

Becoming an anti-racist practitioner.

Session 1 (2 hours): Understanding Race and Its Role in Society

Session Objectives

- Establish a foundational understanding of race as a social construct.
- Explore how racism manifests at individual, institutional, and systemic levels.
- Reflect on participants' own social identities, assumptions, and biases.

Detailed Session Outline

1. Welcome & Introductions (10 minutes)

- **Purpose:** Create a safe, respectful environment and establish the training's goals.
- **What Happens:**
 - The trainer(s) briefly introduce themselves, highlighting any relevant experience or motivation for leading the training.
 - Participants share their names, roles, and a brief statement on why they are interested in developing racial literacy.
 - Share ground rules or group agreements (e.g., confidentiality, active listening, respect for differing opinions, speaking from personal experience).
- **Why It's Important:** Setting the tone and fostering trust makes it easier for participants to engage in vulnerable discussions about race.

2. Setting the Stage: Definitions & Context (15 minutes)

- **Purpose:** Provide clear, common language and conceptual clarity around key terms (e.g., race, racism, prejudice, discrimination, power).
- **What Happens:**
 - The trainer provides concise definitions, emphasising that race is a social construct but one with real social, political, and economic consequences.
 - Distinguish between personal bias (prejudice) and systemic or institutional racism (practices and policies).
 - Invite clarifying questions to ensure participants have a solid grasp of these concepts before deeper exploration.
- **Why It's Important:** Clear definitions help unify the group's understanding, preventing confusion or misuse of terms.

3. Group Discussion: Lived Experiences & Perceptions (20 minutes)

- **Purpose:** Encourage personal reflection to help participants understand how race and racism have touched their own lives.
- **What Happens:**
 - Prompt: “When did you first become aware of race or experience a situation involving race?”
 - Participants discuss in pairs or triads, then share selected insights in a larger group debrief.
 - Trainers facilitate by asking probing questions: “How did that experience shape your perspective? How did it influence your interactions later?”
- **Why It’s Important:** Sharing lived experiences can humanise the topic, build empathy, and highlight diverse perspectives within the room.

4. Historical & Systemic Foundations of Race (20 minutes)

- **Purpose:** Give participants a brief historical overview of how racial hierarchies were created and maintained, and how those legacies persist.
- **What Happens:**
 - A short presentation on the history of race as a concept (e.g., colonialism, the development of pseudoscientific racism, segregation/apartheid policies).
 - Emphasise current systemic impacts (disparities in housing, education, healthcare, criminal justice) that stem from these historical roots.
 - Use brief examples or statistics illustrating systemic inequalities.
- **Why It’s Important:** Understanding the past clarifies how today’s racial inequalities are not accidental but are the result of centuries of policy and practice.

5. Activity: Power, Privilege, and Intersectionality (25 minutes)

- **Purpose:** Demonstrate how social identities interact to create layers of privilege or marginalisation, with race as a core factor.
- **What Happens:**
 - **Possible Exercise:** A modified “privilege walk” or a matrix-building activity where participants respond to prompts reflecting different forms of privilege or disadvantage. (See end of session 1 for matrix-building example)
 - Reflection afterward: “How did it feel to move forward or remain behind? Which social identities gave you privilege or added barriers?”
 - Connect the activity to race and how race intersects with gender, class, sexuality, ability, etc.
- **Why It’s Important:** Intersectionality reveals that experiences of race vary, and individuals might hold privilege in some areas while facing marginalisation in others.

6. Reflection & Wrap-Up (20 minutes)

- **Purpose:** Consolidate learning and prepare for Session 2.
- **What Happens:**
 - Large-group discussion: “What insights are you taking away from today’s exploration of race, power, and privilege?”
 - Encourage participants to note down any new understandings or personal commitments they’ve made as a result of the session.
 - Preview Session 2, which will shift focus to researching and understanding the local community context.
- **Why It’s Important:** Reflection solidifies learning and gives participants space to articulate their key takeaways.

Matrix-Building Activity: Exploring Intersectional Identities

Purpose

- To help participants visualise and discuss how different social identities (e.g., race, ethnicity, gender, class, ability, sexual orientation) can intersect to create unique forms of privilege or marginalisation.
- To provide a structured way for participants to compare and contrast experiences across different identity groups.

Materials Needed

1. **Large chart paper or whiteboard** (digital white-boarding tools can work, too).
2. **Markers or sticky notes** (if using physical chart paper).
3. **Sample “dimensions” of privilege or discrimination** to guide participant thinking (e.g., access to leadership roles, exposure to policing, representation in media, ability to secure loans).

Setup

1. Draw a **two-dimensional grid** (or multiple grids) on a large piece of chart paper or a whiteboard.
2. Label the **columns** with broad social identity categories (e.g., Race, Gender, Class, Sexual Orientation, Ability).
3. Label the **rows** with different “areas” of society where power or marginalisation plays out (e.g., Education, Employment, Healthcare, Media Representation, Legal System).

Example Skeleton of the Matrix:

Area of Society \ Identity	Race	Gender	Class	Sexual Orientation	Ability/ Disability	Religion
Education						
Employment						
Healthcare						
Media Representation						
Legal System						

Instructions for Participants

1. **Form Small Groups:** Divide participants into small groups (3–5 people).
2. **Assign or Choose Rows/Columns:** Each group can be responsible for discussing and/or filling in certain intersections of the matrix. For example, Group A looks at *Race + Education* and *Gender + Education*, Group B looks at *Class + Healthcare* and *Sexual Orientation + Healthcare*, etc.
3. **Discuss Experiences and Patterns:** Within their assigned cells, ask groups to consider questions such as:
 - How does *race* affect someone's experience in the *education* system?
 - How might *class* influence access to *healthcare*?
 - What kinds of privilege or marginalisation might occur at these intersections (e.g., Black women in higher education, low-income LGBTQ+ communities and healthcare access)?
4. **Record Observations:** Have participants write down key points, patterns, and examples in each corresponding cell (or on sticky notes that they place in the matrix).
5. **Group Presentation:** After about 15–20 minutes of discussion, each group shares their findings with the larger group.
- 6.
7. **Facilitate a Large-Group Discussion:**
 - Compare how some intersections may result in compounding disadvantages (e.g., a person who is both a racial minority and living with a disability might face barriers in multiple areas).
 - Highlight that some participants might experience *privilege* in one identity category and *marginalisation* in another (e.g., a middle-class gay man might have socioeconomic privilege yet still face discrimination based on sexual orientation).
 - Emphasise that these categories don't exist in isolation—rather, they interact to create nuanced lived experiences.

Debrief Questions

1. **What Surprised You?**
 - Did you discover any unexpected overlaps or differences between categories?
2. **Where Do You See the Most Overlap?**
 - Which intersections seem to create the greatest challenges or gaps in access to resources?
3. **Can You Identify Any Examples from Your Own Life or Community?**
 - Encourage participants to share personal stories or local examples that illustrate these intersections.
4. **How Might You Apply This Understanding Going Forward?**
 - Invite participants to consider how this matrix could inform more equitable policies or community interventions.

Why This Works

- **Visual Structure:** Placing identity categories and societal areas in a grid allows participants to systematically examine intersections.
- **Group Collaboration:** Working in small groups encourages deeper conversation and ensures multiple viewpoints.
- **Concrete Examples:** By focusing on specific areas (education, employment, healthcare, etc.), participants move from abstract theory to real-life issues.
- **Shared Reflection:** The plenary debrief ties the activity together, providing new perspectives and prompting participants to consider action or further study.

Becoming an anti-racist practitioner.

Session 2 (2 hours): Exploring Community Context and the Impact of Racial Inequality

Session Objectives

1. Deepen understanding of how racial inequality manifests in local contexts.
2. Equip participants with methods to gather and interpret local data and stories.
3. Foster critical thinking about the root causes of racial disparities in their own communities.

Detailed Session Outline

1. Recap & Check-In (10 minutes)

- **Purpose:** Reinforce the connection between Session 1 and Session 2, and assess how participants are processing the material.
- **What Happens:**
 - Briefly revisit key concepts from Session 1 (e.g., structural vs. individual racism).
 - Ask participants to share any reflections or “aha” moments since the last session.
- **Why It’s Important:** Continuity supports deeper engagement and helps participants see how the concepts build upon each other.

2. Community Research: What and Why? (15 minutes)

- **Purpose:** Emphasise the value of data-driven understanding of racial inequality.
- **What Happens:**
 - Trainer presents reasons to research local issues (to identify gaps, advocate effectively, tailor interventions).
 - Introduce basic research tools and strategies: analysing public data, reading local media, talking with residents, or partnering with community organisations.
 - Stress the importance of both quantitative (statistics, reports) and qualitative data (lived experiences, oral histories).
- **Why It’s Important:** Gathering evidence enables practitioners to design targeted interventions that address actual community needs.

3. Identifying Local Issues: Small Group Brainstorm (25 minutes)

- **Purpose:** Help participants pinpoint the most pressing racial inequalities or disparities in their communities.
- **What Happens:**
 - Participants form small groups (3–4 people) to brainstorm community issues they see or suspect, such as:
 - Higher disciplinary rates for students of colour in local schools
 - Racial bias in healthcare access
 - Lack of representation in local leadership or governance
 - Housing discrimination or gentrification
 - Groups list potential sources of supporting data (e.g., local government databases, school district records, grassroots organisations).
- **Why It's Important:** Collaboration sparks diverse ideas, encourages peer learning, and helps participants see patterns across different local contexts.

4. Case Studies & Good Practices (25 minutes)

- **Purpose:** Show real-world examples of communities that have identified racial disparities and taken action.
- **What Happens:**
 - Trainer presents 2–3 short case studies (could be local or from similar contexts). Example:
 - A community project that used local health data to reveal racial disparities in maternal care and implemented a support program for pregnant Black women.
 - A youth-led initiative that surveyed peers about experiences with discrimination and used the findings to advocate for school policy changes.
 - Discussion: “What made these interventions effective? What challenges did they face? What lessons can we adapt for our communities?”
- **Why It's Important:** Concrete examples inspire participants and provide models of effective research and advocacy efforts.

5. Outline Your Own Community Research Plan (30 minutes)

- **Purpose:** Guide participants to create a practical plan to investigate racial issues relevant to their work or community context.
- **What Happens:**
 - Distribute or display a simple template:
 - **Focus Area** (e.g., housing, education, healthcare)
 - **Question or Hypothesis** (e.g., “We suspect policing practices disproportionately affect youth of colour.”)
 - **Data Sources** (e.g., municipal records, interviews, surveys, community forums)
 - **Timeline** (When will you gather data? When can you share findings?)
 - **Potential Partners** (Local activists, organisations, departments)
 - Participants individually or in pairs draft their own mini-research plan.
 - Trainer circulates to offer feedback and help refine approaches.
- **Why It’s Important:** Giving participants hands-on practice in designing research ensures they leave with tangible next steps.

6. Reflection & Next Steps (15 minutes)

- **Purpose:** Encourage accountability and preparation for Session 3.
- **What Happens:**
 - Participants share one key insight or commitment: “In the next week, I will contact X organisation to request their latest data on Y.”
 - Remind participants that Session 3 will involve transforming their findings into action plans.
- **Why It’s Important:** Setting clear next steps helps maintain momentum and readiness for the final session.

Becoming an anti-racist practitioner.

Session 3 (2 hours): Developing Practical Anti-Racist Action Plans

Session Objectives

1. Convert knowledge and research findings from Sessions 1 and 2 into specific, anti-racist strategies.
2. Collaboratively draft action plans aimed at dismantling racial disparities in participants' local contexts.
3. Equip participants with tools to evaluate and sustain anti-racist efforts in their communities.

Detailed Session Outline

1. **Welcome & Check-In (10 minutes)**
 - **Purpose:** Link back to the mini-research plans and ensure continuity.
 - **What Happens:**
 - Participants share any interim findings or experiences with their research efforts.
 - Trainer addresses any common challenges or questions that have arisen since Session 2.
 - **Why It's Important:** Aligning research findings with the training's objectives ensures everyone is ready for plan development.
2. **Translating Research into Action: Group Brainstorm (20 minutes)**
 - **Purpose:** Bridge the gap between data collection and effective intervention.
 - **What Happens:**
 - Trainer prompts: "Based on your community research or initial findings, which specific problems or patterns stand out?"
 - Participants brainstorm potential solutions, initiatives, or policy changes that directly respond to the issues identified (e.g., lobbying for inclusive curricula, forming a cross-sector task force, launching culturally responsive mental health services).
 - Encourage creativity but also feasibility—solutions should be realistic given participants' time, influence, and resources.
 - **Why It's Important:** Many trainings stop at raising awareness; this step ensures participants learn to act on the issues they discover.

3. **Developing Your Anti-Racist Action Plan (40 minutes)**

- **Purpose:** Provide a structured approach for participants to design or refine a plan they can implement.
- **What Happens:**
 - **Suggested Action-Plan Template**
 1. **Goals & Objectives:** Clear, measurable goals (e.g., “Reduce racial discipline disparities in my setting by 25% within a year”).
 2. **Key Stakeholders:** List individuals, groups, or institutions whose support or involvement is crucial.
 3. **Activities & Tactics:** Outline the specific steps (e.g., workshops, policy proposals, outreach campaigns).
 4. **Timeline & Milestones:** Set target dates for each action step, from immediate to long-term.
 5. **Resources Needed:** Funding, materials, training, partnerships.
 6. **Metrics for Success:** Identify ways to measure progress and outcomes (e.g., changes in survey results, policy updates, attendance/participation rates).
 - Participants spend dedicated time working on their plan. Trainers and peers can offer real-time suggestions.
- **Why It’s Important:** A structured plan is more likely to be followed through and evaluated than a vague intention.

4. **Peer Review & Feedback (20 minutes)**

- **Purpose:** Refine action plans through collaborative critique and support.
- **What Happens:**
 - Participants form small groups or pairs to share their plans in detail.
 - They ask for feedback on feasibility, scope, and clarity of success metrics.
 - Peers provide constructive suggestions, ask clarifying questions, and highlight potential resources or partnerships.
- **Why It’s Important:** Collective input often strengthens plans and builds a network of mutual support among participants.

5. **Commitment & Sustainability (20 minutes)**

- **Purpose:** Encourage participants to maintain momentum and accountability after the training ends.
- **What Happens:**
 - Participants identify 1–2 immediate next steps (e.g., scheduling a meeting with community partners, completing the first data collection phase).
 - Discuss strategies for long-term sustainability: forming an accountability group, setting periodic check-ins, or using shared online forums to update progress.
 - Trainer highlights the importance of monitoring and revisiting action plans to adapt them as contexts shift.
- **Why It's Important:** Without ongoing commitment, even the best-designed plan can stall. Concrete follow-up strategies help keep the work moving.

6. **Conclusion & Evaluation (10 minutes)**

- **Purpose:** Formally close the training and gather feedback for future improvements.
- **What Happens:**
 - Trainer recaps the journey from understanding race (Session 1) to local context research (Session 2) to action planning (Session 3).
 - Participants fill out an evaluation form or have an open discussion on what worked, what could be improved, and what they will implement immediately.
 - Encourage participants to stay in touch or share updates with the group.