

Appendix: Outline of Suggested Learning Activities

The activities listed below reflect some of the foundational types of conversations, self-work, and skill-building I have found extremely useful in leading White Accountability Groups. Greater detail for ways to design and facilitate these activities and others are located in the cited chapters. While I believe there is no right way to organize the types of learning activities in White Accountability Groups, the following offers a progression to consider as you align your session designs with the current capacities, needs, and learning goals of group members.

I encourage you to explore other facilitators' approaches and curriculum to identify a range of options that could meet your group's needs and help it achieve its intended outcomes.

I have organized the list into sections. It may be useful to start from the beginning and move through many of the suggested activities over the course of 16-20 sessions. Some conveners may decide to offer a series of groups, each one designed to focus on one or more specific skills, such as: exploring the impact of racialized socialization; identifying and shifting biases and attitudes that perpetuate racism; exploring the history of racism and white supremacy and the implications for today; recognizing and responding to racist microaggressions; using a race lens in planning and to analyze and revise current policies, practices, programs, norms, and services; navigating hot buttons and triggering events during discussions of race and racism, and so on.

Focus on Building the Learning Community

(greater details are in Chapter 5)

Suggested timing: Two two-hour sessions

- ☐ Welcome and grounding activities
- ☐ Share the purpose and intended outcomes for the group
- ☐ Offer a land acknowledgment (Resources to learn more include:
<https://nativegov.org/news/a-guide-to-indigenous-land-acknowledgment/>, and
www.native-land.ca)
- ☐ Conveners introduce themselves
- ☐ Warm-up activities to begin group introductions:
 - Who are you?
 - Share a bit about yourself.
 - Respond to this prompt: As a (name your racialized identity), I enter

feeling ____.

- Why did you want to join this group?
 - What is a source of your passion for dismantling racism and creating a more racially inclusive organization?
- ☐ Share your intentions as conveners.
 - ☐ Give an overview of the planned flow or agendas for this session and the next few.
 - ☐ Share how the group will work together for their collective growth.
 - ☐ Facilitate large and small group dialogues to encourage authentic engagement:
 - How are you feeling as a member of this White Accountability Group?
 - What has been your experience in similar types of groups that helped you learn?
Were any dynamics not as useful to your development?
 - What are your hopes and concerns or fears, if any, as we work together? Describe the type of learning environment where you can be present, authentic, self-reflective, brave, and open to new and differing perspectives.
 - ☐ Teach the skill *Panning*, Pay Attention Now (W16).
 - ☐ Review the worksheet *Common Problematic Behaviors of Participants in Discussions About Race and Racism, a Beginning List* (W3).
 - Use these reflection and discussion prompts to increase awareness of the negative impact of these dynamics as well as to nudge participants to notice and interrupt some of their own unproductive tendencies:
 - Which ones have you noticed or experienced in other settings? What was the impact on you? The group?
 - Which ones have you ever done? What were your intentions? Your

possible impact?

- What is the probable impact if we do any of these in our sessions?
- How have you stopped yourself from doing any of these?
- How could we notice/pan, interrupt, and shift these types of unproductive dynamics if they occur?

- ☐ Co-create engaging guidelines.
- ☐ Have participants discuss their vision of a racially inclusive, anti-racist organization.
- ☐ Ask participants to use a scale of 0-10 (0 = not at all - 10 = completely) as they reflect on and answer these questions: “How equitable, inclusive, and racially just is the current organizational culture and climate for all employees, managers, leaders, and those you serve? How close are the culture and climate to your vision?”
- ☐ Ask participants to share their reactions, results, and insights from completing the self-assessment *Racial Equity & Inclusion: Suggested Competencies for Leaders & Change Agents* (W1).
- ☐ Have participants share more about what they hope to learn and develop in these sessions.
- ☐ Ask participants to reflect on the types of learning activities so far and the ways the group has engaged in the first few sessions to discuss any additional hopes, concerns, and learning needs based on the self-assessment.

Focus on Self-Awareness: Recognize and Navigate Hot Buttons and Triggering Events
(greater details are in Chapter 6)

Suggested timing: 1+ two-hour session

- ☐ For homework, have participants review the worksheets *Characteristics of a Trigger* (W5), *The Triggering Event Cycle*© (W7), *Examples of Hot Buttons and Triggering*

Comments and Behaviors During Discussions of Race and Racism (W8), and Common Unproductive Reactions During Difficult, Triggering Situations (W6).

- In small groups then in the large group, have participants share some of their common hot buttons, particularly those they believe could occur during group sessions.
- As a group discuss the common dynamics of triggering events, including *Characteristics of a Trigger (W5), Common Unproductive Reactions During Difficult, Triggering Situations (W6), and The Triggering Event Cycle© (W7).*
- Discuss and practice ways to engage effectively during triggering situations that could occur during group sessions, including reviewing the five sets of engaging strategies, *PAIRS: Panning, Ask questions, Interrupt, Relate in, and Share (W11).*

Focus on Self-Awareness: Examining Racialized Socialization Experiences

(greater details are in Chapter 8)

Suggested timing: 1-2+ two-hour sessions; conveners can also plan to have participants discuss various aspects of their racialized socialization in the first 3-4 sessions.

- For homework, ask participants to reflect on and make notes about a series of prompts to examine their racialized socialization experiences.
- In small groups and then as a full group, have participants share about their racialized socialization experiences as they relate to stories shared by others. Helpful resource: *Examine your Racialized Socialization: Questions to Discuss and Explore (W13).*
- For homework, ask participants to draw a Neighborhood Map as they prepare to discuss this in the next session.
- For homework ask participants to bring 4-5 examples of the history of race, racism, and white supremacy in the U.S. during their early lives as well as from earlier decades and centuries that could be impacting societal and organizational dynamics today. (Note: It

can be useful to continue to spend 5+ minutes in each future session exploring other aspects of historical events and their throughlines to today.)

Focus on the Interpersonal Level: Recognize Racist Microaggressions

(greater details are in Chapter 9)

Suggested timing: 2+ two-hour sessions

- ☐ Have group members review the worksheet *Panning with an Inclusion Lens* (W16).
- ☐ Ask participants to review and discuss the worksheet *Unproductive Meeting Behaviors* (W17).
- ☐ Have participants discuss and practice ways to interrupt and shift these types of unproductive meeting behaviors.
- ☐ Ask group members to review the worksheet *Key Concepts* (W18) as they explore the dynamics of Intent vs. Impact, Cumulative Impact, and others.
- ☐ Lead participants through a series of conversations to identify and discuss common racist microaggressions using the worksheets *Common Racist Microaggressions* (W19) and *Biased Behaviors That Perpetuate Racist Dynamics and Structural Racism* (W20).
- ☐ Use these prompts to deepen dialogue about racist microaggressions:
 - Which have you observed?
 - Which have you done?
 - What is the probable immediate as well as cumulative impact of these racist microaggressions?
 - What are the possible racist biases fueling these behaviors?
 - What is the negative effect on both individuals and the team as a whole when we do not interrupt and shift these problematic dynamics in the moment?

Focus on the Interpersonal Level: Interrupt and Shift Racist Microaggressions

(greater details are in Chapter 10)

Suggested timing: 2+ two-hour sessions

- ☐ Ask participants to reflect and discuss times they:
 - Effectively spoke up to interrupt racist microaggressive situations
 - Were not very effective interrupting racist microaggressive situations
 - Chose to be silent and said nothing
- ☐ Ask participants to discuss the types of tools and skills they want to add to their toolkit to more effectively respond during microaggressive situations. Give them time to review multiple tools using these worksheets: *PAIRS*: Panning, Asking Questions, Interrupting, Relating In, and Sharing (W11) *Engaging Skills* (W22), and *Tools to Respond in the Moment* (W4).
- ☐ Invite participants to identify and discuss some of their less productive as well as more productive intentions that fuel their reactions and responses using the worksheets *Unproductive Intentions* (W23) and *Productive Intentions* (W24).
- ☐ Ask participants to practice shifting several unproductive intentions to more productive ones.
- ☐ Have group members discuss strategies to respond effectively in a variety of scenarios of racist microaggressions.
- ☐ Create multiple opportunities for participants to practice skills to respond to racist microaggressions.
- ☐ Have participants assess their progress as well as the skills and capacities they hope to continue to deepen using one or both of the worksheets *Racial Equity & Inclusion: Suggested Competencies for Leaders & Change Agents* (W1) and *Path to Competence ~*

Common Indicators: Capacity Development for Change Agents to Dismantle Racism
(W29).

Focus on the Interpersonal Level: Recognize and Shift Racist Attitudes

(greater details are in Chapters 11 and 12)

Suggested timing: 2+ two-hour sessions

- ☐ Use the worksheet *Common Racist Behaviors and Attitudes of Some/Many White People* (W27) to help participants begin to identify common racist attitudes of white people at the Group Level.
- ☐ Use the worksheets *Biased Attitudes That Perpetuate Racist Dynamics* (W28) and *Biased Behaviors That Perpetuate Racist Dynamics and Structural Racism* (W20) to deepen their capacity to recognize racist attitudes fueling microaggressions.
- ☐ Revisit the worksheet *Biased Attitudes That Perpetuate Racist Dynamics* (W28) to support participants to recognize and acknowledge times they have in the past, and possibly still, think some of these racist biases.
- ☐ Have participants identify several examples of their racist attitudes and thoughts from the worksheet *Biased Attitudes That Perpetuate Racist Dynamics* (W28) and discuss the following prompts:
 - Where and when did I first hear or learn this racist belief?
 - When and how were these taught and reinforced throughout my life?
 - When have I thought this before?
 - How have I reacted out of this racist attitude? What was my probable racist impact?
 - What was/is my *pay-off* for having this racist thought? How do I benefit?
 - What do I wish I had thought and done instead?

- As homework, have participants bring 3-4 more examples of racist thoughts they have had recently in the last few years. Ask them to use these same questions to write about these thoughts in preparation for sharing in the next session.
- Have participants practice shifting racist thoughts using several generic scenarios.
- Ask group members to practice shifting some of the racist attitudes and thoughts they identified in the homework activity.

Focus on the Interpersonal Level: Responding to Feedback About the Racist Impact of Our Behaviors

(greater details are in Chapter 13)

Suggested timing: part of a two-hour session

- Ask participants to review the worksheet *When Someone Gives Feedback About the Racist Impact of Our Behavior* (W44) and discuss the suggested ways to respond when they are given feedback about the racist impact of their behaviors.
- Have participants role play ways to respond in these types of situations.

Focus on the Organizational Level: Recognize and Shift the Dynamics of White Privilege

(greater details are in Chapter 14)

Suggested timing: 1-2+ two-hour sessions

- For homework, have participants review the worksheet *Examples of White Privilege, Unearned Advantages* (W31) as they reflect on their own life experiences.
- In the large group, review the concept of privilege with group members (left hand/right hand metaphor; moving walkway metaphor).
- Ask group members to identify various types of white privilege they recognize exist for white people at the Group Level as well as those they have personally experienced in their lives (White Privilege Timeline, White Privilege Move-in Circle activity, small and large group discussions).

- Have participants practice ways to interrupt and shift these dynamics of white privilege during interactions and in organizational policies, processes, and practices.
- Use the worksheet *Desired/Expected Leader Behaviors* (W32) to help group members recognize the ways white colleagues are more likely positively viewed for demonstrating valued leadership qualities while People of Color and Indigenous Peoples are often negatively judged and critiqued for these same behaviors.
- Use the worksheet *Costs of Racism for White People: A Work in Progress* (W33) to lead a discussion of the costs of racism for white people.

Focus on the Organizational Level: Influence Change at the Organizational Level
(greater details are in Chapter 15)

Suggested timing: 3-4+ two-hour sessions

- Use the worksheet *Expected Competencies for Creating Racially Inclusive Organizations* (W2) to have participants rate the current demonstrated capacities of their colleagues and themselves.
- Ask participants to again use a scale of 0-10 (0 = not at all - 10 = completely) as they reflect on and answer this question: “How equitable, inclusive, and racially just is the current organizational culture and climate for all employees, managers, leaders, and those we serve?”
- Discuss their responses as the group reviews the worksheet *12 Indicators of Current Organizational Culture and Climate* (W34) and/or the Multicultural Development Model to identify which ones best describe the current organizational culture and climate.
- For homework, ask participants to use the following prompts as they review the article “White Supremacy Culture” by Tema Okun (2001) or similar publications:
 - How, if at all, were you taught to value various characteristics of white supremacy

culture?

- When, if at all, are each of these useful to you in your life??
 - When, if at all, have these been harmful to you or others?
 - Which, if any, of the antidotes resonate with your values and leadership style?
- Discuss how the dynamics of *White Supremacy Culture* manifest in the organization and in themselves:
- Which of these characteristics of white supremacy culture do you see reflected in our societal and/or organizational culture, practices, services, programs, and unwritten rules and norms?
 - How do you see these playing out in your work and in your thoughts and actions both inside and outside of work?
 - What are one to two ways some aspects might be useful at times, if at all?
 - How, if at all, are these characteristics unproductive at times?
- Have small groups prepare a short role play that demonstrates how 3-4 of these characteristics operate in the organization. Use these prompts to analyze and debrief each scenario:
- What characteristics of white supremacy culture did you notice in the scenario?
 - What was/could be the unproductive impact if these are not interrupted and shifted?
 - What, if any, additional negative impact might People of Color and Indigenous Peoples experience in this scenario?
 - Who could change and shift these unproductive dynamics in the moment?
- Afterwards?

- What are more inclusive ways of engaging and working together?
- Use the worksheet *Unwritten Rules: How Might the Current Organizational Culture Support and/or Undermine Equity and Inclusion Goals?* (W35) to help participants identify additional ways white supremacy culture and other unproductive dominant culture characteristics manifest in daily organizational practices and unwritten rules and norms.
- Discuss and practice ways to shift these types of unwritten rules in the moment to create greater racial equity and inclusion.
- Have participants first review and then practice the suggested questions on the worksheet *Re-Imagining with an EDIB/Race Lens: Planning and Decision-Making* (W36) to use a race lens in planning and decision-making.
- Have participants use the worksheet *Questions for Analyzing Policies and Practices with a Race Lens* (W37) to first practice analyze and revise generic scenarios of practices and policies before inviting them to analyze real examples from their work activities.
- Lead a large group discussion exploring ways participants can support colleagues and leaders to analyze and revise any racist implications of current examples of policies, practices, norms, and processes.
- Use the worksheet *Discretionary Points Mapping* (W38) as participants practice identifying the discretionary points within several more complex organizational policies, processes, and practices (recruiting, hiring, onboarding, supervising, marketing, performance management, etc.)
- Lead a large group discussion about ways participants can advance efforts to identify and revise discretionary points that have racist implications in complex policies, practices,

and processes.

Focus on Closing out the White Accountability Group

(greater details are in Chapter 16)

Suggested timing: 1+ two-hour sessions

- ☐ Remind participants in earlier sessions that the group will be ending shortly.
- ☐ Lead activities for participants to revisit and revise their initial passion for and vision of a racially equitable, inclusive organization as they recommit to interrupt racist dynamics and dismantle racism in the organization.
- ☐ Have participants retake the self-assessment *Racial Equity & Inclusion: Suggested Competencies for Leaders & Change Agents* (W1) and/or the *Path to Competence ~ Common Indicators: Capacity Development for Change Agents to Dismantle Racism* (W29).
- ☐ Ask group members to share both where they have made progress and what knowledge, skills, and capacities they commit to continuing to deepen over the next few months.
- ☐ Have participants first reflect and then share about the impact of experiencing this White Accountability Group.
- ☐ Ask participants to give feedback focused on what members said or did that helped the group have authentic dialogue, deepen self-awareness, increase their commitment to shift racist attitudes and actions, develop greater capacity to use a race lens in daily activities, and so on.
- ☐ Discuss ways participants can continue to integrate new insights and learnings into their work and personal life.
- ☐ Identify and negotiate possible ways to support each other's growth and development moving forward.

- ☐ Have participants write out and share their specific commitments to take new actions, deepen their competencies, and stay in the work for the long haul.
- ☐ Ask group members to share their appreciations for participants and their shared experience in this White Accountability Group.
- ☐ Conveners express their appreciations and hopes for members as they officially close out the group.