skills until practiced.​
* Take responsibility for learning: attendance, preparation, engagement.​

***Upon completion of this course, participants will be able to…**** Describe the role that racism has played in the Los Angeles Area
* Explain institutionalized racism
* Paraphrase the Diversity, Equity and Inclusion (DEI) Initiative​

We welcome all of your identities and we hope you will bring your whole self to our conversations – We are not all from the same place, how we vote, straight, gender binary, same religion, socioeconomic status… assume we are a robust mix of people. AND we will bring a primary focus on anti-racism as a way to deepen our learning. **A word about language – always changing so sometimes we will struggle with what words to use. That’s okay. We’ll bring respectfulness and authenticity as we grapple with language.**  | **Co-host** |
|  | **SMALL GROUP BREAKOUTS**  |  |
| **00:20** **15 MINUTES** **Groups of 5 (Breakouts Done by Robert)**  | **RANDOM GROUPINGS (mixed across units) –** *Enjoy your conversations and meeting other colleagues…*1. You will be randomly assigned to a breakout room
2. Please share your name, a few hats you wear with LA County
3. Engage fully in the Professional Business Card exercise

**INSTRUCTIONS:** * Designate a timekeeper and build in flex time so that your group can figure out what it needs to do.​
* We will use the broadcast function if we need to let you know when you should transition in your groups from one person to another or return to back to the main group.​
* Select group roles such as Timekeeper, Facilitator, Reporter, Recorder, and Equity Manager or Harmonizer. ​
* Alternate roles so that in each breakout group, participants can volunteer for and are provided with different responsibilities. ​
* When we come back together, your Reporter may be asked to share what you discussed with the entire group. ​
* You may choose to share out what you learned or appreciated from another participant in the breakout group so that you are not just repeating what was reported in the larger discussion.​

**BUSINESS CARD QUESTIONS:** * Name and preferred pronoun
* Best Advice
* Favorite thing about LA County
* What did you want to be when you were a child
* What are you most grateful for over the past year

**ALL RETURN TO THE MAIN GROUP**: Ask everyone to remember the person who told the most powerful, relevant, engaging story and ask them to add the names to the chat. Invite three people the group chose to retell their story to the whole group. Lead the applause at the end of each telling. | **Lead by Group Participants**  |
|  | **UNDERSTANDING RACE AND ITS HISTORY IN LA COUNTY**  |  |
| **00:35****20 MINUTES** | 1. Snapshot of Racial Inequities
2. Social Determinates of Health
3. Watch: The Cliff of Good Health <https://youtu.be/to7Yrl50iHI> (5.18 mins)
4. How Did We Get Here
5. Redlining in Los Angeles
6. Watch: The House We Live In <https://youtu.be/mW764dXEI_8> (6.08 mins)
7. LA County Story

Los Angeles County’s future race equity story must demonstrate a common commitment by every Los Angeles County employee across our racially diverse workforce, and into our communities to treat each constituent and each other every day in ways that demonstrate:* Native American Repatriation

Los Angeles County is home to the largest urban American Indian population — more than 160,000. In 1952, the federal government created the Urban Relocation Program, which encouraged American Indians to move off reservations and into cities such as Chicago, Denver and Los Angeles. They were lured by the hope of a better life, but for many, that promise was not realized."The boarding schools, relocation — I mean, everything that historically happened to American Indians — continues to impact them today," Carrie Johnson says. Johnson is part of an effort to help those living with the consequences of the relocation program and build a new future for today's urban American Indian youth. The program, run by the Bureau of Indian Affairs, promised the newly arrived families temporary housing and job counseling. She and her five siblings moved into the projects. Her parents received $80 a week, but just for one month.* Chinese American Massacre

In 1863 the state legislature had passed a law that Asians (defined as Chinese, Mongolian, Indian, etc.) could not testify in court against whites, making them vulnerable to abuse and injustice, and putting them beyond reach of the law. A [race riot](https://en.wikipedia.org/wiki/Race_riot) erupted on October 24, 1871, when a mob consisting of approximately 500 white and [mestizo](https://en.wikipedia.org/wiki/Mestizo) persons entered [Chinatown](https://en.wikipedia.org/wiki/Chinatown%2C_Los_Angeles) and attacked, robbed, and murdered [Chinese](https://en.wikipedia.org/wiki/Han_Chinese) residents. The mob had gathered after hearing that a policeman had been shot and a rancher killed by Chinese. An estimated 17 to 20 [Chinese immigrants](https://en.wikipedia.org/wiki/Chinese_immigrants) were [hanged](https://en.wikipedia.org/wiki/Hanged) by the mob in the course of the riot, but most had already been shot to death. At least one body was mutilated, when someone cut off a finger to get his diamond ring. Ten men of the mob were prosecuted and eight were convicted of manslaughter in these deaths. The convictions were overturned on appeal due to technicalities. The massacre took place on Calle de los Negros (Street of the Negroes) -- present day Los Angeles Street between El Pueblo de Los Angeles Historical Monument and Union Station. * Mexican Deportations

The Mexican Repatriation was a mandate implemented by American authorities during the Great Depression from 1929 to 1939. Thousands of Mexican Americans who were predominately U.S. citizens, were forcibly sent to Mexico. Federal, state and local officials raided workplaces and public places where Mexicans and Mexican Americans were likely to be found and rounded them up to be deported without due process. Government officials (County social workers) often used coercion to encourage Mexican Americans to leave for Mexico, suggesting to those applying for public assistance that they would do better in Mexico. Those who agreed were given a one-way ticket to Mexico.* Displacement of African Americans

The massive freeway infrastructure across Los Angeles County, predominately constructed in the 1950s, 60s and 70s, made it easier for Whites to move to the suburbs and establish new exclusive communities. Disproportionately displaced by eminent domain claims, many communities of color didn’t have the social capital and resources to protest freeway construction. While the often-cited “freeway revolts” did result in altered or abandoned freeway projects, these campaigns typically benefited and were initiated by predominately White, privileged residents, including those of Beverly Hills and Laurel Canyon. The victories rarely extended to working class, minority residents whose neighborhoods were more likely to be divided and surrounded by freeway expansions. The Santa Monica Freeway became the northern boundary of the “new” South Central Los Angeles, isolating a population of poor and working-class Blacks in the area south of the freeway. Many Whites moved out of the Watts area after the riots in 1965 and it became predominately populated by Blacks.  | **Primary Facilitator** |
|  | **WHY ANTIRACISM** |  |
| **00:55****25 MINUTES** | 1. The Pervasiveness of Racism

We use the term “racism” rather that discrimination, bias, prejudice or bigotry to emphasize the pervasive nature of social inequality woven throughout social institutions as well as embedded within individual consciousness. Racism fuses institutional and systemic discrimination, personal bias, bigotry and social prejudice in a complex web of relationships and structures that saturate most aspects of life in our society.On the most general level, oppression denotes structural and material constraints that significantly shape a person’s life chances and sense of possibility. Racism restricts both self-development and self-determination. It delimits who one can imagine becoming and the power to act in support of one’s right and aspirations. A girl-child in the US in 1996, for example, especially if she is poor or of color, is still unlikely to imagine herself as President of the country. Some 130 years after the abolition of slavery, African Americans as a group have yet to achieve full equality in the US. And despite rhetoric that anyone can get ahead if they work hard enough, a father’s economic status is still the best predictor of the status of the offspring. Racism resides not only in external social institutions and norms, but also within the human psyche as well. Racist beliefs are internalized by victims as well as benefactors. The idea the poor people somehow deserve and are responsible for poverty, rather than the economic system that structures and requires it, is learned by poor and affluent alike. Homophobia, the deep fear and hatred of homosexuality, is internalized by both straight and gay people. Jews as well as gentiles absorb anti-Semitic stereotypes.**MATCHING ACTIVITY**In the middle of the table, you’ll see a stack of post-it notes. Write each of these terms on a post-it note then stick them on the large posters with definitions around the room.**Meritocracy:** Many participants bring a firm belief that if individuals work hard, they will earn economic and social rewards that are just and fair.**Racial Inferiority:** The publication of The Bell Curve provided some white members of society with an easy explanation for the persistence of underachievement, poverty and crime among African Americans**Conflict:** Sometimes conflict arise within and among groups of Black, Asian, Latino and Native American participants**Tendency:** It is important not to frame racism exclusively as a Black-White issue or as an issue solely based on skin color.**Ethnicity:** The relationship between race and ethnicity is not simple. We define ethnicity as a sub-category of race.**Multiracial:** As in other forms of oppression where some people don’t fit neatly into binary categories, it is important to acknowledge the full diversity of experience with regard to racism.**Ethnic Nationalism:** facilitators need to be prepared to help participants understand these issues in the context of racism and to challenge participants to consider the histories of oppression endured by targeted racial groups that leads to their advocacy of racial pride and empowerment**Separatism:** Explain the tendency to notice and name the actions of target group members different than agent groups. Also, the explain the difference between chosen and forced segregation and the need for the former in a racist society.**Naming:** Language referring to different racial groups is challenging (Minorities vs People of Color, Hispanics vs Latinos). 1. Experiences Shape Our World View
2. Antiracism is…
3. Watch: Moving Toward Anti-Racism <https://youtu.be/CRtkZemTpM8?t=232>
4. Becoming an Ant-Racist Individual
 | **Primary Facilitator** |
|  | **TURN AND TALK** |  |
| **1:20****7 mins** | Where would you say you’re at today on the continuum of becoming an Anti-Racist Individual? Why? |  |
|  | **SONG MOVEMENT BREAK**  |  |
| **01:30****10 MINUTES** | **Check-in with your body and take a moment to refuel**1. Take some cleansing breaths (3/3/3 Exercise)
* Breath in for 3
* Hold for 3
* Exhale for 3
1. Get up from where you’re sitting
2. Bio break
3. Get a snack
4. Move (stretch or dance)
 | **Co-host** |
|  | **ADVANCING ANTI-RACISM** |  |
| **01:40****5 MINUTES** | 1. Defining Racial Equity
2. Action on Racism
3. Response from Department Heads
 | **Primary Facilitator** |
|  | **DEI VISION** |  |
| **01:45****10 MINUTES** | 1. Defining Racial Equity in Los Angeles
2. Vision to Achieve Racial Equity in LA County
3. Structural Racism and Disparate Outcomes
4. Structural Racism and Life Course Framework
	1. “Take a look at this graphic, what are some things that you are noticing? Discuss it at your table.”
 | **Co-host & Primary Facilitator** |
|  | **RACIAL EQUITY FRAMEWORK** |  |
| **01:55****25 MINUTES**  | 1. Watch How Structural Racism Works https://www.brown.edu/academics/race-ethnicity/programs-initiatives/signature-series/how-structural-racism-works-project (video: 24 minutes)
 | **Co-host**  |
| **02:20****5 MINUTES** | **Questions and Answers**  |  |
|  | **CLOSING AND NEXT STEPS** |  |
| **02:25****5 MINUTES** | **This has been a lot… What do you want to learn more about? Chat Storm**Look forward to being with you again.**BRIEF THANK YOU FROM TEAM: A FEW TOOLS FOR THE WORK AHEAD** **WE BELIEVE:** 1. **WE CAN WALK BOLDLY TOWARD JUSTICE**
2. **RECOGNIZE KEEPING EMOTIONS INVOLVED**
3. **CENTERING MARGINAL VOICES**
4. **STICKING WITH TOUGH CONVERSATIONS**
5. **LOOKING FORWARD TO CONTINUING THE DISCUSSION**
 | **Primary Facilitator** |
| **2:30** | **Adjourn** |  |