

Originally compiled for New Repertory Theatre (Watertown, MA)
under the leadership of Michael J. Bobbitt

Anti-Racism Learning Month One

Unit One: How To Be an Anti-Racist

LESSON 1: Introduction to Anti-Racism

LESSON 2: Becoming an Anti-Racist

LESSON 3: Speaking Out: Tips for Talking About Race and Racism

LESSON 4: Performative Allyship and How to Avoid It

LESSON 5: Where Do I Start? Ways to Be Anti-Racist *Right Now*

Lesson 1: Introduction to Anti-Racism (17:46 Minutes)

Engage:

1. Watch How To Be An Antiracist by Ibram X. Kendi (1:50 min)
2. Read Patience Is a Dirty Word by Ibram X. Kendi (Article, ~10 min)
3. Watch Morgan Freeman deliver Rep. John Lewis's final words, "Together, You Can Redeem the Soul of Our Nation" (5:56 min)

Reflect:

1. What does it mean to be an anti-racist? How is this different from being "not racist?"
2. Is it possible to be anti-racist in one moment and racist in the next? Explain the importance of recognizing this concept.
3. How does the concept of gradualism harm BIPOC living in America today?
4. Evaluate the statement, "to be anti-racist is to believe in the word *now*."
5. What is "good trouble?" In what ways are you willing to make good trouble in order to be an anti-racist?

Additional Learning:

- Watch How to be an Antiracist for a more in-depth interview with Dr. Kendi regarding his new book (54:53)
- Read Ibram X. Kendi's groundbreaking book, *How to Be an AntiRacist* (View a list of Black-owned bookstores HERE)
- Visit the Smithsonian's Being Antiracist resource page for more videos, articles, and activities to help you articulate your personal goals for your anti-racist learning

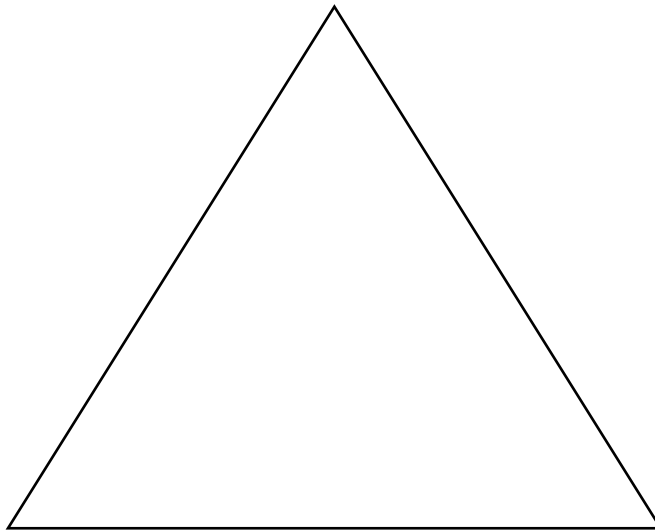
Lesson 2: Becoming an Anti-Racist (39:58 Minutes)

Engage:

1. Watch Get Comfortable with Being Uncomfortable by Luvvie Ajayi (10:55 min)
2. Watch Color Blind or Color Brave? by Mellody Hobson (14:03 min)
3. Read Tema Okun's "From White Racist to White Anti-Racist: the life-long journey" (Article, ~15 min)

Reflect:

1. What does it mean to be “color brave?” How is this mindset more powerful than being “color blind?”
2. In “Get Comfortable with Being Uncomfortable,” Luvvie Ajayi shows a diagram that defines her core values. Use the blank copy of the diagram below in order to list your own core



values. How can these values empower you to be an anti-racist?

1.

2.

3.

3. Think of some strategies you use in your everyday life to help you push through things that scare you. How can these strategies help you prevent fear from getting in the way of your anti-racism work?

4. Which stage in the “Ladder of Empowerment” are you currently on? What steps do you need to take in order to move up to the next stage?
5. How can guilt and shame get in the way of anti-racism?

Additional Learning:

-Read an excerpt from Racial Healing Handbook: Practical Activities to Help You Challenge Privilege, Confront Systemic Racism, and Engage in Collective Healing by Anneliese A. Singh for practical examples of Tema Okun’s “Six R’s” of anti-racism

Lesson 3: Speaking Out: Tips for Talking About Race and Racism (32:32 Minutes)

Engage:

1. Watch How to talk about racism with friends and family ft. Rachel Wilkerson Miller (5:32 min)
2. Read How to talk to your family, friends about racism and white privilege by Sara M. Monluszko (Article, ~5 min)
3. Read Calling In: A Quick Guide on When and How by Sian Ferguson (Article, ~5 min)
4. Listen to/Read the transcript for Want To Have Better Conversations About Racism With Your Parents? Here's How from NPR’s *Life Kit* ft. Sarah McCammon and Ijeoma Oluo (17 min)

Reflect:

1. Think of someone in your life that you’d like to start having conversations about race with. What are their values? (Ex. statistics, religion, etc.) How can you use these values to prepare for an effective conversation?
2. How can you use discomfort as a jumping off point in difficult conversations about race?
3. What are some strategies for getting a conversation back on track if someone becomes defensive?
4. What is “calling in?” How does this strategy go beyond “calling out” your friends, family, or colleagues on problematic behaviors?
5. Ijeoma Oluo recommends setting a goal that you can get people to “sign on to” when discussing race. What is a goal that you and your family members can commit to together?

Additional Learning:

-Learn more from Ijeoma Oluo on how to talk to your family about race with her essay The Conversation I’ve Been Dreading: Ijeoma Oluo Talks About Race with Her Mom, (Article, ~11 min) or read her book, So You Want to Talk About Race

-Read Hey, White People! If You Really Want to Help End Racism, You Need to Invest in Other White People (Yeah, We Know It Sounds Counterintuitive) by Jamie Utt to further explore the concept of “calling in” and learn more practical tips for talking about racism (Article, ~10 min)

-Visit PBS’s Talking About Young Children About Race and Racism resource page for articles and videos on how to navigate these important conversations with the children in your life

Lesson 4: Performative Allyship and How to Avoid It (31:19 Minutes)

Engage:

1. Watch Turn Performative Wokeness Into Allyship by Layla Saad for Jezebel (2:02 min)

2. Read "How to Tell the Difference Between Real Solidarity and Ally Theater" by Mia McKenzie (Article, ~10 min)
3. Read 5 Racist Anti-Racism Responses "Good" White Women Give to Viral Posts by Katie Anthony (Article, ~5 min)
4. Watch Screaming in the Silence: How to be an ally, not a savior by Graciela Mohamedi (14:17 min)

Reflect:

1. When is it beneficial to post about issues of race and racism on social media? When is it not beneficial?
2. What is "ally theatre?" Why is it ineffective?
3. Have you ever used any of the responses listed in "5 Racist Anti-Racism Responses "Good" White Women Give to Viral Posts?" (Note: this article is applicable to all white people, not just women!) If so, what is a better response to use in the future?
4. Why is listening just as important as speaking out?
5. How can you use your platform as a leader to "pass the mic" and ensure that BIPOC are at the forefront of the anti-racism movement?

Additional Learning:

- Watch The White Savior Complex: The Dark Side of Volunteering to learn about how white Americans volunteering in developing nations can lead to a "white savior" mentality (12:08)
- Read Discourse and Debate: Is Performative Activism Inherently Bad? for further learning on performative allyship (Article, ~8 min)
- Read "Detour-Spotting for White Anti-Racists" by Joan Olsson to learn how to recognize specific behaviors that derail anti-racism efforts (Article, ~10 min)

Lesson 5: Where Do I Start? Ways to Be Anti-Racist Right Now (36:39 Minutes)

Engage:

1. Watch 5 Tips for Being an Ally by Franchesca Ramsey (3:44 min)
2. Watch How to Be a Good Ally - Identity, Privilege, Resistance by Ahsante the Artist (6:55 min)
3. Listen to/Read the transcript for 'Not Racist' Is Not Enough: Putting In The Work To Be Anti-Racist from NPR's *Life Kit* ft. Eric Deggans (21 min)
4. Read 11 Things You Can Do To Help Black Lives Matter End Police Violence by Lincoln Anthony Blades (Article, ~5 min)

Reflect:

1. According to Ahsante the Artist, what are some of the ways that a company can uplift marginalized voices?
2. How would you respond to someone who says that it's "not your place" to educate other white people on issues of race and racism?
3. What is one way you can learn about and invest in Black culture this week? (Ex. Ordering take-out from a local Black-owned restaurant, watching the first episode of a Black-lead TV-show, etc.)
4. What are some actions that you can take to hold your community's politicians and police department accountable in the fight against police brutality?

Additional Learning:

-Read 103 Things White People Can Do for Racial Justice by Corinne Shutack for a long list of additional actions you can take today (Article, ~24 min)

Theatre Anti-Racism Learning Month Two

Unit Two (Part One): What You Didn't Learn in History Class: The History of Racism in America

LESSON 1: Racism and Slavery

LESSON 2: The Truth About Emancipation

Lesson 1: Racism and Slavery (16:37 Minutes)

Engage:

1. Watch The Origin of Race in the USA (10:15 min)
2. Watch Why America Needs a Slavery Museum (6:22 min)

Reflect:

1. How did the creation of the concept of race serve to benefit white people while simultaneously oppressing BIPOC in America?
2. How did the development of stereotypes aid in the justification of slavery? Choose one of the stereotypes referenced in "The Origin of Race in the USA" and think critically about how it continues to exist in today's society
3. "Why America Needs a Slavery Museum" opens with the phrase, "This isn't [just] Black history, this is our national history." Elaborate on this statement using the information you've learned so far about the history of racism.
4. Why is it essential to acknowledge the realities of slavery in our contemporary anti-racism work?

Additional Learning:

-Watch The US Medical System is Still Haunted by Slavery (8:49 min) to further explore how pseudoscience was used to justify racism in the medical industry.

-Listen to the New York Times Podcast, The 1619 Project, which "examines the long shadow of American slavery."

-Read the article "From Slavery to Mass Incarceration" (Article)

Lesson 2: The Truth About Emancipation (38:18 Minutes)

Engage:

5. Watch: This is why Juneteenth is important for America (3:32 min)
6. Watch: Slavery by Another Name (32:37 min)
7. Watch the trailer to the documentary, 13TH, by Ava DuVernay (2:19 min)

Reflect:

8. Many Americans are not taught about how slavery continued after the Civil War. Why do you think this is?
9. What is the significance of Juneteenth? Why is it important to recognize this holiday?
10. How has the 13th Amendment been exploited to perpetuate the enslavement of BIPOC today?
11. How has the overall conceptualization of slavery as an issue that existed “in the distant past” allowed for the perpetuation of racism in contemporary society?

Additional Learning

- Watch 13TH in its entirety on YouTube or Netflix (1:40:02 min)
- Watch The Truth About Confederacy In the United States (1:40:00 min)

Theatre Anti-Racism Learning Month Three Unit Two (Part Two): What You Didn’t Learn in History Class: The History of Racism in America

LESSON 3: Life During Jim Crow

LESSON 4: Racism in Today’s America

Lesson 3: Life During Jim Crow (56:14 Minutes)

Engage:

12. Watch The New Jim Crow Museum (22:48 min)
13. Watch Pain and Terror: America Remembers its Past (7:10 min)
14. Watch The Most Intense Description of Racism I’ve Ever Filmed by David Hoffman (26:16 min)

Reflect:

15. What does the wide variety of artifacts present in the Jim Crow Museum tell us about the pervasiveness of racism in American society?
16. How does exposure to racist stereotypes and caricatures affect societal attitudes towards BIPOC? How does this exposure impact how BIPOC view themselves and their potential?
17. How has society improved since the filming of “The Most Intense Description of Racism I’ve Ever Filmed?” What aspects of racism from the Jim Crow era are still present in today’s world?

Additional Learning:

- For more discussions of racism in historical and contemporary contexts by Bryan Stevenson, watch We Need to Talk about an Injustice (23:41 min) and Just Mercy: Race and Criminal Justice System (1:44:08 min)
- Watch Jim Crow Explained by Hip Hughes (17:44 min)

Lesson 4: Racism in Today's America (1:1:22 Minutes)

Engage:

1. Watch: Let's Get to the Root of Racial Injustice by Megan Ming Francis (19:37 min)
2. Listen to A Decade of Watching Black People Die from the podcast "Code Switch" (23 min)
3. Watch An Interview with the Founders of Black Lives Matter (16:05 min)
4. Watch What's Wrong With Saying All Lives Matter? (2:40 min)

***Content Warning: This video contains brief yet graphic footage of the murder of George Floyd**

Reflect:

1. What are the goals of the Black Lives Matter movement, as stated by its founders, Alicia Garza, Patrisse Cullors, and Opal Tometi?
2. Why is "Black Lives Matter" such an important statement? Why do you think this statement is so controversial?
3. What is wrong with saying "All lives matter?"
4. How does the Black Lives Matter movement provide tools for white allies to combat racism?
5. Compare the public lynchings during Jim Crow to contemporary instances of police brutality. In both eras, how has media coverage worked to desensitize the public to violence against BIPOC?
6. Evaluate Megan Ming Francis' statement that "education is a stepping stone" to activism. List at least one way you will commit to using the information in this lesson to actively support the anti-racism movement.

Additional Learning:

- Watch Michelle Alexander: Is Mass Incarceration the New Jim Crow? (6:26 min)
- Read Michelle Alexander's book, *The New Jim Crow* (View a list of Black-owned bookstores HERE)
- Read the article *Walking While Black* by Topher Sanders, Kate Rabinowitz, and Benjamin Conarck (Article)

Theatre Anti-Racism Learning Month Four Unit Two (Part 3) and Unit Three (Part 1)

Unit Two (Part 3): What You Didn't Learn in History Class: The History of Racism in America

LESSON 5: Putting the "I" in BIPOC: Racism Against Indigenous Peoples

Lesson 5: Putting the "I" in BIPOC: Racism Against Indigenous Peoples (19:06 Minutes)

Engage:

7. Watch Why the US Celebrates Columbus Day (5:45 min)

8. [Watch Indigenous In Plain Sight by Gregg Deal \(13:21 min\)](#)

Reflect:

1. [Were you aware of the extent to which Indigenous Peoples in the United States experience racism? Why do you think that our society tends to ignore or cover up these realities?](#)
2. [Many schoolchildren only learn about Indigenous Peoples through whitewashed stories about the first Thanksgiving and Columbus’s arrival in America. How does this affect our awareness and understanding of Indigenous Peoples and the racism that has been inflicted on them throughout history?](#)
3. [What do the personal experiences described by Gregg Deal in “Indigenous in Plain Sight” reveal about how Indigenous Peoples experience racism in contemporary society?](#)

Additional Learning:

[-Watch “True Native American History and Why the US Government is Always Hiding It” \(21:01 min\)](#)

Anti-Racism Learning

Unit Three (Part 1): Whiteness

LESSON 1: The History of Whiteness

LESSON 2: White Privilege

LESSON 3: Microaggressions and Cultural Appropriation

Lesson 1: The History of Whiteness (21:20 Minutes)

Engage:

1. [Watch The History of Whiteness by Kat Blaque \(7:41 min\)](#)
2. [Watch The History of White People in America: How America Invented Race \(8:39 min\)](#)
3. [Read White People Have No Culture by Lorena Wallace \(Article, ~5 min\)](#)

Reflect:

1. [What is whiteness? How is the social construct of whiteness particular to American society?](#)
2. [Is being “white” just about the color of your skin? Use the information you’ve learned about European Immigrants assimilating into American society to formulate your answer.](#)
3. [How did creating the concept of whiteness benefit the ruling class in colonial Jamestown? How does America’s racial hierarchy continue to benefit the ruling class today?](#)
4. [What is the culture of whiteness described in “White People Have No Culture?” Why is it so important to acknowledge this culture in our anti-racism work?](#)

Additional Learning:

[-Watch Whiteness: WTF? by Tom Nicholas for further exploration of how white Americans view whiteness as the “norm” \(26:57 min\)](#)

[-Listen to any of the available podcasts from Seeing White for more conversations on the history of whiteness in America](#)

-Read *White Space* by Elijah Anderson, a research paper from Yale University on the Sociology of Race and Ethnicity (Research Paper, 12 pages)

Lesson 2: White Privilege (33:23 Minutes)

Engage:

5. Watch *Why Does Privilege Make People So Angry?* by Franchesca Ramsey (4:51 min)
6. Watch *Deconstructing White Privilege* with Dr. Robin DiAngelo (22 min)
7. Watch *Dr. Robin DiAngelo Wants White People to Stop Saying They're Not Racist* (6:32 min)

Reflect:

8. What privileges do you benefit from? Why is it so important to acknowledge these privileges?
9. Why, according to Robin DiAngelo, is it harmful to view racism as only individual acts done by "bad" people?
10. What is white fragility? How does this mentality protect the racial hierarchy in America?
11. Robin DiAngelo states that you should remove the question "Am I racist?" from your vocabulary. What questions does she suggest that you ask yourself instead?
12. Your friend takes you aside and informs you that something you said was racist. Keeping in mind the concept of white fragility, what are some constructive ways you could respond to this feedback?

Additional Learning:

- Read *White Fragility* by Robin DiAngelo and/or watch Dr. DiAngelo's discussion about her book [HERE](#) (1:23:20 min)
- Watch *How White Fragility Reinforces Racism* to hear Dr. DiAngelo further explain the concept of white fragility using examples from popular culture (5:16 min)
- Read *Explaining White Privilege To A Broke White Person* by Gina Crosley-Corcoran to explore one white person's journey to reckoning with their white privilege despite a difficult childhood (Article, ~5 min)

Lesson 3: Microaggressions and Cultural Appropriation (31:28 Minutes)

Engage:

1. Watch *An everyday dimension of racism: Why we need to understand microaggressions* by Keele University (6:35 min)
2. Watch *If Microaggressions Happened to White People* by Franchesca Ramsey (2:40 min)
3. Watch *7 Myths about Cultural Appropriation Debunked* by Franchesca Ramsey (6:11 min)
4. Watch *No, You Cannot Touch My Hair* by Mena Fombo (16:02 min)

Reflect:

5. What are microaggressions? How are they a form of racism?
6. What effect do microaggressions have on BIPOC as they navigate their everyday lives?
7. In some instances, microaggressions can be more difficult to directly address than instances of overt racism. Why is this? What are some specific strategies you can employ if someone you know commits a microaggression?

8. What is cultural appropriation? By definition, why can't marginalized groups appropriate from the dominant culture?
9. What are some ways to enjoy and appreciate other cultures that don't involve appropriation?

Additional Learning:

- Watch In Focus: Microaggressions & Get Out to learn more about microaggressions in the context of the film *Get Out* by "The Long Take" (6:56)
- Watch the Elle documentary Braided (19:20 min) and/or Black Women Share Their Hair Stories ft. Amandla Steinberg (3 min) to learn more about the social struggles Black women face in response to their natural hair
- What's Wrong with Kylie Jenner's Cornrows by Franchesca Ramsey to learn more about cultural appropriation as it relates to Black aesthetics (3:05)

Theatre Anti-Racism Learning Month 5

Unit Three: Whiteness (Part 2)

LESSON 4: White Supremacy

LESSON 5: Amy Cooper, Karens, and Calling the Cops

Lesson 4: White Supremacy (11:47 Minutes)

Engage:

10. Watch Racism Is Real—Systematic Racism Explained by "Brave New Films" (3:04)
11. Watch DeRay McKesson on Whiteness, White Supremacy, and Privilege by "NowThisNews" (1:18 min)
12. Read 8 Ways the Media Upholds White Privilege and Demonizes People of Color by Maisha Z. Johnson (Article, ~5 min)
13. Watch Ending White Supremacy Requires White People to Realize Black Liberation Isn't a 'Zero Sum Game' by "The Root" (2:25)

Reflect:

1. What is white supremacy? What are some of the ways we experience white supremacy in our everyday lives?
2. Do you need to personally agree with the tenants of white supremacy in order to benefit from it? Explain.
3. How do media portrayals of white suspects verses Black victims affect how we respond to instances of anti-Black violence?
4. Can you think of a situation in which a reward you attributed to "good luck" or "hard work" might have actually been due to the system of white supremacy?

Additional Learning:

- Read The Souls of White Folk by Stephen Jamal Leeper for an essay on white supremacy inspired by the work of W.E.B. Du Bois (Article, ~10 min)
- Listen to A Dangerous Kind Of Self-Delusion from the NPR podcast “White Lies” for a true crime investigation of an act of white supremacy, the 1965 murder of Rev. James Reeb (1:06:47)

Lesson 5: Amy Cooper, Karens, and Calling the Cops (34:35 Minutes)

Engage:

1. Listen to What’s in a Karen? from the NPR podcast “Code Switch” (23:28 min)
2. Read How White Women’s Tears Threaten Black Existence by Cameron Glover (Article, ~4 min)
3. Watch Amy Cooper and the Power of White Supremacy by Baratunde Thurston (4:01 min)
4. Watch Before You Call the Cops by Tyler Merritt (3:06 min)

Reflect:

1. What sort of behaviors are associated with being a “Karen?” How do these behaviors enforce white supremacy?
2. Why is calling the police on BIPOC an act of violence?
3. What are some strategies that you currently use in your everyday life to solve issues with friends, colleagues, and strangers? Commit to using these same strategies when navigating disputes with BIPOC.
4. This lesson deals with some of the ways that people use their white privilege to protect their social status at the expense of BIPOC. How can you, instead, use your privilege to be an ally and lift others up?
5. What did you learn from Tyler Merritt’s video, “Before You Call the Cops?” How will this video influence your behavior moving forward?

Additional Learning:

- Read the companion article to “What’s In a Karen” on the Code Switch website to learn more about the origins of “Miss Anne’s” and “Karens” (Article, ~9 min)
- Read When Feminism is White Supremacy in Heels by Rachel Elizabeth Cargle to learn more about the concept of white feminism and how its behaviors support white supremacy (Article, ~8 min)
- Read Amy Cooper Knew Exactly What She Was Doing By Zeba Blay to learn more about the historical precedent of “Amy Coopers” falsely accusing Black men of crimes in order to uphold white supremacy (Article, ~5 min)
- Watch Woman Who Called Police On Black Girl Selling Water To Go To Disneyland Comes Under Fire (3:18) to study another incident of a white woman calling the police on a Black person—in this case, an eight-year-old Black girl selling bottled water outside her home

Unit Four: Implicit Bias (Part One)

LESSON 1: What is Implicit Bias?

LESSON 2: The Implicit Association Test

Lesson 1: What is Implicit Bias? (30 Minutes)

Engage

1. Watch “We all have implicit biases. So what can we do about them?” by Dushaw Hockett (12 min)
2. Watch Immaculate Perception by Jerry Yang (14 min)
3. Read Examples of Verbal and NonVerbal Microaggressions from the City of Cambridge (Chart, ~4 min)

Reflect

1. What are implicit biases? How do they differ from explicit biases?
2. What do psychological tests such as optical illusions, the Stroop test, and the Implicit Association Test (all referenced in Jerry Kang’s TED Talk) reveal about the nature of implicit biases?
3. Your friend tells you that they are “not racist” because they would never intentionally treat somebody differently because of their race. Knowing about the concept of implicit bias, how might you respond to that?
4. How do implicit biases influence the use of microaggressions?
5. What responsibilities do we have to challenge our implicit biases? What are some potential consequences of allowing our implicit biases to influence our behavior unchecked?

Additional Learning

-Watch Prejudice and Discrimination: Crash Course Psychology for a deeper dive into the psychology of implicit bias (9:53 min)

Lesson 2: The Implicit Association Test: (36 Minutes)

Engage

6. Go to the Project Implicit website and select “Race IAT” to begin the test on implicit biases towards Black and white individuals (30 min)
7. Watch “How to test for implicit racial bias” (6 min)

Reflect

8. Did your results show a preference for one racial group over another? If so, did these results surprise you? Why or why not?
9. Define the term “automatic preference.”
10. We know that a majority of Americans who take the Race IAT show some level of automatic preference for white faces. What are some social factors that contribute to this preference?
11. Why should you not rely on your BIPOC friends to explain racial bias to you? What does Pamela Fuller (“How to test for implicit racial bias”) suggest as a more beneficial question to ask your BIPOC friends?

Additional Learning

-Read the Project Implicit FAQ page to learn more about the IAT from the team who designed it and find answers to questions such as, “What can I do about an implicit preference that I don’t want?”

-Return to the Project Implicit website and take any of the additional IAT’s that are available

Theatre Anti-Racism Learning Month 6

Unit Four: Implicit Bias(Part II)

LESSON 3: The Impact of Racial Bias on BIPOC

LESSON 4: Challenging Implicit Bias

Lesson 3: The Impact of Racial Bias on BIPOC (27:12 minutes)

Engage

12. Watch the video “Starbucks and Racial Bias” (8 min)
13. Watch the TED Talk “How Racial Bias Works and How to Disrupt It” by Jennifer L. Eberhardt (14 min)
14. Watch Bias Isn't Just A Police Problem, It's A Preschool Problem by NPR (2 min)
15. TED TALKS LIVE Short - Unconscious Bias (3:12 min)

Reflect

1. What are some examples of explicit and implicit biases described in these videos?
2. How do implicit biases impact how BIPOC children are treated in school as opposed to their white classmates?
3. How do the experiences shared in these videos show the impact of racial biases and the burdens they place on BIPOC?
4. What can happen when a BIPOC child grows up constantly exposed to the effects of racial biases?
5. Find a recent example in the news of a BIPOC individual who was discriminated against as a result of implicit bias. How do you know that implicit bias was involved in this situation?

Additional Learning

-Watch Jennifer Eberhardt: Understanding Bias for a more in-depth talk on implicit biases with Professor Eberhardt (57:18 min)

Lesson 4: Challenging Implicit Bias (33:45 Minutes)

Engage

1. Watch How to overcome our biases? Walk boldly toward them by Verna Myers (17:53 min)
2. Watch Mind Your Bias by Ed Maxwell (15:52 min)

Reflect

1. How can diversifying your media to include more work by BIPOC artists help reset your automatic associations?
2. How does community engagement allow us to challenge our implicit biases?
3. Evaluate the following statement: “Biases are the stories we make up about people before we know who they actually are.” How does this notion explain the importance of expanding your social and professional circles?
4. Why is it important to call out your friends and family’s implicit biases even if it is uncomfortable to do so?

5. How can practicing mindfulness help us to challenge our implicit biases?

Additional Learning

-Listen to the “Bias” Series from Laura Tremaine’s Smartest Person in the Room Podcast (Episodes 29-35)

Unit Five: Anti-Racism in Our Industry (Part One)

LESSON 1: White Supremacy in the Non-Profit Sector

LESSON 2: Black Voices: Testimonials from the Theatre Industry

Lesson 1: White Supremacy in the Non-Profit Sector (32 Minutes)

Engage:

1. Read How White People Conquered the Nonprofit Industry by Anastasia Reesa Tomkin (Article, ~12 min)
2. Read Have Nonprofit and Philanthropy Become the White Moderate that Dr. King Warned Us About? by Vu (Article, ~10 min)
3. Read The Characteristics of White Supremacy Culture by Kenneth Jones and Tema Okun (Article, ~10 min) (The original 1999 article linked to by the original compiler of these materials has been replaced by an entire website – whitesupremacyculture.info. Del Shakes links to a google doc that contains an expanded document of the Characteristics of White Supremacy Culture. The actual characteristics can be found on pgs 6-28.)

Reflect:

1. What are some of the ways that our organization has demonstrated flexibility, creativity, and innovation in response to the COVID-19 pandemic? How can we apply this passion and sense of urgency in our work to combat racism?
2. What are the characteristics of a white moderate? What does a white moderate look like in the nonprofit sector?
3. What are some ways in which catering to a predominantly white donor base can stand in a way of an organization’s anti-racism work?
4. Which of the characteristics of white supremacy culture are at play in your life? In our organization? How do they stand in the way of racial justice?
5. What are the “antidotes” for the characteristics you listed above?

Additional Learning:

-Read The Nonprofit Sector as White Space by Cyndi Suarez to explore the sociology of predominantly white organizations and the impacts that navigating these environments have on BIPOC (Article, ~8 min)

-Read An Open Letter to Arts Organizations Rampant with White Supremacy by Nana Chinara to read the account of a Black artist who worked to hold her organization accountable for its role in white supremacy and read her action items for how all predominantly white organizations can do better (Article, ~10 min)

-Read *Confronting White Supremacy in the Workplace* by Caroline Taiwo (Article, ~12 min) to explore how white supremacy presents itself in the workplace through phenomena such as *White Savior Industrial Complex*, and learn how to challenge these systems in your organization

Lesson 2: Black Voices: Testimonials from the Theatre Industry (15:15 Minutes)

Engage:

1. View the two charts below from Actors Equity Association on 1. AEA'S National Racial/Ethnic Distribution and 2. Average Contractual Salaries for AEA members by Racial/Ethnic Group (~1 min)
2. Read Cooper Howell speaks out about racism at Frozen: Live at Hyperion by Marshall Mabry IV (Article, ~7 min)

3. Watch Dear Amy Cooper by Griffin Matthews, a testimonial about his experiences at ART

National Racial/Ethnic Distribution

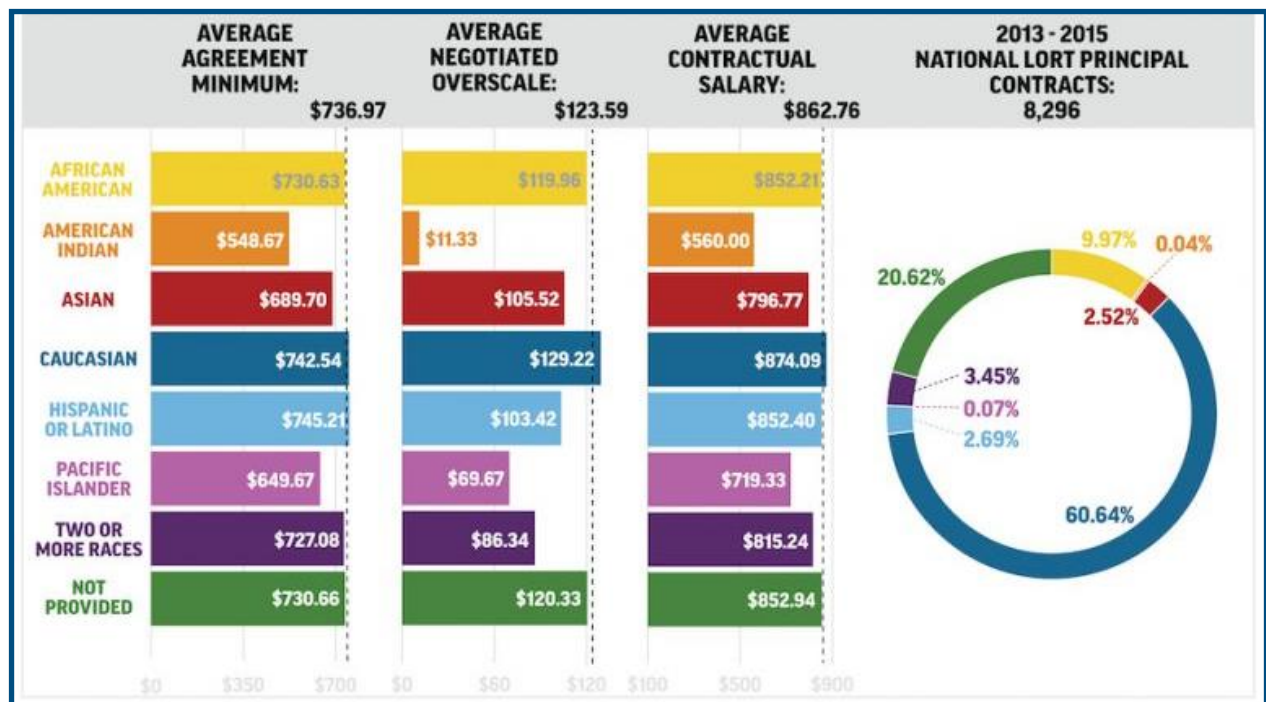
Equity has a proud, diverse membership. Currently, we are working with the National Equal Employment Opportunity Committee to redefine and broaden our race and ethnicity self-identification options for members. The following percentages are the race/ethnicity distribution of our membership as of Sept. 1, 2016.

7.5%	<0.1%	2.2%	68%
African American	American Indian	Asian	Caucasian
2.5%	0.2%	3.6%	16%
Hispanic or Latino	Pacific Islander	Two or More Races	Not Provided

(7:15 min)

Reflect:

1. Considering the statistics from Actors Equity Association, why is it essential that theatre companies create standards for minimum BIPOC representation?
2. Does hiring BIPOC artists automatically mean that a theatre company is anti-racist? What can happen when companies use diversity as a means of getting good publicity?
3. If you wanted to promote an anti-racist rehearsal environment, what are some of the issues that you would consider? Use Cooper Howell and Griffin Matthews's respective rehearsal experiences to create your list.



4. What can happen when white artists are given creative control over the presentation of Black stories? How might the experiences of BIPOC artists in productions such as *Witness Uganda* be different with Black leadership?
5. Based on the professional consequences incurred by both Cooper Howell and Griffin Matthews, why do you think that so many racist incidents in the theatre industry go unreported and/or unpunished?

Additional Learning:

- Read White Men Get Majority of U.S. Acting Jobs, AEA Study Finds by *American Theatre* to learn more about the AEA Diversity Study (Article, ~4)
- Read Opinion: I'm tired of being the token Black friend By Asmeret Ghebremichael to read another account of a Black artist facing tokenism and anti-Blackness in the theatre industry (Article, ~5 min)
- Read We're Going to Need a Bigger Table by Jerald Raymond Pierce to read about how racism and tokenism specifically affect BIPOC playwrights fighting to make their voices be heard (Article, ~20 min)
- Read Wicked's Brittney Johnson Speaks Out About Racism on Broadway by Marshall Mabry IV for another personal account of racism in the theatre industry—this one by Brittney Johnson, Broadway's first Black *Glinda* (Article, ~4 min)

Theatre Anti-Racism Learning Month 7

Unit Five: Anti-Racism in Our Industry (Part Two)

LESSON 3: We See You, White American Theatre

LESSON 4: Becoming an Anti-Racist Organization

LESSON 5: Black Leaders Matter: Supporting BIPOC in our Organization

Lesson 3: We See You, White American Theatre (42:30 Minutes)

Engage:

1. Read the official Statement from We See You, White American Theatre (Document, ~2 min)
2. Read 'I Want To Be Part of That': The Urgent Work of Diversifying White Theatre Staffs by Jerald Raymond Pierce (Article, ~12 min)
3. Read Why I Am Fed Up With Performative Activism From White And Black Theater Makers by Tonya Pinkins (Article, ~25 min)
4. Principles for Building Anti Racist Theatre Systems from We See You, White American Theatre (Document, ~3:30 min)

Reflect:

5. We See You, White American Theatre states, "We have watched you amplify our voices when we are heralded by the press but refuse to defend our aesthetic when we are not." What does this mean? How can we rectify this behavior?
6. In what ways will the dismantling of white supremacy in the theatre industry require sacrifice from white leaders?

7. What are some of the initiatives that the Black Theatre Coalition has created to invest in BIPOC theatre-makers? Are any of these actions possible for our organization?
8. What are some of the low-risk anti-racist actions that Tonya Pinkins criticizes organizations for “patting themselves on the back” for? Why shouldn’t we be satisfied with these actions?
9. What are the three major principles for building anti-racist theatre systems? Give one example of an action step for each.

Additional Learning:

-We strongly recommend reading BIPOC Demands for White American Theatre in their entirety (Document, ~45 min)

-BTC

-Read the transcript to August Wilson’s 1996 speech, The Ground on Which I Stand, the contents of which are referenced repeatedly by We See You White American Theatre (Article, ~30 min)

-Read Not a Moment but a Movement: Toward an Anti-Racist American Theatre by Jerald Raymond Pierce to read responses to WSYWAT from notable BIPOC theatre artists (Article, ~20 min)

-Read Tonya Pinkins’s statement on her departure from CSC’s Mother Courage to contextualize the experiences that inspired Pinkins to write “Why I Am Fed Up With Performative Activism From White And Black Theater Makers” (Article, ~15 min)

Lesson 4: Becoming an Anti-Racist Organization (19:30 Minutes)

Engage:

1. View Continuum on Becoming an Anti-Racist Multicultural Organization by Crossroads Ministry (Chart, ~1:30 min)
2. Read 7 things you can do to improve the sad, pathetic state of board diversity by Vu (Article, ~8 min)
3. Read Some Notes on “Stepping Back” by Hope Mohr (Article, ~ 5 min)
4. Read A Guide to Indigenous Land Acknowledgment by Native Governance Center (Article, ~5 min)

Reflect:

5. Where is our organization currently on the “Continuum on Becoming an Anti-Racist Multicultural Organization?” What actions do we need to take to reach the next stage?
6. How is “stepping to the side” to make room for BIPOC leaders in your organization more effective than “stepping back?”
7. What is the “self-reinforcing cycle” and how does it perpetuate white supremacy in the nonprofit sector?
8. Why should nonprofit leaders eliminate color-blindness and begin prioritizing demographics?
9. What is an Indigenous Land Acknowledgement and why are they important?

Additional Learning:

-Review New Rep’s Land Recognition statement, written by Michael J. Bobbitt and Dr. Mishy Lesser, on our IDEA Resources Page

-Read Taking Action toward Distributed Leadership to read more about Hope Mohr's efforts to move towards value-driven distributed cultural leadership in her organization, and how the Continuum on Becoming an Anti-Racist Multicultural Organization helped her achieve this (Article, ~15 min)

-Read The State of Diversity in the Nonprofit Sector by Idalia Fernandez and Allison Brown to examine the statistics regarding “the current state of racial diversity in leadership, staff, and boards across organizations in the nonprofit sector.” (Article, ~4 min)

-Read Privilege, power, and personal conflicts: The forces preventing change in nonprofit and philanthropy by Vu to further examine some of the specific privileges and structures that uphold racist systems in non-profits, and learn action steps to disrupt these dynamics (Article, ~10 min)

-Read Is Your Company Actually Fighting Racism or Just Talking About It? by Kira Hudson Banks and Richard Harvey to explore some of the pitfalls of performative action (Article, ~7 min)

Lesson 5: Black Leaders Matter: Supporting BIPOC in our Organization (45 Minutes)

Engage:

1. Read Failure Is Not an Option: How Nonprofit Boards Can Support Leaders of Color by Idalia Fernandez, Monisha Kapila and Angela Romans (Article, ~5 min)
2. Read Leaders of Color Speak Out about being underestimated, breaking barriers, and whether things are getting better By Nicole Wallace (Article, ~20 min)
3. Read We Need to Get Rid of These 4 Racist Ideas About People of Color in the Workplace Before We Can ‘Race Together’ by Maisha Z. Johnson (Article, ~5 min)
4. Read Black Women in Nonprofits Matter by Dr. Danielle Moss Lee (Article, ~15 min)

Reflect:

1. How is the “failure is not an option” mindset based in white supremacy? How can organizations reverse this mentality and promote a culture that emphasizes learning and growth?
2. What is the “Invisibilizing Assumption” placed on BIPOC leaders when they are the only person of that race/ethnicity at an organization?
3. Is our organization prepared to welcome BIPOC to the board and adequately support them? If not, what steps must we take to get there?
4. Why is it essential that boards of directors engage in equity and inclusion work? What areas should be the primary focus of this work?

Additional Learning:

-Read Leadership and Race by Leadership for a New Era for a research-based look at how to effectively support BIPOC leaders in your organization (Article, ~25 min)

Anti-Racism Learning Month 8

Unit Six: Bystander Intervention Training

LESSON 1: Introduction to Bystander Intervention

- LESSON 2:** Building Your Active Bystander Toolkit
LESSON 3: Intervention Strategies for Everyday Life
LESSON 4: Tools for Conflict De-Escalation
LESSON 5: Being an Anti-Racist Active Bystander

Lesson 1: Introduction to Bystander Intervention (31:55 Minutes)

Engage:

1. Read BYSTANDER ACTION by RacismNoWay (Article, 1:20 min)
2. Watch The Bystander Effect | The Science of Empathy by SoulPancake (Article, 5:35 min)
3. Read Bystander Training within Organizations by Maureen Scully and Mary Rowe (Article, 25 min)

Bystander training then ushers in useful discussions of “why was this behavior exemplary or unacceptable?” or “who might feel included, or excluded, here?” without focusing these discussions in a way that may trigger discomfort.

Practice makes it easier to respond, instead of freezing in stunned silence. Bystander training also permits discussions about the “underlying issue” in a scenario. It will not be evident to all training participants that “unconscious bias” may have made the Vice President in this scenario perceive that a Hispanic man in a nice suit and tie is a waiter rather than a fellow business colleague. Tackling this matter head-on in a training session might lead to resistance. But such insights may surface as a scenario is unpacked—creating a spontaneous, focused, productive dialogue about the challenges faced by people of color in the US.

Reflect:

1. What is a bystander? What does bystander action look like?
Someone who sees or knows about an incident of racism. It can take many forms: naming something as racism, comforting victim, interrupting racist actions, seeking assistance, reporting behavior to authority, disagreeing with the perpetrator
2. Why is it so important to intervene when racist incidents occur?
If not, you are supporting the racist activity.
3. What are some common obstacles to bystander action? How can we overcome these obstacles in order to act?
Afraid of being a target; don't know what to say. Find knowledge of what to do.
4. What is the bystander effect? How can we overcome it?
The more people who are around – the less likely someone will take action. “Someone else will take care of it.” Just help!!!!
5. What does it mean to be an “active bystander,” as opposed to a passive one?
It's someone who does something!!!!

Additional Learning:

-Read George Floyd shows Black folks don't need more 'allies.' We need active bystanders. by Ruth Terry for an exploration of the trend of filming racist incidents, and actions that people can take *beyond* this behavior to be better anti-racist allies (Article, 8:30 min)

- Click through RacismNoWay's Choose Your Own Adventure page to practice being an active bystander in a variety of real-life scenarios
- Read Why someone did not stop them? Aversive racism and the responsibility of bystanders for further exploration of the bystander effect and the ways in which it impacts well-meaning allies by Audrey J. Murrell (Article, 45 min)

Lesson 2: Building Your Active Bystander Toolkit (31:30 Minutes)

Engage:

1. Read THE FOUR D's of BYSTANDER INTERVENTION by American Friends Service Committee (4 min)
2. Read A Practical Web Tutorial To Bystander Intervention and De-escalation Tactics by Jes Skolnik (Article, 12 min)
3. Read A Call For Bystander Intervention To End Racism by Edward Anthony Grollman, PH.D. (Article, 10 min)
4. Read Stand Up: A Guide to Bystander Intervention by Harvard Civil Rights- Civil Liberties Law Review (5:30 min)

Reflect:

1. How would you engage the 4 D's of Bystander Intervention in a social situation, such as a coworker telling a racist joke? How would you use this same strategy in a more high-stakes situation, such as witnessing racial harassment?

Social situation: direct – tell them its not right. Or distract – change the subject. And delay – check back with person later. More high stakes: would try subtler methods. Distract or delegate.

2. What steps can you take today in order to be prepared to be an active bystander?

Practice isutation in your head, so you aren't surprised.

3. Give examples of three different situations where bystander action may be necessary. In these situations, explain how your strategy would change based on your position, the relationships of all of the people involved, and the power dynamics at play.

Board member mansplains another Board member. Ask question stating that interaction made me feel uncomfortable. Audience members tells actor of color they were well spoken. Intervene telling audience member their comment was very well spoken as well. Woman being harassed on the street. Stand by the persona and help them get to safety.

4. How can you continue to support victims of racist prejudice, discrimination, and violence in the days, weeks, month, etc. after an incident occurs?

Check in. Support if a process in underwady. Be a witness.

5. Think about the organizations that you are a part of. What practices and structures currently exist in these organizations that may allow for racial injustice to occur? What can you do as a leader in these organizations to dismantle these structures?

Board meetings. Audition processes. Tech week. Etc.

Additional Learning:

- Read Bystander intervention and de-escalation zine: stick together against hate! by Eleanor C. Whitney for more bystander tips in a convenient zine format (Article, 7 min)
- Watch Virtual Training: Being an Active Bystander by the Kiran Institute for the Study of Race and Ethnicity for a full-length training video on how to be an active bystander (1:28:52 min)

-Read Bystander Intervention 101 to explore a training plan used by the People's Response Team to educate communities on bystander intervention strategies (Document, 25 min)
Read Active Bystander Strategies by MIT for more tips on bystander strategies to add to your toolkit (Article, 12 min)

Lesson 3: Intervention Strategies for Everyday Life (31 Minutes)

Engage:

1. Read the "What Can I Do At Work?" section in the article, Speak Up: Responding to Everyday Bigotry by Southern Poverty Law Center (Article, 10 min)
The workplace is, for some, the only place they experience diversity.
2. Read How to Be an Active Bystander When You See Casual Racism By Ruth Terry (Article, 13 min)
3. Read 'Ism' Interrupters: 3 Easy Phrases for Newbie Anti-Racists & Allies by Ashley Cleland, M.Ed. (Article, 3 min)
4. Read Responding to a Racist Joke By Nadra Kareem Nittle (Article, 5 min)

Reflect:

1. What are some ways that you use **distraction** as a bystander intervention technique? How can these methods help de-escalate potentially harmful situations?
suggest going to get food. Or tell a white lie: Say someone's car is being towed. Interrupt a heated discussion by asking for a phone charger. Gives the target a chance to leave the situation.
2. Who are some people in your life (like-minded colleagues, close friends, etc.) who you know would support you in situations that require bystander action? Come up with a plan for how you could **delegate** to these people in the moment.
Could delegate to Julie in Board meetings. Meeting moderator in STA. But a lot of times at Del Shakes, I'd be the person people delegate to.
3. What is one "ism interrupter" that you can make your go-to response for shutting down racist comments?
"What I'm hearing you say is [harmful belief or stereotype]. Is that what you're saying?"
4. What are some of the ways you can respond if someone you know makes a racist joke?
"Can you explain the joke to me? I don't understand why it is funny."

Additional Learning:

-Read How Do You Intervene When You Witness Racism, Bias And Bigotry In The Workplace? by Janice Gassam Asare for an interview with lawyer Kelly Charles-Collins for more practical tips for being an active bystander in the workplace (Article, 10 min)
-Read A Guide to Responding to Microaggressions by Kevin L. Nadal for advice on responding to a variety of common microaggressions (Article, 15 min)
-Explore the other sections in Speak Up: Responding to Everyday Bigotry by Southern Poverty Law Center for strategies for combating bigotry in a variety of spaces, including at stores, in your child's school, and at family dinner (Resource List)

Lesson 4: Tools for Conflict De-Escalation (15:30 Minutes)

Engage:

1. Read The Art of De-escalation and Conflict Resolution by Jeremy Romo (5 min)
2. Read Conflict De-Escalation Techniques by Vivid Learning Systems (Article, 4 min)
Make a personal connection. Something as simple as asking, "What's your name?" can diffuse a situation quickly.
Listening to the persons concerns. / Clarifying, paraphrasing and open-ended questions all help to ensure that the person is aware you have understood their frustrations completely.
/ Get them to say yes – it is hard for someone to stay angry if they are agreeing with you.
3. Read CPI's Top 10 De-Escalation Tips by Emily Eilers (Article, 6:30 min)
CPI training is not so much a series of steps as it is a philosophy for viewing humanity as full of potential. These de-escalation tips from CPI are about support, not suppression, and about seeing each other with the humanity and compassion that each of us wants to be seen with.

Reflect:

1. What are some common signs of conflict escalation/agitation in an individual?
Raised voice, pacing, balled fists, shaking, etc. rooster stance
2. Why is your voice such an important tool for conflict de-escalation? Give specific examples.
Tone carries so much of meaning. When you are calm, the other person has a chance to be as well.
3. What is the role of active listening in the conflict de-escalation process?
Establishes rapport, return to normal, lowers emotion
4. What are some things that you should NOT do when interacting with someone in crisis?
Tell them to calm down, state "You should...", argue, interrupt,

Additional Learning:

- Read How to De-Escalate Conflict in Any Situation by Crystal Duan for more conflict de-escalation tips (Article, 5 min)
- Read any of the articles in the Resolving Conflict Series by the Guy Harris for specific strategies such as "Accept and Acknowledge Feelings to De-Escalate Conflicts" and "Listening as a Tool to De-escalate Conflicts" (Resource List)

Lesson 5: Being an Anti-Racist Active Bystander (11:34 Minutes)

Engage:

1. Read the comic, What to do if you are witnessing Islamophobic Harassment by Maeril (Comic, 1 min)
2. Watch Don't be a Bystander: 6 Tips for Responding to Racist Attacks by Lewis Wallace and Hope Dector, Narrated by Aaryn Lang (3:52 min)
3. Watch How to intervene if someone is being harassed by American Friends Service Committee (0:42 min)
4. Read What To Do If You Witness a Bias Attack by Nicole Levy (6 min)

Reflect:

1. What can you do to create a safe space for someone experiencing racist harassment?

Keep eye contact with victim, don't engage with attacker

2. How can you avoid further agitating an aggressor?

Don't engage with them; appeal to their sense or self-worth

3. What does it mean to take cues from an individual being harassed? Give specific examples.

See what they want. If they want you to leave them alone, do so. If they don't want you to call the cops, don't. If they ask you to help get them to a safer space, walk with them.

4. Why is it extremely important to avoid calling the police in situations involving BIPOC?

Police often escalate rather than de-escalate a situation. And BIPOC have been treated as criminals rather than victims.

Additional Learning:

-View Western Sydney University's [Bystander Anti-Racism Project](#) for a variety of bystander resources including videos that model strategies for responding to racist incidents that people encounter in everyday life (Resource List)