

SESSION 6

What Can I Do to Break Down Racism?

QUOTE

Everybody is sitting around saying, 'Well, jeez, we need somebody to solve this problem of bias.' That somebody is us. We all have to try to figure out a better way to get along. – Wilma Mankiller, first woman elected chief of the Cherokee nation

INTRODUCTION

Although this session concludes the program, the work need not stop. The activities here encourage participants to see themselves as lifelong justice makers. The youth begin two projects: a public service announcement to share with the world and another, long term project of their design.

Both projects call for additional time outside this workshop. If this program is part of a district or regional conference or cluster activity, participants from the same congregation can plan together. If the program involves a youth group of one congregation, incorporate the long-term project in to the group's future schedule. For example, the group might decide to use one meeting a month to continue the work of creating beloved community. Our race-based social structure was built over centuries and it will not be destroyed in nine hours. Find ways to support youth who wish to continue in the work, understanding that all participants may not wish to do so.

GOALS

This workshop will:

- Teach tools to help spread the word about ending racism
- Encourage participants to further action
- Help participants identify their own strengths

LEARNING OBJECTIVES

Participants will:

- Grow in ability to articulate messages about deconstructing racism
- Identify multicultural competencies they could develop and commit to grow them
- Commit to continue the work they started in the program

SESSION-AT-A-GLANCE

Activity	Minutes (90 min.)
Opening	5
Activity 1: Calling All UUs	15
Activity 2: PSA	40
Activity 3: Project Planning	20
Closing: Worship	10

FAITH IN ACTION & ALTERNATE ACTIVITIES

Faith in Action: Completing the Project	
Alternate Activity: Planning a Closing Worship	25
Alternate Activity 2: Leadership Skills	20
Alternate Activity 3: Scenarios and Micro-aggressions	20
Alternate Activity 4: Multicultural Competence in Action	

SPIRITUAL PREPARATION

Take a moment to sit by yourself. Light a chalice, make some tea, or engage in other grounding practices that feel right to you.

Make a list of ways you've been involved in intentionally creating a multicultural and anti-racist community. What drives you to do this work? What are some of the rewards? What are some challenges? Why is this work vital for our congregation or UU community? How will you commit to carrying the work past the end of this program?

SESSION PLAN

OPENING (5 minutes)

MATERIALS FOR ACTIVITY

- Chalice, candle and lighter or LED battery-operated candle
- Covenant from Session 1
- Newsprint, markers, and tape
- Optional: Copies of *Singing the Living Tradition*

PREPARATION FOR ACTIVITY

- Set up the chalice in an appropriate place where everyone can sit around it in a circle or semi-circle.
- If you do not have copies of *Singing the Living Tradition* for participants to share, write on newsprint, and post: ““Each morning we must hold out the chalice of our being to receive, to carry, and give back. – Dag Hammarskjold”

DESCRIPTION OF ACTIVITY

Ask the youth to join you in reading the chalice lighting words on newsprint, Reading 455 in *Singing the Living Tradition*, the Unitarian Universalist hymnbook. Light the chalice.

Indicate the covenant created in Session 1. Ask participants to share, popcorn style, anything that was discussed in the last session that still resonates for them. Add anything left out that you wish participants to remember.

Share the quote for this session, from Wilma Mankiller, first woman elected chief of the Cherokee nation:

Everybody is sitting around saying, 'Well, jeez, we need somebody to solve this problem of bias.' That somebody is us. We all have to try to figure out a better way to get along.

Say that this session is about making plans for what participants will do with the learning they have experienced in the previous sessions.

ACTIVITY 1: Calling All UUs (15 minutes)

Materials for Activity

- Handout 1: Fragment and Front Porches
- Handout 2: Multicultural Competence Worksheet
- Computer with Internet access and a digital projector, speakers, and projection screen

Preparation for Activity

- Make two copies of Handout 2 for each participant.
- Test your equipment and queue www.uua.org
- Find out if your district or region's website includes ar/mc resources. If so, be prepared to go to these pages.

Description of Activity

The first part of this activity is adapted from the Tapestry of Faith curriculum Building the World We Dream About for Young Adults.

Participants identify multicultural competency skills.

Explain that participants will hear a story written by and about a young adult Unitarian Universalist about her experiences related to race. Read the story aloud or ask a volunteer to do so. Invite participants to offer brief comments or reflections

Ask participants to turn to another person and share their responses to three questions you will read:

- What is Elizabeth's calling as a UU?
- How is it like a calling you feel or might feel?
- How is it different?

Offer the questions one at a time, giving pairs a minute or two with each question. Make sure each partner in each pair has opportunities to speak.

For the last few minutes, ask the large group to summarize ways someone's UU faith might call them to work to break down racism. Provide at least one minute for youth to go back to the worksheet and make notes for themselves on multicultural competency skills they feel they already possess and those they wish to strengthen.

Tell the group that the Unitarian Universalist Association is an organization that supports UU congregations and communities. The UUA produces resources that can help participants grow multicultural skills. Invite youth to search the UUA's website for resources. You can let them take turns searching, but make sure they encounter at least these pages: the Mosaic Project (<http://www.uua.org/multiculturalism/mosaic/index.shtml>), Racial Justice and Multicultural Ministries (<http://www.uua.org/multiculturalism/index.shtml>) and Identity Based Resources (<https://www.uua.org/re/youth/identity-based/index.shtml>).

For resources found, ask, "How would you use them?"

Suggest youth write the URLs for interesting sites in their journals so they will be able to visit these pages easily another time.

ACTIVITY 2: PSA (40 minutes)

MATERIALS FOR ACTIVITY

- Handout 2: Five Steps to Making a PSA
- Computer with Internet access and a digital projector, speakers, and projection screen
- Newsprint, markers, and tape
- Writing paper and pens/pencils

PREPARATION FOR ACTIVITY

- Test your equipment. Queue the Girl Scouts video on YouTube, “How to Make a PSA.” <http://www.youtube.com/watch?v=eywBa0xfQFw&feature=youtu.be>
- Preview additional PSA videos to show to the group and queue those you plan to show. You might choose two from this list:
 - Stereotyping
<http://www.youtube.com/watch?v=S8YffH6gw7A&feature=youtu.be>
 - Cyclist Awareness PSA
(<http://www.youtube.com/watch?v=oSQJP40PcGI&feature=youtu.be>)
 - Trevor Project, LGBT PSA
(<http://www.youtube.com/watch?v=cuG5a9CyTTo&feature=share&list=UUiDiRIY0n9UDno1O7fswzzg>)
 - Anti-Bullying PSA (<http://www.youtube.com/watch?v=Hy-wXUeoJ0w&feature=youtu.be>)
 - End Racism Now PSA
(<http://www.youtube.com/watch?v=L7BOVKeNEaU&feature=youtu.be>)
 - Purse (<http://www.values.com/inspirational-stories-tv-spots/112-Purse>) or any video from Values.com
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- Collect newspapers, magazines, and books where participants can find information about engaging with racism. You can also ask the participants to bring newspapers, magazines, and books to this session as well as smart phones and laptops for research.
- Download and print a UUA talent release so youth can sign and gather permissions (parent permissions, for youth under 18) from people who will be featured or recognizable in the PSA.
http://www.uua.org/documents/communications/video_talent_release.pdf
- Contact youth@uua.org if you are interested in having the UUA publicize the PSAs you produce. Ask us how to submit your PSAs to the UUA so that they can be shared with other groups and congregations.

DESCRIPTION OF ACTIVITY

Participants create a public service announcement (PSA) about ending racism.

Part 1: Say that a PSA is a public service announcement that can be a short video, radio announcement or even a poster. PSAs are usually free messages that act like commercials and they can run from 10 to 60 seconds in length. PSAs generally focus on:

- Raising awareness about an issue with a short, clear, and specific message.
- Shifting public attitudes about a behavior.
- Asking people to make a change or act on something important.

Play the Girl Scouts video on How to Make a PSA. Quickly review the Handout, then watch two or more additional PSAs

Discuss the PSAs with these questions:

- How did you feel watching some of these PSAs?
- Had you seen any of these before?
- Did any of the PSA messages persuade you to do something or feel a certain way? What is the main message of some of these PSAs?
- How did the actors portray the message? How did the PSA use music, color, lighting, art, etc.?
- What impressed you? What would you have done differently?

Part 2: Invite youth to create their own PSA about Unitarian Universalism and racism, privilege, ethnocentrism, stereotyping or any of the topics explored in the program. The PSA may be directed towards UUs, or towards the broader community in a way that highlights UU values. Divide the class into groups of five and ask them to move on to Step 2 of the Handout. They should now start to think about what kind of ideas they want to use in their PSA.

Distribute newsprint and markers for brainstorming and notes. Invite them to use newspapers, magazines, and books to find quotes, facts, and images. Encourage them to go online to research with smart phones. Allow 15 minutes for research.

Ask them to move on to Step 3 of the Handout and give them 10 minutes to put an outline together.

Instruct the groups to figure out who in the group has:

- Video Camera (flipcam, smart phone video cam or camcorder)
- Tripod
- Microphone
- Software editing system

Guide the groups to estimate the time they would need to record the PSA and edit it.

If possible, have groups spend another 90-120 minutes working on PSAs immediately after this session. You might schedule an additional two-hour session for all groups to videotape for their PSAs and, if time, edit them. Alternatively, the groups may want to arrange their own times and places to videotape and edit their footage.

Give them a deadline for completed PSAs.

Consider planning an evening viewing party to watch all the PSAs. The participants may wish to plan and host a viewing party for their UU community as a way to share the PSAs initially. They can also share via the Internet.

Note: The UUA would love to share the PSAs you produce!

ACTIVITY 3: Project Planning (20 minutes)

MATERIALS FOR ACTIVITY

- Newsprint, markers, and tape
- Writing paper and pens/pencils
- Optional: Copy machine

PREPARATION FOR ACTIVITY

- Decide how you will form small groups for long-term projects. If this program is part of a district or regional conference or cluster activity, participants from the same congregation can plan together. If the program involves a youth group of one congregation, incorporate the long-term project in to the group's future schedule.

DESCRIPTION OF ACTIVITY

Participants plan a future project.

Ask participants if they feel compelled to continue the work of dismantling racism. Say that they can do this individually, as previous activities have demonstrated, and they can do this communally. What is another way, besides the public service announcements, that the group can take their learning out into the world? The project could involve the congregation, another UU community, a neighborhood, city, country or the world.

Possible ideas:

- Create a blog for youth to share ideas for dismantling racism
- Design a 90-minute multigenerational workshop to be given at the next district or regional event
- Write an article about their experiences in Be the Change! for *Catalyst* or another Unitarian Universalist publication or blog
- Create a one-act play or musical. Perform it, charging admission that is donated to a partner in dismantling racism
- Locate a partner in the community to meet with, get to know, and work together on improving race relations in your city
- Create a worship service or children's chapel

Plan the action steps to complete the project, assigning names and deadlines to each step. Decide how you will communicate. Give everyone a copy of the plan.

CLOSING (10 minutes)

MATERIALS FOR ACTIVITY

- Chalice, candle and extinguisher or LED battery-operated candle
- Leader Resource 1: Our Voices Must Be Heard
- Permanent markers, assorted colors
- Blank silicone wristbands
- Music player and music

PREPARATION FOR ACTIVITY

- Choose appropriate music.
- Queue music and test music player.

DESCRIPTION OF ACTIVITY

If your chalice is unlit, relight it.

Invite participants to join you in a short closing worship.

Open with quote from Session 4, words from the UUA's 2008 Leadership Council:

With humility and courage born of our history, we are called as Unitarian Universalists to build the Beloved Community, where all souls are welcome as blessings, and the human family lives whole and reconciled.

Say that the work of dismantling racism is holy work. It allows individuals to bring their whole self to our faith, which will only make it stronger.

Indicate the markers and bracelets. Invite participants to write on the bracelet something they wish to tell the world about what it takes to create beloved community. Remind the group to write slowly so as not to smear. Play appropriate music. Allow five minutes.

Now ask several volunteers to read Leader Resource 1: Our Voices Must Be Heard. After every second line, invite one or more participant(s) to share the message on their bracelet. End with "May it be so" or another appropriate sentiment. Invite the youth to blow out the chalice.

FAITH IN ACTION AND ALTERNATE ACTIVITIES

FAITH IN ACTION: Completing the Project

MATERIALS FOR ACTIVITY

- Varied

PREPARATION FOR ACTIVITY

- Varies according to the project envisioned in Activity 2.

DESCRIPTION OF ACTIVITY

Youth complete the project planned in Activity 2.

Follow up should be completed by youth on all the assigned steps. Complete the project. Afterwards, debrief by discussing what went well, what the group would do differently next time, and if the results were what they hoped for and expected. If the group wishes, plan another project and keep the work going further yet!

ALTERNATE ACTIVITY 1: Planning a Closing Worship (25 minutes)

MATERIALS FOR ACTIVITY

- Copies of hymnbooks and meditation manuals
- Newsprint, markers, and tape
- Optional: Computer with Internet access and a digital projector, speakers, and projection screen

PREPARATION FOR ACTIVITY

- Gather (especially Voices from the Margins and Optional: If you have a computer with Internet access, go to the UUA's Worship Web, which has chalice lightings, meditations, stories, and other worship resources.

DESCRIPTION OF ACTIVITY

Participants plan a ten-minute closing worship for this session.

Instead of using the Closing in this session, invite participants or a small sub-group to plan a ten-minute closing worship. Help the group access any supplies needed.

ALTERNATE ACTIVITY 2: Leadership Skills (20 minutes)

MATERIALS FOR ACTIVITY

- Writing paper and pens
- Journals

DESCRIPTION OF ACTIVITY

Participants identify their leadership strengths and envision ways to use their strengths to build beloved community.

Give each person in the group a piece of paper and ask them to fold it in half. Ask them to take a couple of minutes to list how they see themselves as leaders on one half of the paper. Ask these questions to get them thinking: What are your gifts? What do you do well? What leadership skills do you have?

Now ask them to fold under the piece they have written on and exchange papers with the person sitting to the left of them. Ask them to write down on the blank side of their new paper how they see the other person as a leader. Repeat the questions above to prompt them. Tell them that when they are done, they may hand back the paper back to the original person.

Ask them to take a look at the paper and compare how they see themselves with how the other person sees them. Ask them if they see a virtue, skill or value that they had not been able to see before. Pose the question: How can you use these skills and values that you see in yourself and others see in you, to create a multicultural and/or anti-racist community in your congregation? Give participants a few minutes to journal on this topic and then invite sharing with the larger group.

Wrap up the conversation by sharing possible routes participants can take in their own communities to work on some of the issues they discussed this session.

RESOURCES

HANDOUT 1: Fragments and Front Porches

By Rev. Elizabeth Buffington Nguyen, Unitarian Universalist Community Minister.

When I was 24, my father gave me a new name. I was learning Vietnamese in graduate school. The professor required all students who only had an English name to ask their parents to give them a Vietnamese name. My father chose Hien, meaning "gentle."

As a teenager I had yearned to have a Vietnamese name—all of my cousins had one. To me, not having a Vietnamese name was just another way that I was not whole, not authentically Asian, not Vietnamese enough, not worthy of my own family. I was, in theologian Rita Nakashima Brock's words, restless in my longing to belong. Years later, when my father named me as Hien, I didn't feel the simple relief of belonging that I had so craved. Instead I found something more sacred, something expansive, fierce, complex and true: I was born Elizabeth and I am also Hien; I am white and of color, American and Vietnamese.

Anti-oppression and antiracism work for me has always begun with my own identity. It has been the work to excavate my mind from the silt of internalized racism and the oppression of dominant culture. It has also begun with my own spirit, embracing both my yearning for wholeness and my love of this fragmented, multiple identity. In my Unitarian Universalist community faith I find companions, theology, and rituals that honor the fragments of my identities, my halves, my multi, my hyphenation, my two names.

This work is not just about courageously loving myself—it is also about courageously loving my Unitarian Universalist kin as we try to live the Beloved Community of Dr. King's dream. It is about talking with white people about racism, about supporting people of color, Latino and Latina, and multiracial within Unitarian Universalism, about "isms" and power and answering the call of love. It is about having hard conversations with ministers who understand race very differently than I do, creating worship that is multicultural and alive, that resists tokenism and essentializing. It is about shifting resources and facilitating workshops, about sharing experiences of racism and asking questions, about embracing conflict with song and prayer. It is about encountering my own limits, as an ally and an antiracist person of faith. About messing up, and failing, and about asking for forgiveness and beginning again in love.

And it is about celebration—about moments of connection across great difference. Buddhist writer Jack Kornfield writes that in meditation:

Instead of clinging to an inflated, superhuman view of perfection, we learn to allow ourselves the space of kindness. There is a beauty in the ordinary. We invite the heart to sit on the front porch and experience from a place of rest the inevitable comings and goings of emotions and events, the struggles and successes of the world.

I love this image for thinking not just about meditation, but also for talking about race across difference.

When I am in conversation with someone who I think is very different from me, I try to let go of perfection and find that space of kindness. I invite my heart out onto the front porch.

HANDOUT 2: Five Steps to Making a PSA

Go through the Five Steps to Making a PSA together. Assign someone in the group to take notes as you brainstorm ideas. Write an outline together. Don't forget props!

Step 1: Research PSAs

Look at the Girl Scout video "How to Make a PSA."

<http://www.youtube.com/watch?v=eywBa0xfQFw&feature=youtu.be>

Look at these PSAs focused on different issues:

- [Stereotyping](#)
<http://www.youtube.com/watch?v=S8YffH6gw7A&feature=youtu.be>
- [Cyclist Awareness PSA](#)
<http://www.youtube.com/watch?v=oSQJP40PcGI&feature=youtu.be>
- [Trevor Project, LGBT PSA](#)
<http://www.youtube.com/watch?v=cuG5a9CyTTo&feature=share&list=UUIdiRIY0n9UDno1O7fswzzg>
- [Anti-Bullying PSA](#)
<http://www.youtube.com/watch?v=Hy-wXUeoJ0w&feature=youtu.be>
- [End Racism Now PSA](#)
<http://www.youtube.com/watch?v=L7BOVKenEaU&feature=youtu.be>
- [Purse \(Honesty\)](#) or any video from Values.com
<http://www.values.com/inspirational-stories-tv-spots/112-Purse>

Step 2: Choose a Topic – Highlight the Importance of Engaging with Racism

A. Take some time to think about the importance of engaging with racism. Recall your experiences in previous sessions of this program and consider the different topical angles a PSA can take to engage with racism, for example, stereotyping, discrimination, LGBT/Racism, profiling, hate crimes, racism and bullying.

B. Research your topic: What about it did you find surprising? What didn't you know before? What hit home with you? Write these ideas down. Then:

- Research sources online such as YouTube, dosomething.org, youthcan.org. Search PSAs and websites for quotes, statistics, data
- Remember to look at newspapers, magazines, and books.
- Find powerful statistics and data about your issue.

- Statistics can lie, and so can people who post or publish them. Open source websites such as Wikipedia are not always reliable. Double-check statistics using a different, reliable source before using them.

C. While researching, consider how controversial you want your PSA to be:

- Did you find any of the research you found shocking? What was surprising about it?
- Did you know some of the ‘shocking’ or ‘powerful’ findings before? How did it differ from what you knew or believed?
- What did you learn about what causes expression of racism your PSA will address?
- What could be a solution to the problem and how can you communicate this in the PSA? How can people change their behaviors?

Step 3: Create an outline

- Write an outline for your PSA before filming!
- Keep in mind what audience your PSA is for: Youth? Children? Older people? Multigenerational?
- “Less is more” is often a good rule of thumb to make the most effective point. Keep visuals simple and language brief.
- Use statistics that people can relate to personally. For example, “1 in 7 people are affected by water scarcity” has more impact than “1.1 billion people are affected by water scarcity.”
- Keep it positive, too much negativity might turn the audience off.
- Feel free to use clever humor, wit, sarcasm.
- Use appropriate music that you can find online for free and without violating anyone’s copyright.
 - Check out the Mashable article: 4 Ways to Download Legal Music for Your Youtube Video <http://mashable.com/2010/12/08/ind-music-for-youtube-videos/>
 - Youtube.com offers free music to add to your video if you’re uploading your video there to show for free and you edit in part online.
- What kind of dramatics are you going to use in your PSA? Do you need actors? What will they do? What will they say?
- Are you going to use words flashing across your screen, like statistics?

Outline Example

The outline organizes your most important notes—the information and ideas you want the PSA to include. You can make the outline in a way that also organizes your scenes. You can organize the outline anyway you like.

Cast: Person 1, Person 2, Voice Over 1, Voice Over 2,

- I. Intro/Scene 1: Stop Bullying
 - a. Statistic
 - b. Voice over
 - c. Picture
- II. Body/Scene 2: Why is it a problem?
 - a. Statistic
 - b. Voice over
 - c. Picture
- III. Closing/Scene 3: What can we do?
 - a. Statistic
 - b. Voice over
 - c. Picture
- IV. Credits/Scene 4:
 - a. List any sources you've used
 - b. Credits to music
 - c. Credits to advisors, people in the video, and the PSA producers' group name

Step 4: Filming

You will need:

- Video Camera (flipcam or a camcorder)
- Tripod
- Microphone
- Power source / battery charger / spare batteries

- Permission to film where you're filming (not needed at your private residence or if you're on-site working with an organization)
- Permission slips for anyone you will videotape who will be identifiable in the footage (youth under 18 need a parent/caregiver to sign for them)
- Software editing system (Try the basic Windows media maker, documentary maker or the iMovie Maker.)
- Calculate how much time you'll need to film and edit the PSA.
- Have all your props ready? Make sure you have everything nearby.

Step 5: Share Your PSA

- Post it on your UU congregational or community website.
- Share it via youtube.com.
- Share it on social media like Facebook, Twitter, StumbleUpon.
- E-mail it to organizations that connect with your issue.
- Share it with local media outlets in your community.
- Share it with your school staff and teachers; ask them to post it on a school or club website.

LEADER RESOURCE 1: Our Voices Must Be Heard

By Jonipher Kwong, from *Voices from the Margins*, edited by Jacqui James and Mark D. Morrison-Reed (Boston: Skinner House, 2012). Used by permission of the author.

Spirit of Life,
You speak to us from the East and the West
You speak to us from the North and the South
You call to us from the depths of our being
We respond with enthusiasm and fervor
We cry out from Manila and Maui
We shout from Alaska to Alabama
We proclaim your wondrous love from the highest mountain to the deepest ocean
Our voices must be heard. We shall not be silent.
Our voices must be heard.