

## **RACIAL LITERACY A HEALING PRACTICE –**

How often have we heard, “I’m not racist” or “I have Black and Brown friends”? Up until the last few years, you’d hear, “We have made so much progress; I don’t think racism is a problem anymore”. This training will offer an opportunity to explore some of the challenges facing people of color living in Vermont. Most people fail to act on racial micro-aggressions because the stress of negotiating such conflicts is extremely high due to fears of incompetence, public exposure and accusation. Instead of facing these conflicts head on, people perpetuate a set of avoidance or coping strategies. Participants will engage in activities intended to encourage and support the capacities and skills needed to adequately address the issue. Using Howard Stevenson’s book **PROMOTING RACIAL LITERACY IN SCHOOLS: DIFFERENCES THAT MAKE A DIFFERENCE**, **MY GRANDMOTHER’S HANDS** by Resmaa Menakem and **NICE RACISM HOW PROGRESSIVE WHITE PEOPLE PERPETUATE RACIAL HARM** by Robin DeAngelo as a frame work, along with popular education techniques and cultural humility practices, participants will build a foundational understanding and strategies to develop their racial literacy skills.

The once a month, eight-part two-hour training will include:

- A model that applies cultural relevant behavioral stress management strategies to problem solve racial stress.
- Examples demonstrating workable solutions relevant within predominantly white communities.
- Measurable outcomes and strategies for developing racial literacy skills.
- Leadership skills that will create a more tolerant and supportive community for all.

We will explore living in one of the whitest states, deconstructing whiteness, and the dynamics of power, as well as, relaxation techniques, storytelling, journaling, debating and role playing.

**Books: PROMOTING RACIAL LITERACY IN SCHOOLS by Howard Stevenson, MY GRANDMOTHER’S HANDS by Resmaa Menakem and NICE RACISM HOW PROGRESSIVE WHITE PEOPLE PERPETUATE RACIAL HARM by Robin DeAngelo**

### **SESSION 1 – Foundational Understanding and Journaling**

- Grounding
- Group agreements
- Introduction to popular education and the components of cultural humility and racial literacy
- Definitions
- Videos
- Small group processing
- Final project description
- Homework to include readings and journaling

### **SESSION 2 – Cultural Humility**

- Grounding
- Group agreements
- Homework review

- Develop an understanding of cultural humility and its application
- Videos
- Identifying values
- Examining white supremacy culture characteristics
- Body practice
- Homework to include readings, select a buddy, sharing, journaling and identify/determine action plan

#### SESSION 3 – Racial Literacy

- Grounding
- Group agreements
- Homework review
- Racial Literacy: Relax, read, recast, resolve
- Videos
- Body practice
- Homework to include readings, sharing and journaling

#### SESSION 4 - Body Practice, Sharing

- Grounding
- Group agreements
- Homework review
- Video
- Body practices
- Sharing
- Homework to include readings, sharing and journaling

#### SESSION 5 - Storytelling

- Grounding
- Group agreements
- Homework review
- Movement activity
- Storytelling as a problem-solving technique
- Sharing

- Body practice
- Homework to include readings, sharing and journaling

#### SESSION 6 - Debating

- Grounding
- Group agreements
- Homework review
- Debating racial illiteracy in self and others
- Theater techniques
- Sharing
- Body practice
- Homework to include readings, sharing and journaling

#### SESSION 7 - Role Playing

- Grounding
- Group agreements
- Homework review
- Role playing for diminishing racial threat
- Theater techniques
- Sharing
- Body practice
- Homework to include readings, sharing and journaling

#### SESSION 8 - Presentations

- Grounding
- Group agreements
- Homework review
- Action plan presentations to include challenges/barriers, supports & resources maintain/sustain practices.