

Spring 2022- March 31st, 9:15-2:40

Schedule

9:15- 10:00- Grab donut holes, get into [Groups](#), [Intro PPT](#), [Worlds Apart Video](#) (used simply as an example of good listening with an open mind, and chocolate milk is substituted in...), [Me Map](#)
10:00-10:45- Step to the Line Activity (as a large group, then discuss in small groups)
10:45- 11:30- Videos and short discussion for each. [Race and Reality in America](#) [The Myth of Race A Conversation About Growing Up Black](#)
11:30- 12:00- Lunch
12:00- 12:30- Four Corners Activity in their groups in different spaces (Aux Gym, Upper gym balcony, Athletic lobby, outside if weather permits, stairwell/hallway spaces, etc) [Corner Labels](#)
12:30- 1:00- Ladder of Prejudice Activity
1:00-1:10- Introduce guest speaker topics and where to go for each [Session Sign In Sheets](#)
1:10- 2:20- 30 minute breakout sessions with different topics/speakers within race
Option 1- History of Justice (Dr. Amy Bottomley, Freedom Center)- Orchestra Room
Option 2- Race in the criminal justice system (Gabe Davis, Citizen Complaint Authority)- Band Room
Option 3- Empathy in relationships (Living Undivided COO Brittany Wade)- My Room, 303
Option 4- Hardships in our relationships (Back2Back Ministries Cincinnati- Michael Sickles and Chris Cox)- Auxiliary Gym
2:20- 2:40- Wrap Up Discuss and next steps.

[Event Permission Form](#)

Student Leaders:

Below are some phrases/tools you can use as needed to help you better facilitate your group!!

- **Ask follow up questions- good quality and keep it up!**
- Don't be in a rush- if you go on a related tangent, just go with it! Circle things back when needed, but if it has value, then that's a great place to be conversationally.
- Learn names quickly and use them!
- Have everyone go in a circle (use selectively)
- Silence is okay!!
- Feel free to be the one to start with a personal example or community/school example that all participants could resonate with
- Every now and then, it's okay to cut a person off and redirect
- Use what was said as a springboard to other ideas
- It's okay to NOT get to all the questions!
- In-depth questions will conquer awkward silence!
- "So to tie that back into the video..." "Let's back track to the question"
- Be prepared with your questions- don't just monotone-style read off the sheet
- Could ask people specifically to answer
- Asked questions like "what would you ALL do/change/see/etc..."
- Address issues directly and confidently when needed
- Using the phrase, "yes, and..." Then prod for something deeper

Introduction Questions

Mr. Goetz will be sending people to the right places and getting things organized. It may be a little hectic, but roll with the punches and be a welcoming presence in your group. However, we are diving right in as you can see from the questions below... Ask these in an open-ended way- don't feel like you need to go around the circle and have each person answer every single one!

- What's your name and what grade are you in?
- What made you attend today?
- What other things or "baggage" are on your mind today?
- Do you have someone in this group whom you know decently well?
- Have you ever talked about race in an in-depth way? In or out of school?
- When was the first time you noticed race? (really good one to ask)

If everyone has gone, feel free to jump into some more specific follow up questions, or you could pursue one of the following questions or trains of thought:

- Do you think these answers would be different in a school with a more diverse school body? Why or why not?
- As you reflect, were your early views of people who looked like you positive, negative, or neither? For example, did you have people in your lives telling you direct values (like "everyone is made equal!" or "it's easier to just hang out with people who look like you")? Or were all other little kids just simply seen as other little kids??
- Any other question you want to pursue!

Me Map and Discussion

This activity serves as a way to talk about some specific topics that are inherent in each person. It will help everyone in your group identify things that are aspects of their identity, and will serve as a way for you all to get to know each other. The strength of this activity lies in YOUR ability to model this well, and then ask great follow up questions that lead to conversations!

Here's the procedure:

- Hand out the Me Map paper- it has some simple instructions at the top, but then is blank. Make sure they know they will be sharing this paper with the group!
- Each person will put their name in the middle, and then draw "webs" out with boxes that contain words or phrases that help make up who they are as a person.
- Give them 2-3 minutes to work on this- and make sure YOUR copy is exemplary! It should be filled with a mix of surface-level characteristics (white, male, Christian, etc), as well as some very specific to you (sports fan, into politics, enjoys new hobbies like mountain biking and wood working). Those are all for Mr. Goetz personally, by the way... haha.
- Make sure they do the part at the bottom which asks them to complete 2 "I am..., but I'm not..." statements.
- When they are done, have them rank the top 3 most important descriptors of who they are.
- Then lead them in a discussion! Don't feel like you need to ask all the questions below- just make sure the conversation is solid and continuous, and that everyone shares!

Questions to Consider

- Was this difficult to do?
- After looking/hearing others, did you find yourself realizing you could have added more items? Like what?
- Were you surprised by any of the adjectives used by others? In what ways?
- How would your parent/guardian's diagram compare to yours? What would overlap or not? How would your grandparents' diagrams compare to yours?
- Look at your list- what were some things you chose, and what were something that you had no control over?
- Do you think there are any descriptors that 80% of Turpin students or more could put on their diagram?
- What aspects of your life are altered to help fit in to other social circles? Like what choices do you make to alter things in your life to fit in or jive with others better?
- Was it difficult to rank your top 3? If you were allowed 1 more, which would it be and why?

Leader Guide for Step to the Line Activity

This year, the Step to the Line activity will be led by Mr. Goetz. Leaders will participate like everyone else, but then will lead and facilitate a small group discussion afterwards. The information below is provided just to make sure we're on the same page with how the activity will go!

Step to the Line follows these simple steps:

- Students complete the questionnaire before the activity itself begins. They answer each question with a yes or no and they do **NOT write their names** on the paper. That's VERY important!!
- When finished, students crumple up the questionnaire into a ball and throw it in the middle.
- Students pick up a random paper and spread out in a straight line in the **middle** of the space. You will explain that in this country, we value success and equality. The far end of the room represents success and the straight line of students demonstrates equality. However there are forces in this country that bring about inequality that make it harder for some individuals to reach success.
- Then read each question and depending on that paper's answers, they either take a step forward (if it's positive) or a step back (if it's negative).
 - o Important note here- questions are answered with a yes or no- however, sometimes a yes may be positive, or a yes may be negative. Mr. Goetz will tell you which response would have them move **forward or backward**.
- When we are done with all 50, we will pause and look around to see how spread out we are. Take a mental snapshot (or even an actual picture on your phone) of this result.
- Mr. Goetz will then dismiss you back to your groups to discuss! For this part, Mr. Goetz will dismiss the even numbered groups to a different part of the school, just so we can hear each other.

Questions to consider

- Were you surprised at the range of students?
- Were there any questions that you assumed would be positive for every person, but perhaps were not?
- What could have led to such a difference in our society? Be sure to ask that one- it's a good one!
- How has your status affected you, your family and your community, in terms of opportunity and access?
- What can you do with this information in the future?
- Although you were stepping in the place of someone else, where do you think YOU would have ended up? Is that eye-opening to you, or could you have probably guessed that?
- Is there any responsibility for those in front to help those behind? Why or why not?
- What are some uphill battles or obstacles you've faced in life?
- We had this amount of variance at TURPIN!! How might this activity have looked at Taft H.S.? Or Bethel H.S.?
- Roughly speaking, how many of these 50 questions were in YOUR control? And how many were determined for you already?

Step to the Line Participant Questionnaire

First, remember to NOT PUT YOUR NAME ON THIS! It is 100% anonymous. Just simply put “YES” or “NO” right next to the number for each question!

1. Were your ancestors forced to come to this country or forced to relocate from where they were living, either temporarily or permanently, or restricted from living in certain areas?
2. Do you feel that your primary ethnic identity is “American”?
3. Have you ever been called names or ridiculed because of your race, ethnicity, age, gender, or social class background?
4. Have you grown up with people who are servants, maids, or gardeners working at your house
5. Have you ever been embarrassed or ashamed of your clothes, your house, or your family car when growing up?
6. Do you have any immediate family member who are doctors, lawyers, professors, engineers, or other white-collar professionals?
7. Has pimping and prostitution, drugs, or other illegal activities been a major occupational alternative (job) in the community in which you were raised?
8. Have you ever tried to change your physical appearance, mannerisms, language or behavior to avoid being judged or ridiculed?
9. Have any women or men in your family (including yourself) ever been physically or sexually assaulted in any way?
10. Have you studied the history and culture of your ethnic ancestors in school?
11. Did you start school speaking a different language other than English?
12. Does your family have more than 50 books in your house?
13. Have you ever skipped a meal or went away from a meal hungry because there wasn’t enough money to buy sufficient food in your family?
14. Have you been taken to art galleries, museums or plays by your parent?
15. Has one of your parents ever been laid off, unemployed or underemployed (ex: working part-time but wanting full-time) not by choice?
16. Have you received less encouragement in academics or sports because of your appearance?
17. Have you or your family ever had to move because there wasn’t enough money to pay the rent?
18. Have you been told by your parents that you are beautiful, smart and capable of achieving your dreams?
19. Have you ever been discouraged or prevented from pursuing academic or work goals, or tracked into a lower level because of your race, class, age or ethnicity?
20. Are your parents encouraging you to go to college?
21. Do you live, or have you lived, in a single parent household?
22. Have you ever been taken on a trip out of state?
23. Do you have a parent who did NOT complete high school?
24. Do your parents own the house you live in?
25. Do you commonly see people of your race or ethnicity on television or the movies?
26. Do you commonly see people of your race or ethnicity on television or the movies playing roles that you consider to be degrading?
27. Have you ever been denied a job because of your race, age or ethnicity?
28. Have you ever been mistrusted or accused of stealing, cheating or lying because of your race, ethnicity age or class?
29. Do you or your parents primarily use public transportation to get where you need to go?

30. Do you generally think of police as people that you can call on for help in times of emergency?
31. Have you ever been stopped by police because of your race, ethnicity, age or class?
32. Have you ever felt afraid of violence directed toward you because of your race, ethnicity, age or class?
33. Can you avoid “rough places” or places that people consider dangerous?
34. Have you ever felt uncomfortable or angry about a remark or joke because of your race, ethnicity, age or class?
35. Have you or a close friend ever been a victim of violence because of your race, ethnicity, age or class?
36. Did your parents grow up in the United States?
37. Do you have access to a car that you can use when needed?
38. Do you have a strong relationship with a parent of the opposite sex?
39. Do you have a strong relationship with a parent of the same sex?
40. Have you ever ridden on a plane?
41. Has anyone ever told you that you cannot do something because of your race, ethnicity, age or class?
42. Has anyone ever told you that you would succeed above and beyond your peers because of your race, ethnicity, age or class?
43. When you go to the doctor, is the doctor the same race as you?
44. Did one or both of your parents or guardians attended college?
45. Did your parents work nights and weekends to support your family?
46. Are you able to buy new clothes or go out to dinner when you want to?
47. When you go to the dentist, is the dentist the same race as you?
48. Have you ever been on a family vacation?
49. Was your grade school made up of people you felt were like yourself?
50. Does your family have health insurance?

Worlds Apart and Racism is Real Videos

For this time, we will be watching two short videos and then discussing them informally. Remember to ask good follow-up questions (Why do you think that? What has led you to believe that? Etc) and make this a rich time of discussion and reflection!

The Myth of Race Video Questions to Consider

- What did you think of this video?
- Have you ever studied/heard about the history of race? If so, where? If not, do you think that's something that should be covered in a class somewhere in schooling?
- How was race fluid (changing) in our history as it relates to Mexican Americans?
- How does our society seem to consider someone as Black?
- Do you think the "Multiracial" category in the 2000 census was a positive? How come?
- Have you ever experienced a time when someone wasn't sure of your race? Or mistook you for someone who is a different race than you?
- And feel free to pursue any other questions or topics that come up!

Race and Reality in America Video Questions to Consider

- What did you think of this video?
- This video was filled with stats- which one stood out to you the most, and why?
- Do you think that the majority of Turpin students would say race is a prominent issue in America today?
- What percent of Turpin students do you think have experienced racism in some form in their lives? (57% of Black respondents in the video said they had...)
- How would you answer the question, "will it be easier for you to achieve the American dream than your parents?"? How did the survey results provide some hope with this question?
- Picture yourself in 5-ish years- do you think most of your social circle will be white? Or not? IF you desired to change this, what are some steps one could take?
- And feel free to pursue any other questions or topics that come up!

A Conversation About Race Video Questions to Consider

- What did you think of this video?
- Was this a challenging video to watch? How come?
- Did you find yourself resonating with the people in this? Perhaps from a racial standpoint, or perhaps in a different way?
- When you were 10, were you worried that other people may see you as a threat?
- Many of these people talked about ways in which their parents had tough conversations about race- have you ever talked about race in a deep way with your parents? What was it like?
- And feel free to pursue any other questions or topics that come up!

Four Corners Activity

For this activity, you are going to be in a space of your own. You will read a statement, and then people physically go to the corner that represents their response. For the first series of statements, the corners are “Strongly Agree”, “Agree”, “Disagree” and “Strongly Disagree.” So you will read the statement, have people go to their corner, and then ask some follow up questions based on these “results”! Below are the statements you will read, and then some follow up questions you could use if you want- but also trust yourself to read the situation and ask questions as you see fit! And feel free to bounce around, or go in order, whatever you think will work best!

NOTE: There is NO expectation for you to get through all of these statements! Just pick the ones you want and go with that.

Here’s the order, simplified:

- 1- Read the statement and people go to whichever corner they want using [these signs](#)
- 2- Have people in each corner discuss with others in their corner
- 3- As a group, ask some follow up questions to some (but not all) the participants
- 4- Ask if anyone wants to move spots, and then ask why
- 5- Go to the next one!

Introductory, but with some depth still (mostly)..

- The Bengals will contend for the Super Bowl next year
- Talking about controversial issues comes easily and naturally to me
- Turpin is an outstanding, exemplary school
- I’ve spent time in a setting intentionally focusing on race before today
- Anderson Township, in many ways, can be considered a “bubble” environment

Deeper Questions

- "America is the most diverse country in the world."
- "Day to day, my class background is more important to me than my race."
- "Anyone can be racist."
- "People of color cannot be racist."
- "Real human connection is getting worse because of the internet."
- "American society should undergo major changes to better treat its citizens."
- "Race is the most important part of one’s identity in America."
- "What is often interpreted as racism is really classism."
- "In our community, there is more talk about appreciating diversity than action."
- "People should be allowed to say whatever they want."
- "Payments should be made to Black and Hispanic families to help decrease the racial wealth gap."
- "Illegal immigrants are entitled to schooling or health care."
- "Most people need to be led."
- "I consider my cultural background much more important than my gender and race in defining who I am."

General Reflection Questions

- Why did you put yourself there?
- Do you have a personal experience or story that made you answer that way?
- After listening to others share, would any of you like to move to a different corner?
- Would your mom/dad/guardian have answered differently? Or been surprised by YOUR answer?
- How do you think most students in America would have answered this?

Ladder of Prejudice Activity

This activity will follow Mr. Goetz's brief illustration of the ladder of prejudice. After that illustration go through the activity itself following these directions.

- First, go ahead and draw a ladder with the labels for each rung (there are 6 levels or rungs- it will also remain projected for you to see). Don't make it fancy- this shouldn't take more than 1 minute tops. While one leader is doing this, the other leaders should pass out post-it notes. Rip off 6-10 or so and give to each participant.
- Then ask for examples from the first rung that kids have seen or heard about at **Turpin** and/or in their **personal lives**. Students will share these examples verbally. They will write them down on a post it note and add it to that rung.
 - o Before moving to the next rung, see if they can come up with historical, famous or celebrity examples to add to it. You can write these examples or they can.
- Last step before moving on- ask how that specific rung could be lessened or prevented entirely.
- Then move on to the next rung. Do your best to be aware of the time involved- take time to dig into the responses provided, but don't belabor the point if people seem ready to move on!

When you're done with the activity, explore any of the following questions (OR anything that seemed to pop up within your group's conversation!

- Could the entire ladder somehow be prevented? How?
- Was it easier to think of "famous" examples or personal examples?
- In American society, do you think this exercise would have more responses from white participants or people of color? Why?
- Did any parts of this activity make you feel uncomfortable? Why?
- Which one of these rungs would be the easiest to change in our society?
- Which one do you think was the "worst"? Worst could mean that it impacts the most people, or that it impacts people in the worst way, or that it impacts the weakest people in society, etc. BASICALLY- define "worst" however you want!

End of Day Wrap-Up

Mix and match from the questions below, and certainly come with some on your own, and/or explore other ideas as they come up in conversation!

End of Day Wrap-Up Questions (probably just pick 1 or 2 max)

This has hopefully been an eye-opening day for you. Please talk about some of these questions in your small groups to wrap things up.

REMEMBER- the goal is that some of the ideas presented today will help open your eyes to what life is like for people who have different perspectives!

- What was one takeaway you had from the guest speakers you listened to?
- When your parent/guardian asks about the day, what will you tell them?
- What do you think you will remember a year from now? 5 years from now?
- What are some challenges that others who are not like you may face?

At 2:25...

Pass out the next steps paper for each person. Mr. Goetz will prompt you on the time. Feel free to discuss these next steps, and/or challenge them to circle one that they think they could do in the next 3 months. Talk through these options, what appeals, what seems really challenging, etc

At 2:30...

Please go ahead and ask these questions below and jot down some of the feedback, especially things that seemed to resonate with more than one person. This is a huge help for me (Mr. Goetz)!

- What about this event could be made better next year?
- What did you enjoy the most?
- What did you enjoy the least?

At 2:37...

Ask your group to stack their chairs into stacks of 5-6 chairs. Make sure all papers are gathered and put into trash or recycling. Mr. Goetz may have other ways to help clean up, but we'll see!