**

**Workshop 2: Communicating About Equity**

**Learning Objectives – In this session participants will:**

* Learn key concepts for talking about race and how to talk about race-based inequities in a manner that advances racial equity.
* Understand the differences in narratives, framing, and messaging and the relationships between communications tactics.
* Develop skill at articulating a compelling story for racial equity and sustainability in cities.
* Learn about strategies for avoiding common pitfalls in communicating about equity.

**Pre-Workshop Prep –** Participants should be asked to read the following background document: Center for Social Inclusion: “[Talking About Race Toolkit](http://www.centerforsocialinclusion.org/communications/talking-about-race-toolkit/).”

| ***Time*** | ***Agenda Item*** | ***Facilitator Notes*** |
| --- | --- | --- |
| 15 minutes | Welcome, objectives and introductions | Welcome and facilitator introductions  Welcome, everyone. It’s our pleasure to be here with you all today. We appreciate your interest in the work to advance racial equity.  *Facilitators briefly introduce yourselves and share why you’ve volunteered for this effort. Distribute* ***Agenda with Group Agreements on the back (Attachment 4)****.*  Objectives  *Share the workshop objectives.*  Hopefully you all had the opportunity to do the pre-reading. In today’s discussion we will be digging deeper into some of the ideas in the toolkit. If you didn’t have a chance to read it beforehand, we encourage you to read it afterwards.  The workshop has a mix of different activities; we have designed it to be interesting, engaging, and useful for our work. We know that race can sometimes be an uncomfortable topic. We know that doesn’t have to be the case. Today’s workshop is designed to help you participate in effective conversations about race.  The objectives of the workshop are:   * Learn key concepts for talking about race and how to talk about race-based inequities in a manner that advances racial equity. * Understand the differences in narratives, framing, and messaging and the relationships between communications tactics. * Develop skill at articulating a compelling story for racial equity and sustainability in cities. * Learn about strategies for avoiding common pitfalls in communicating about equity.   Participant introductions  Ask participants to share: name, role, and one thing they hope to gain from today’s workshop.  Announcements   * Make sure your cell phones are off or on vibrate. * Restroom locations. * Any other pertinent announcements. |
| 5 minutes | Group agreements | Before we begin we want to establish some group agreements. These are on the opposite side of your agenda. Let’s read them aloud. Can I have a volunteer start with #1? (*then proceed going around either to the right or left of the initial volunteer).*   * Stay engaged. Speak from your own experience. Experience any discomfort that comes up as part of the learning process. Breathe. * If, when in racially-mixed groups discussing race, you usually hold back, speak up. If, when in racially-mixed groups discussing race, you tend to speak often, take a pause. * Expect and accept non-closure on long-term issues; the work is ongoing. * Listen for understanding. Honor concerns – ask for suggestions. No shaming, attacking or discounting. * Maintain confidentiality – if you later share about your experience in this workshop, refrain from using names.   *Share a personal take on why one of the group agreements is important to you.*  Can I ask for a show of hands to indicate your willingness to use these group agreements? |
| 20 minutes | Paired sharing: talking about racial equity | Now we’re going to do an activity that will help us think about communicating about racial equity. This is a highly structured exercise with some rules… how many of you like to follow rules? Part of the problem with rules is sometimes that people aren’t motivated to follow them if they don’t understand the reasoning for the rules. So, first, let me tell you the structure:   * We’ll have questions that we’ll be discussing, starting with self-reflection, with everyone taking a few minutes to jot down their personal responses to the questions. * Then we will get in pairs. Each person will have about 2½ minutes each to share their response to the questions. One person talks, the other person listens, without interrupting. If the person talking runs out of things to share, it’s okay to be silent. Additional thoughts may come to you. The other person does not talk until I call “time,” at which point you will switch, the talker becomes listener and the listener becomes talker. * We will then have 2½ minutes for cross-talk where you can have an interactive conversation.   So, what is the reasoning behind these rules? We want to intentionally interrupt some patterns that sometimes play out in our communication.   * We often don’t take time for self-reflection prior to talking. * Rather than listening to the other person, we often think about what we’re going to say. * There can be unequal participation – one person dominates and/or one person holds back. * We can have discomfort with silence. Silence is OK.   So, does everyone understand both the directions and the reason for the structure? Now, start your self-reflection and jot down your answers to the questions.   * Do you routinely talk with your colleagues, friends and/or neighbors about race? What has helped to make those conversations go well? Not well?   + To whom would you need to communicate in order to advance racial equity in your work place? What are the types of communication your colleagues respond best to, i.e. stories, facts, images?   Now, get into pairs, and decide who is going to go first.  *Call time after each 2 ½ minute segment, and then call the large group back together.*  First, let me ask, raise your hand if 2 ½ minutes felt like a long time to talk. Okay, for how many did it feel short? Did the structure feel comfortable?  Anyone have any insights to share on how to communicate successfully about race?  *Facilitate open-ended conversation (10 minutes). Major themes you will want to cull out include:*   * Conversations about race can sometimes be challenging, especially if we don’t have a shared understanding of what we are talking about. That is why it is so critical that we normalize conversations about race. * Race is often the “elephant in the room.” If we can’t talk about race, then we won’t be able to develop strategies to eliminate racial inequities. * It is important to know your audience. Different people and groups are motivated by different things, including stories, facts, etc.   *One person facilitates and the other write up themes on the flip chart.* |
| 35 minutes | **Presentation and video**  Deepening understanding | *Watch the first 2 minutes of the video (pause right after Ian Haney Lopez speaks, with the screen “Racialized images and codes in the political arena”) and ask the questions below.*  *Large group discussion (8 minutes)*   * What is racial coding? Name examples of racial coding. * What racial assumptions are triggered by the following code words? * “Welfare cheats” * “Illegal aliens” * “States’ rights” * “Anchor babies” * “Inner city” * “Obamacare”   *Hint: think about which racial group these code words are referring to and how those words stereotype that group.*  *Watch the rest of the video (15 minutes)*  *Video debrief (10 minutes) / large group discussion*   * What were your key ah-has or takeaways from the video? * A so-called colorblind message in the video was “Obamacare makes you lazy.” What are other “colorblind” messages that, in effect, perpetuate racial stereotypes? * The video talked about individual responsibility and limited government as the two dominant “meta-frames” on race operating now. How do these “meta-frames” influence the general public’s perception of people of color? |
| 35 minutes | **Communicating about race learning** (large and small group discussion) | *Distribute the handout,* **Attachment 5: Communicating About Equity Handout.** *Organize participants into small groups of 4 to 6 people, either counting off or based on their organization or affiliation. Ask for small groups/pairs to assign both a recorder and a reporter. Provide flip chart paper for recording of themes.*    *Small group, 20 minutes*   * Using the “Affirm-Counter-Transform” model, craft a message to respond to one of the following statements:   + I don’t understand why government should be talking about race.   + Sustainability doesn’t have anything to do with race.   + My family worked hard to get to where we are, it seems like hard work is a part of what has made the United States great, and some people just don’t want to work.   *If you have extra time, select a particularly resonant issue for your organization and develop an additional message.*  *10 minute report back*  Have each group share the message they developed.  After each group has shared, large group discussion:   * What worked well in the process of using the tool? * What was most challenging?   *(Full group report back, 5 minutes)* |
| 10 minutes | Closing | Thank you for your participation today. We have focused on communicating about race. We want to close out our time today by doing a go-round with each of you sharing one of the following:   * What is one thing that excited you today (concept, conversation, etc.)? * What is one thing you are grappling with or want to know more about?   *Express your appreciation for their engagement. Ask participants to complete the evaluation (if you are doing one) and encourage them to use the worksheet from the USDN website as homework to further explore the topics from this session.* |

**Workshop 2 Agenda: Communicating About Equity**

**Learning Objectives:**

* Learn key concepts for talking about race and how to talk about race-based inequities in a manner that advances racial equity.
* Understand the differences in narratives, framing, and messaging and the relationships between communications tactics.
* Develop skill at articulating a compelling story for racial equity and sustainability in cities.
* Learn about strategies for avoiding common pitfalls in communicating about equity.

**Pre-Workshop Prep –** Read the following background document: Center for Social Inclusion: “[Talking About Race Toolkit](http://www.centerforsocialinclusion.org/wp-content/uploads/2015/08/CSI-Talking-About-Race-Toolkit.pdf).”

| ***Time*** | ***Agenda Item*** |
| --- | --- |
| 15 minutes | Welcome, objectives and introductions |
| 5 minutes | Group agreements |
| 20 minutes | Paired sharing: talking about racial equity   * Do you routinely talk with your colleagues, friends and/or neighbors about race? What has helped to make those conversations go well? Not well? * To whom would you need to communicate in order to advance racial equity in your work place? What are the types of communication your colleagues respond best to, i.e. stories, facts, images? |
| 35 minutes | **Presentation and video**  “Communicating about Race” |
| 10 minutes | Closing |

**Group Agreements**

1. Stay engaged. Speak from your own experience. Experience any discomfort that comes up as part of the learning process. Breathe.
2. If, when in racially-mixed groups discussing race, you usually hold back, speak up. If, when in racially-mixed groups discussing race, you tend to speak often, take a pause.
3. Expect and accept non-closure on long-term issues; the work is ongoing.
4. Listen for understanding. Honor concerns – ask for suggestions. No shaming, attacking or discounting.
5. Maintain confidentiality – if you later share about your experience in this workshop, refrain from using names.

**![](data:application/pdf;base64,)**