



Anti-Racism Training Manual

Introductory Training Modules for Habitat
for Humanity International and Affiliates

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Introduction

This manual provides instructions for how to engage with the Anti-Racism Training Modules and resources to support group dialogue and to pursue ongoing learning. The Anti-Racism Training Modules were developed by Daniel Lim Consulting, in partnership with the Habitat for Humanity International (HFHI) Housing and Community Strategy (HCS) Team and HFHI Affiliates during the fall of 2020. These modules were created to support affiliates with developing a shared introductory understanding of the historical context of race in housing and neighborhood development, race and systemic racism, as well as anti-racism and racial justice. These topics are especially relevant to working with communities to achieve more equitable outcomes. This manual includes:

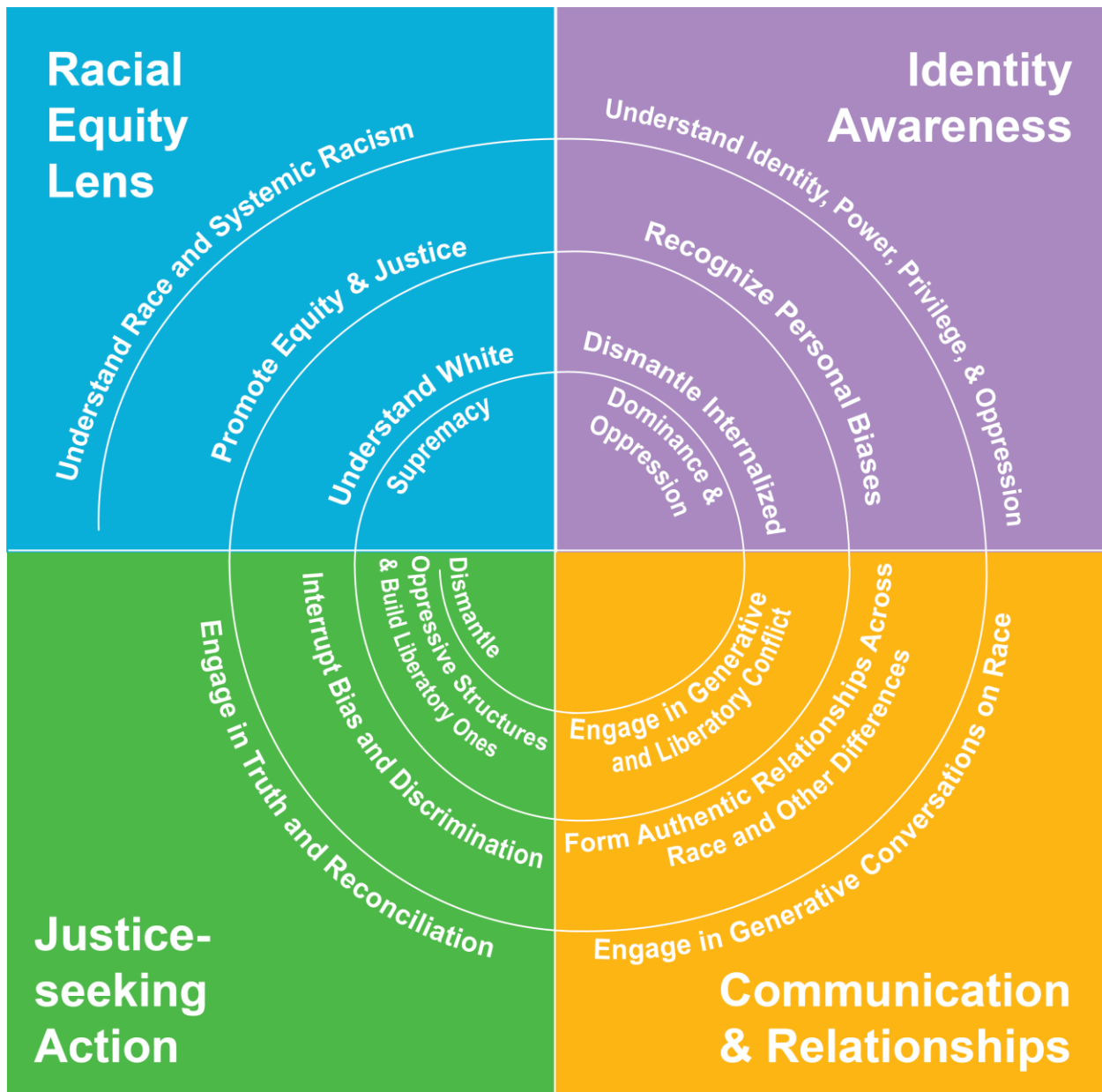
- A visual "road map" of Racial Equity Competencies
- Descriptions of the three training modules and links to each training video and script
- Reflection and dialogue questions, activities and a list of additional educational resources for each module
- Guidance for how to facilitate safer spaces for generative group dialogue
- A glossary of important related terms

The topics of race in housing, racism and racial justice are broad, and require a lifetime of learning and unlearning. Each person may be arriving at different points in their learning journey, given their lived experience based on their own race and other social identities, or other more formal training experiences on the subject matter. It is also important to note that this journey is not linear. Growth and learning are often cyclical – each time we revisit a lesson or topic and have a new experience, we have an opportunity to deepen our understanding. This manual welcomes all who are interested in growing, no matter where they are on their journey.

To be inclusive of people arriving from all levels of familiarity with the subject matter, the manual, glossary, and training modules offer an introductory framework for affiliates to understand the issues as well as recommended resources to gain a deeper understanding of these topics. Affiliates are encouraged to go through the modules together - setting intentional time and space to meet, review conversation agreements, watch the videos together, set aside time for personal reflection, and come together as a group for dialogue. Affiliates are also encouraged to consult additional resources provided for continued learning and to design their own collective learning journeys.

Visual Roadmap to Racial Equity Competencies

Advancing racial equity and social justice is a journey that has no final destination. It is instead a lifelong iterative process in which we return again and again to the same concepts and topics, each time delving deeper and applying the knowledge and skills more fully. We can expect that we will continually be learning, doing some things right as well as making mistakes, and learning some more. This cyclical journey is represented here in this manual as a spiral. Spirals represent iterative, non-linear processes. Spirals and non-linearity are a core tenet of many indigenous cultures and we acknowledge that our imagery is inspired by these sacred traditions.



READING THE MAP

Our spiral roadmap to racial equity competencies moves along two axes. In one axis, the spiral is moving clockwise through four quadrants which represent the four broad ways in which we must engage in racial equity work simultaneously rather than linearly, for each aspect of the work is dependent on the others. In the second axis, the spiral is moving from the outside inward representing the evolution of our learning from basic and introductory knowledge to deeper and more complex knowledge. The spiral keeps returning us to the same four sets of competencies but each time our learning gets a little deeper.

The training modules that accompany this manual are designed to support the outer layer of competencies in the spiral for people who are new to racial equity work and the second layer for those who are more familiar with the concepts. Some of the additional resources and activities move into the inner layers of the spiral of racial equity competencies. Though each inner layer represents advancement, developing racial equity competencies requires moving towards the center and out again as you go on many cycles of learning throughout your work and life. The brief descriptions of each quadrant below provide additional context for the visual.

- **Racial Equity Lens:** You demonstrate a deep understanding of systemic racism in your work and in your personal life, and you apply that understanding to identify racially disproportionate impacts of your decisions and actions, and advocate for racial equity in policies, practices, and interpersonal dynamics.
- **Identity Awareness:** You continually evolve and deepen your consciousness of how your racial, gender, and other group identities and their attendant dynamics of power/privilege and oppression shape your life choices, decisions at work, and the quality of your interactions with society.
- **Communication & Relationships:** You are able to build authentic relationships across race and other group differences, build trust and repair harm, and engage in meaningful conversations as well as generative conflict about race and racism.
- **Justice-seeking Action:** You engage in anti-racist actions on individual and institutional levels to interrupt and dismantle racism and advance equity, justice, and collective liberation.

Module I: Race in Housing & Neighborhood Development

This module covers an introductory overview of housing and neighborhood development history. The video, reflection questions and additional resources examine how race has been intentionally used to perpetuate segregation and unequal outcomes in quality of life, as well as how communities have resisted oppression through on-the-ground organizing and advocacy. Note that there are many more details to each of the moments in history mentioned, as well as important moments in history we are not able to include due to time constraints.

LEARNING OBJECTIVES:

1. Develop a shared understanding of racial inequality rooted in neighborhoods from a U.S. historical context
2. Catalyze a shift towards accountability, healing, and trauma-informed neighborhood revitalization.

VIDEO DESCRIPTION

The video uses a simple Prezi visual format and is about 30-minutes long. Throughout the video, there are opportunities to pause for silent individual reflection, with a break at the halfway point. We recommend that the video be followed with time for more silent individual reflection, followed by group dialogue, ideally during a single, 1.5 – 2-hour session.

[Link to Module 1 Video & Script](#)



Module I Reflection Questions

These questions are in the video as pauses. Feel free to print this worksheet.



What messages did you receive when growing up about colonization of the Americas and the origins of the U.S.?

What impacts have U.S. housing policies had on segregation in communities you've lived in or work with?

How do you see some of this history of housing discrimination play out in where you grew up or where you currently live, and/or the community you work with?

How can organizations like Habitat honor the grassroots origins of the community development movement?

Module I Group Dialogue and Activities

We recommend that groups begin by establishing shared agreements (see page 20 for more information) and then choose 1-3 questions from the list below. Give each individual 5-10 minutes to personally reflect on the selected question(s), and then engage in group dialogue to explore the questions, learn from one another, and work towards collective understanding. If time, trust and spaciousness allow, engage in the activities or pose your own questions.

INITIAL REFLECTIONS

1. What aspects of this history did you find most surprising or new to learn?
2. What feelings come up for you after watching this video?
3. What was one of your key takeaways from the video?

REVIEWING THE CONTENT

1. What roles did the federal government, private industry such as real estate or banks, and citizens each play in the story of race and housing in the U.S.?
2. In what ways were many white people the beneficiaries of these segregation policies, both directly and indirectly?
3. What other parts of our community and everyday lives have been affected by housing segregation?

CONNECTING TO TODAY

1. Why do you think this history is not more widely known?
2. Why should we care about this history today? What are the political and personal implications of this history for the present?
3. How might current racial disparities in wealth, education, health, or quality of life be traceable to these policies?
4. How do disparities in housing and neighborhood amenities shape disparities in who is impacted by natural disaster and public health crises like the COVID-19 pandemic?

ACTIVITIES

1. Visit [Mapping Inequality](#) and search your current city of residence. If applicable and preferred, you can look up a city in the U.S. in which you grew up or currently work with.
 - a. If a redlining map exists, what was it rated by the HOLC and why?
 - b. What does the city and these neighborhoods look like today?
 - c. Share your individual reflections with the group.
2. Visit [University of Richmond's Racial Dot Density Map](#) to see segregation and integration illustrated in a racial dot density map of your current city or county of residence. If applicable you can look up a city in the U.S. in which you grew up on or currently work with.
 - a. What historical factors may have shaped the racial/ethnic landscape in this area?
 - b. If the area has a redlining map, how does it relate to what the racial/ethnic landscape looks like today?

Module I Additional Resources

The following resources offer opportunities for further learning and in-depth exploration of many of the topics covered briefly in the training module. This is far from an exhaustive list.

- VIDEO: “**Segregated by Design**” based on Richard Rothstein’s book *Color of Law*. This is a 17-minute video examining the forgotten history of how our federal, state and local governments unconstitutionally segregated every major metropolitan area in America through law and policy. The complete book, *Color of Law* (2017), is highly recommended. <https://www.segregatedbydesign.com/>
- VIDEO: “**Race the Power of an Illusion**” - Episode 3, The House we Live In.” PBS Series. Requires a Kanopy subscription, obtainable from your local library. <https://www.kanopy.com/product/race>
- VIDEO: “**A Matter of Place**,” by Fair Housing Justice Center and Kavanagh Productions, a 27-minute video on present-day housing discrimination. <https://www.fairhousingjustice.org/resources/film/>
- ARTICLE: “**What is Owed**” by Hannah Nicole Jones (New York Times Magazine, June 24, 2020). Excellent article diving into little known facts and moments in the history of economic injustice and discusses the relevance of reparations for Black Americans who are descendants of Enslaved People (can also listen to article 57 minutes) <https://www.nytimes.com/interactive/2020/06/24/magazine/reparations-slavery.html>
- PODCAST: **Nice White Parents** - From Serial and The New York Times, this five-part series looks at the 60-year relationship between white parents and the public school down the block in a Brooklyn, NY neighborhood. <https://www.nytimes.com/2020/07/23/podcasts/nice-white-parents-serial.html>
- BOOK: **Root Shock: How Tearing Up City Neighborhoods Hurts America, And What We Can Do About It** by Mindy Fullilove (2nd ed NYU Press, 2016. 1st ed One World, 2004). Dr. Fullilove examines the profound traumatic stress, “root shock”, through the story of urban renewal and its effect on the African American communities between 1949 and 1973 in three very different urban settings—the Hill District of Pittsburgh, the Central Ward in Newark, and the small Virginia city of Roanoke. Acknowledging the damage caused by root shock is crucial to coping with its human toll and building a road to recovery. Root Shock should be read by anyone who cares about the quality of life in American cities and the dignity of those who reside there. (paraphrased from Amazon) <https://nyupress.org/9781613320198/root-shock/>

- TOURING INTERACTIVE EXHIBIT: **Undesign the Redline** by Designing the We. This interactive exhibit, workshop series and curriculum explores the history of structural racism and inequality, how these designs compounded each other from 1938 Redlining maps until today, and how we can come together to undesign these systems with intentionality. Virtual exhibit tour available online.
<http://www.designingthewe.com/undesign-the-redline>
- DOCUMENTARY. The many ways racial steering and discrimination happen in real estate. Newsday compiled a three-year study sending testers of different racial groups with hidden cameras to see how real estate brokers treated them.
<https://projects.newsday.com/long-island/real-estate-investigation-videos/>
- TOOLKIT: **Reparations Now Toolkit**. This toolkit, designed and written by the Movement for Black Lives (M4BL) offers an in-depth explanation of the need for reparations and a guide for how to successfully implement reparations, with examples and suggestions for different tactics in many sectors, including housing.
<https://m4bl.org/wp-content/uploads/2020/05/Reparations-Now-Toolkit-FINAL.pdf>

Module II: Introduction to Race and Systemic Racism

This module covers an introductory overview of race and systemic racism. The video, reflection questions, activities and additional resources expand on Module I by exploring how racism in housing is part of a much larger system of privilege and oppression. Note that the video is an introduction to understanding race and racism and there is much more to learn!

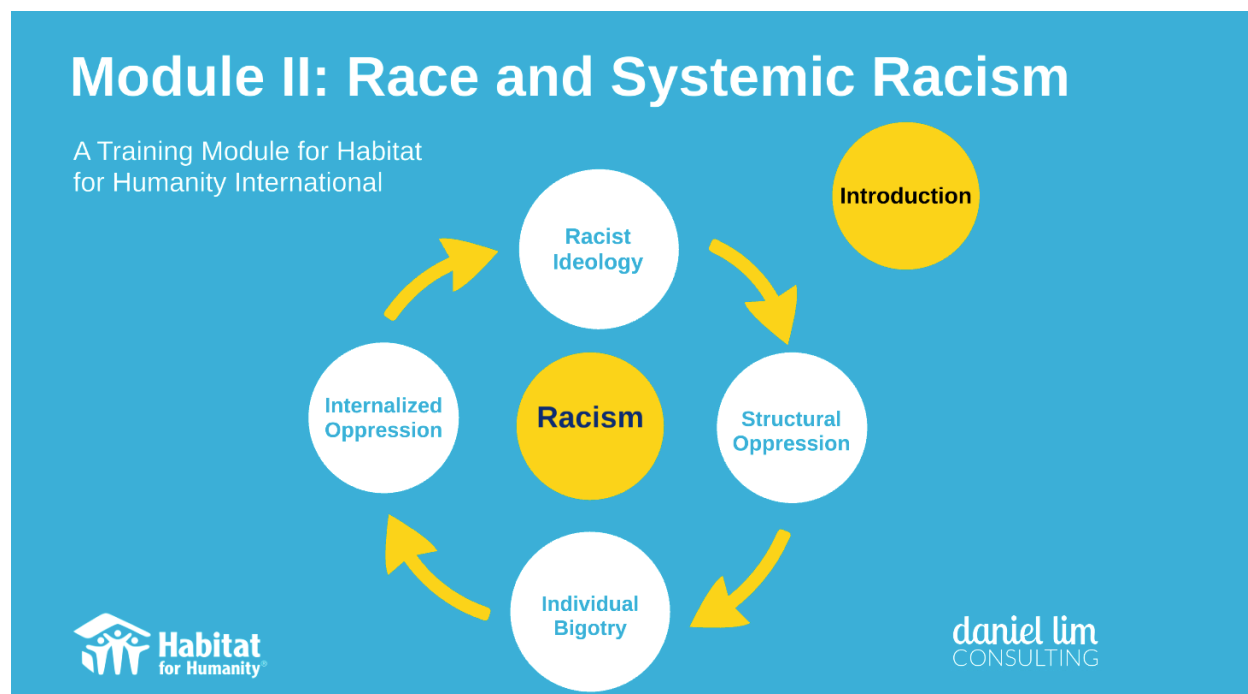
LEARNING OBJECTIVES

- Develop a shared understanding of race as a social construct
- Explore racism as a system and learn how it operates
- Examine how systemic racism creates and maintains privilege and oppression

VIDEO DESCRIPTION

The video uses a simple Prezi visual format and it is about 25-minutes long. Opportunities to pause for silent individual reflection are woven throughout the video. We recommend utilizing these pauses and creating space for individual reflection, group dialogue, and/or activities following the video, ideally in a single 1.5 – 2-hour session.

[LINK TO MODULE II VIDEO AND SCRIPT](#)



Module II Reflection Questions

These questions are in the video as pauses. Feel free to print this worksheet.



What racist ideas or underlying assumptions have you noticed informs how you or your affiliate conducts community development work?

How have you seen structural oppression show up in your work or in your home community?

How have you seen individual bigotry, whether explicit or implicit, show up in your work with communities or in the workplace?

What feelings came up for you in this section (internalized oppression)? What did you find resonant, or perhaps challenging?

Module II Group Dialogue and Activities

We recommend that groups begin by establishing shared agreements (see page 20 for more information) and then choose 1-3 questions from the list below. Give each individual 5-10 minutes to personally reflect on the selected question(s), and then engage in group dialogue to explore the questions, learn from one another, and work towards collective understanding. If time, trust and spaciousness allow, engage in the activities or pose your own questions.

INITIAL REFLECTIONS

1. What aspects of the video surprised you? Which parts were more familiar?
2. What feelings come up for you after watching this video?
3. What are your key takeaways from this video?

REVIEWING THE CONTENT

1. How is the definition of racism presented in the video different from what you learned about racism growing up, especially through formal education?
2. When do you first remember realizing you are, or are perceived to be, of a certain race? Does how you are perceived align with how you identify? How may this have changed over time and/or in different settings?
3. Which component of the cycle of systemic racism (racist ideology, structural oppression, individual bigotry or internalized oppression) do you notice most often in your work with affiliates or communities?
4. What do you want to learn more about?

ACTIVITIES

1. Mapping Your Learning Zones
 - a. Follow the instructions for the Mapping Your Learning Zones reflection activity, designed by Daniel Lim Consulting, to help identify how comfortable you are with various topics covered in the training.
2. Privilege Walk
 - a. This is a common activity in the social justice training world and [these instructions](#) from the Lake Land College Diversity Education Task Force are excellent. It's important to note that this activity requires trust and relationship, so do not engage in it if your group has not yet cultivated trust.
3. Understanding Microaggressions
 - a. Follow the instructions in the Understanding Microaggressions worksheet developed by the Daniel Lim Consulting Team which explores microaggressions and the assumptions that underlie them.
4. Fusion Comedy's Mosquito Microaggressions Video
 - a. Watch this short (2 min) [video](#) by Fusion Comedy that uses the metaphor of a mosquito to explain microaggressions and engage in dialogue about how to reduce microaggressions in your workplace. **DISCLAIMER:** This video contains profanity (f-word), so please use discretion when showing to external audiences.

Module II Additional Resources

The following resources offer opportunities for further learning and in-depth exploration of many of the topics covered briefly in the training module. This is far from an exhaustive list.

- ARTICLE: “**Heteropatriarchy and the Three Pillars of White Supremacy**” by Andrea Smith. This article delves into the complex ways in which white supremacy plays out amongst different facets of racially oppressed groups and works to hinder solidarity. https://drive.google.com/file/d/1z_Il4WHSaCHHXDF7Q4tp25LVvNztRGU/view?usp=sharing
- ARTICLE: “**White Privilege: Unpacking the invisible knapsack**” by Peggy McIntosh. This brief and poignant article coins the concept of white privilege and explains how it creates unearned advantage and power for all white people and at the same time obscures the processes by which this unearned power is gained. <http://www.nymbp.org/uploads/2/6/6/0/26609299/whiteprivilege.pdf>. There is also a YouTube video: <https://www.youtube.com/watch?v=DRnoddGTMTY>
- ARTICLE: “**Characteristics of White Supremacy Culture**” by Tema Okun and Kenneth Jones. This article articulates the subtle ways in which white supremacy shows up in the workplace culture of organizations. <https://www.showingupforracialjustice.org/white-supremacy-culture-characteristics.html>
- ARTICLE: “**What is Internalized Racism?**” by Donna Bivens. This article explains internalized racism, how it works, and what can be done about it. There are also reflection questions. https://www.racialequitytools.org/resourcefiles/What_is_Internalized_Racism.pdf
- ARTICLE: “**Today’s racial wealth gap is wider than in the 1960s**” by PBS. This article explains why the racial wealth gap has expanded since the 1960’s. <https://www.pbs.org/newshour/nation/todays-racial-wealth-gap-is-wider-than-in-the-1960s>
- VIDEO SERIES: “**What is Systemic Racism?**” by Race Forward. This video series explains how racism shows up across society in accessible, short (1-2 minute) videos. <https://www.raceforward.org/videos/systemic-racism>
- ARTICLE: “**Four Levels of Racism**” by Race Forward. This short article explains the four levels of racism and offers discussion questions for exploring how they show up in your work and organization. <https://www.cacgrants.org/assets/ce/Documents/2019/FourLevelsOfRacism.pdf>

- ARTICLE: **“Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color”** by Kimberlé Williams Crenshaw. This article explores the intersections of race and gender to elucidate how women of color are frequently marginalized within both feminist and antiracist movements and the effect that has on the compounded violence they experience and the largely ineffective responses to it. <https://www.racialequitytools.org/resourcefiles/mapping-margins.pdf>
- VIDEO: **“The Urgency of Intersectionality”** Kimberlé Williams Crenshaw. This video describes intersectionality and why it is so important in an engaging and accessible TED Talk. https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality
- BOOK: ***White Fragility*** by Robin DiAngelo. This book explores some of the counterproductive ways that white people often respond to issues of race and racism and why it is so hard for white people to talk about and address racism. <https://www.pdfread.net/ebook/white-fragility-robin-j-diangelo/>
- BOOK: ***So you Want to Talk About Race*** by Ijeoma Oluo. This book provides an easy introduction for readers of all races through subjects ranging from intersectionality and affirmative action to "model minority" in an attempt to make the seemingly impossible possible: honest conversations about race and racism, and how they infect almost every aspect of American life.
- BOOK: ***Me and White Supremacy*** by Layla Saad. This book leads readers through a journey to understand white privilege and learn how to stop inflicting harm through racism. <https://www.meandwhitesupremacybook.com/the-book>

Module III: Anti-Racism and Racial Justice

This module covers an introductory overview of anti-racism and racial justice. The video, reflection questions, activities and additional resources define anti-racism and racial justice, including the four components of the system of racial justice, and examples of actions you can take to contribute to a more racially just system, especially in housing and community development. Note that this is an introduction and there is much more to learn!

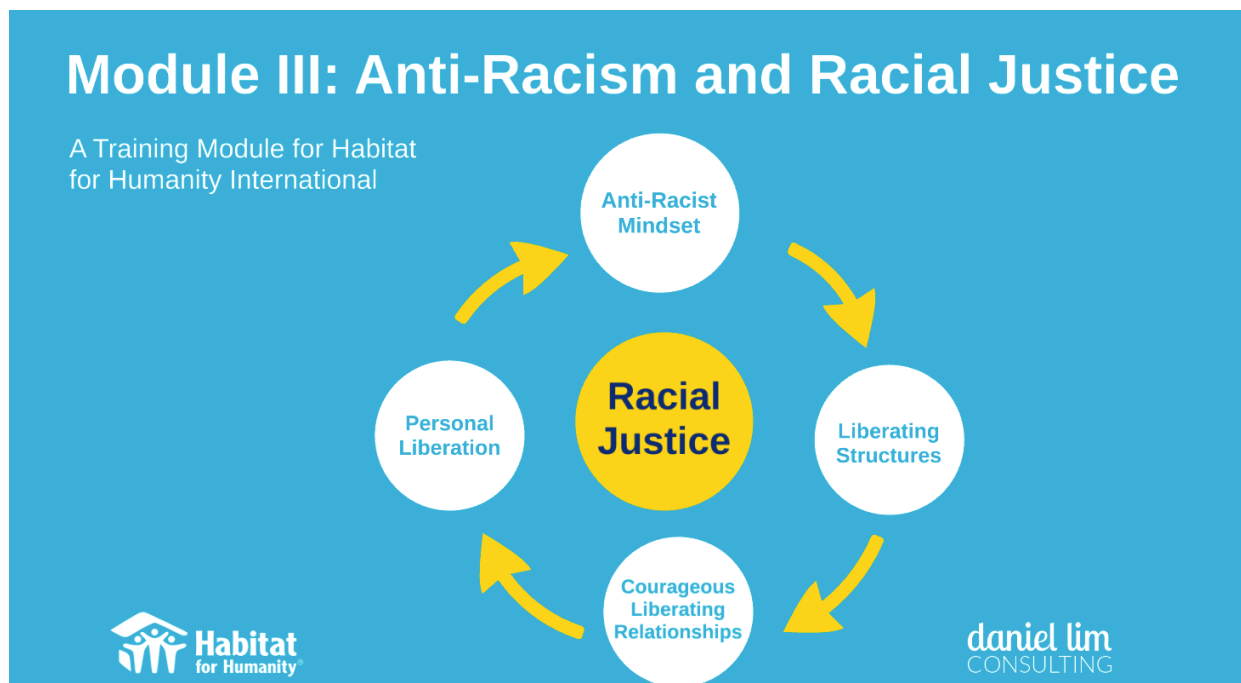
LEARNING OBJECTIVES

- Develop a shared understanding of why anti-racism is in everyone's best interest
- Explore how racial justice operates as a system
- See example actions related to community development work necessary to achieve a racially just system

VIDEO DESCRIPTION

The video uses a simple Prezi visual format and it is about 16-minutes long. Opportunities to pause for silent individual reflection are woven throughout the video. We recommend utilizing these pauses and creating space for individual reflection, group dialogue, and/or activities following the video, ideally in a single 45 minute – 1-hour session.

[LINK TO MODULE III VIDEO AND SCRIPT](#)



Module III Reflection Questions

These questions are in the video as pauses. Feel free to print this worksheet.



What's one thing you can commit to building an anti-racist mindset?

What's one thing you can commit to creating more liberating structures in the workplace, community practice, or policy advocacy?

Where is there room in your relationships with communities that can be more courageous and liberating?

What is one way you can commit to working on your personal liberation necessary to support collective liberation?

Module III Group Dialogue and Activities

We recommend that groups begin by establishing shared agreements (see page 20 for more information) and then choose 1-3 questions from the list below. Give each individual 5-10 minutes to personally reflect on the selected question(s), and then engage in group dialogue to explore the questions, learn from one another, and work towards collective understanding. If time, trust and spaciousness allow, engage in the activities or pose your own questions.

INITIAL REFLECTIONS

1. What aspects of this video were uncomfortable or surprising?
2. What feelings come up for you after watching this video?
3. What are your key takeaways from this video?

REVIEWING THE CONTENT

1. Where do your organization's racial equity efforts show up in the cycle of racial justice?
Where do your personal efforts show up?
2. Who inspires you to pursue racial equity in your work and life?
3. What barriers do you experience or anticipate in becoming more involved in racial justice work in your life and community?

ACTIVITIES

1. Native Land Acknowledgement
 - a. Explore this [guide to Indigenous land acknowledgement](#) from the Native Governance Center and decide if and how you would like to create a land acknowledgment for your group.
2. Confronting Microaggressions
 - a. Follow the instructions in the Confronting Microaggressions worksheet developed by Daniel Lim Consulting.
3. Mapping out points of intervention in your work
 - a. Using the cycle of racial justice (anti-racist mindset, liberatory structures, courageous and liberatory relationships and personal liberation) as a guide, identify points of intervention for promoting racial justice in your work with communities for each aspect of the cycle.
4. Justice in June
 - a. Use the ["Justice in June"](#) website as a guide to continue your learning and actions around racial justice. Check-in about your progress as a group.

Module III Additional Resources

The following resources offer opportunities for further learning and in-depth exploration of many of the topics covered briefly in the training module. This is far from an exhaustive list.

- WEBSITE: **“Justice in June”** offers a curated list of anti-racism educational resources and actions with options to spend 10 minutes, 25 minutes or 45 minutes a day learning about and taking action steps towards anti-racism.
- OPEN-SOURCE DOCUMENTS: **“Anti-Racism Resources”** is a google document with links to books, podcasts, videos and other resources to learn about and engage in anti-racism work. Showing Up for Racial Justice Santa Barbara has a similar [Running List of Suggested Antiracism Resources](#) with different suggestions for books, podcasts, etc.
- WEBSITE: **“Center for Anti-Violence Education”** is an organization that works to prevent hate violence in communities by centering those most marginalized. Their website has lots of great educational resources. <https://www.caeny.org/>
- WEBSITE: **“The Guide to Allyship”** is an open-source guide for those who want to be a better ally. It is accessible, short, to the point and very engaging, offering concrete tools for how to think about allyship in an effective way. <https://guidetoallyship.com/> .
- ARTICLE: **“Characteristics of White Supremacy Culture”** by Tema Okun and Kenneth Jones. This article articulates the subtle ways in which white supremacy shows up in the workplace culture of organizations. The characteristics were identified through interviews with over 400 BIPOC individuals who worked in nonprofits in the 1990’s. <https://www.showingupforracialjustice.org/white-supremacy-culture-characteristics.html>
- ARTICLE: **“Solidarity, Not Charity”** by Dean Spade. This article explores how oppressive dynamics show up in organizing work and why mutual aid is crucial for mobilizing and survival. [https://read.dukeupress.edu/social-text/article/38/1%20\(142\)/131/160175/Solidarity-Not-CharityMutual-Aid-for-Mobilization](https://read.dukeupress.edu/social-text/article/38/1%20(142)/131/160175/Solidarity-Not-CharityMutual-Aid-for-Mobilization)
- ARTICLE: **“Qualities of Regenerative and Liberatory Culture”** by Daniel Lim. This Medium.com article explores the qualities of regenerative and liberating culture and how they can support transformative change in organizations. <https://regenerative.medium.com/qualities-of-regenerative-and-liberating-culture-9d3809b30557>
- BOOK: ***How to be an Antiracist*** by Ibram X Kendi. This book examines various forms of anti-racism and helps readers to see racism clearly, understand the negative consequences of racism, and work to dismantle racism.

- BOOK: ***Me and White Supremacy*** by Layla Saad. This book leads readers through a journey to understand white privilege and learn how to stop inflicting harm through racism. <https://www.meandwhitesupremacybook.com/the-book>
- BOOK: ***So you want to talk about race*** by Ijeoma Oluo. This book guides readers of all races through a wide range of subjects to help them have honest conversations about race and racism and how they impact nearly every facet of life in the United States. <https://www.mahoganybooks.com/9781580058827>
- BOOK: ***Healing Racial Trauma; The Road to Resilience*** by Sheila Wise Row. This book leads BIPOC readers through exposing and healing from racial trauma using a liberatory Christian lens. <https://www.christianbook.com/apps/easyfind?Ntk=author&Ntt=Sheila%20Wise%20Rowe>

Guidance for Facilitating Group Dialogue and Activities

We recognize that it can be uncomfortable to engage a group of people with varying backgrounds and levels of familiarity with racial justice, diversity, equity and inclusion in dialogue and group activities about race, racism, and racial justice. These are complex and often triggering topics which are difficult to talk about, even among people who share similar identities and backgrounds. Yet, these conversations are crucial for creating effective collaboration and collective action towards racial justice.

While it is helpful to have an experienced facilitator or a Diversity, Equity and Inclusion (DEI) consultant to hold space for these conversations, if a facilitator is not available, it is still possible to have humble and constructive group dialogues together. It is important to establish shared agreements about how to engage with one another and commit to the process together. Mistakes will be made and harm will inevitably occur, but when a group commits to holding each other accountable for repairing harm, transformative conversations are possible. Racial justice work cannot happen in isolation - it requires everyone being brave enough to take risks, listen deeply and speak their truth, and be willing to be held accountable for harm.

The activities and dialogue questions described in the sections for each module provide a number of different opportunities for engaging in collective learning and integration of the information in the videos. Each group that engages with these materials can decide which questions and activities are right for them - you don't necessarily need to talk about every question and do every activity. We recommend that you review the tenets for engaging in difficult conversations and create brave space conversation agreements based on the ones provided in this manual before engaging in group dialogue and activities.

Brave Space Conversation Agreements

The training modules cover race and systemic racism, racialized housing history in the United States, and anti-racism and racial justice. These topics hold a lot of collective history, pain and trauma. Many participants will likely have painful lived experiences related to the topics which may impact how they experience the training. Disagreements and differences in opinion may be especially challenging to navigate as these are sensitive subjects for many. Therefore, it is vital to create and review conversation agreements together to uphold a safer, more inclusive and brave space. Brave spaces are learning-oriented and provide participants with the safety they need to speak courageously and authentically. We recommend the following agreements to start with, and we encourage affiliates to add and revise as agreed upon:

- **Make space, take space:** If you're usually someone that speaks a lot in team meetings, make space for others; if you're someone that's usually quiet in team meetings, take up space by speaking up and sharing your thoughts.
- **Speak from your understanding:** Speak from your personal perspective (using I statements) and try not to make assumptions about other people's motives.
- **Try to be concise:** Share your thoughts succinctly whenever possible to allow room for others to speak and help the conversation move along.

- **Listen to understand:** Practice active listening and seek first to understand - rather than to figure out who's right and who's wrong. Try to avoid thinking about your response while others are speaking.
- **Embrace complexity and divergence:** DEIJ is complicated! Ask questions and clarify! We don't all have to agree on everything because we all come from different backgrounds and experiences. From divergence, we grow.
- **Honor intent and attend to impact:** Good intentions don't always translate to good impact, so we have to hold both. When harm happens, acknowledge intent, but don't use intention as an excuse to avoid addressing and repairing the harm that was done.
- **Uphold confidentiality of personal stories:** These conversations often bring up personal stories and it is important to agree to keep those conversations confidential. If you learn a particular insight from a story that is told, you can share the insight, but not the details of the story.

Tenets for Engaging in Difficult Conversations

The following tenets about engaging in difficult conversations offer a framework for how to talk about topics that can be uncomfortable and triggering. There is no silver bullet for ensuring that nobody will be hurt and a conversation will lead to meaningful change and relationship building, but these tenets offer a helpful foundation for generative conversations.

Tenet #1: Engage in dialogue in good faith. Difficult conversations about challenging topics require dialogue because dialogue supports people to deepen their understanding. The goals of dialogue include sharing experiences, listening deeply, finding shared values and goals while also making space for differences, holding complexity and being honest about your explicit and implicit goals. If your implicit goal is "I want to convert, convince, and persuade," then you are not going to be oriented towards listening. Don't use dialogue if that's your real goal. Debate is a more appropriate tool for this situation. Dialogue requires consent, which means that all parties must be aware that they're entering into a dialogue and consent to the process. All persons entering a dialogue are asked to enter in good faith, meaning they are asked to enter with love, care and trust in their heart and with the intention of speaking their truth and seeking to understand others. In short, participants are asked to enter with a learning mindset.

Tenet #2: Create Spaciousness. Spaciousness is about having enough time and latitude to speak what comes to mind, ask questions, and explore different directions. Spaciousness is vital for difficult conversations because harm often happens when conversations are rushed. Rather than trying to cram the video, a group activity and all the discussion questions about a module, just focus on the video and one or two questions. Spaciousness also comes from a sense of safety and trust; a dialogue can only happen when people feel safe enough to speak honestly. Therefore, it's important to ask about safety and check-in regularly throughout a dialogue session. Remember, these conversations require bravery and they *will be uncomfortable* - don't mistake discomfort for lack of safety, especially if you are white. At the same time, it's important to slow down and reconsider your next steps if anyone is not feeling safe enough to continue. In the workplace, there will always be power dynamics, but it doesn't mean people always feel unsafe speaking honestly in front of their bosses. The level of trust is

important and establishing conversation agreements can also reduce the risk of retaliation from the outset, and help to ensure inclusion and equity in participation.

Tenet #3: Center Personal Experiences. In other words, speak your truth and use “I” statements. This does not mean saying something like, “I think you’re wrong.” It means speaking what is true to your own lived experience. Speak about your hopes, dreams, desires and fears. Speak about your experiences of joy and love as well as experiences of loss and trauma. Speak to your access to privilege and your experience of oppression. When you speak for yourself and avoid speaking for any larger social group that you might belong to or about other social groups, the conversation remains focused on the present. Abstract conversations about what other people might be experiencing are unlikely to advance collective liberation. Additionally, simply acknowledging your identities (particularly privileged ones) and how they might shape your perspective, creates space for more trust.

Tenet #4: Examine power structures. Examining how power structures shape individual behavior and experiences is essential for navigating difficult conversations about race and racism. It’s important to recognize how power structures show up in interpersonal interactions, but also critical not to make assumptions about how someone experiences life based on their identity. The purpose of examining power structures is not to induce guilt, but to promote accountability and greater awareness of privilege and oppression. At the same time, avoid “victim olympics” that center on competing to find out who’s most oppressed or who’s most innocent. Power structures are deeply embedded in every space and we need to recognize them in order to dismantle them. However, putting all our energy into examining how oppressive current systems are and none of our energy into envisioning and creating liberatory ones will not allow us to build liberatory structures and connections across differences. Therefore, it’s important to balance examination of power structures with collective visioning for liberatory structures and relationship building.

Tenet #5: Interrupt Harmful, Oppressive Behavior. Conversation must remain committed to transforming oppressive power dynamics, such as men interrupting women, White people playing devil’s advocate and posing theoretical “what ifs,” White women crying to evade accountability and garner sympathy, tone policing¹ of people of color or silence from white people. These behaviors perpetuate the very patterns that dialogue about racial justice is aiming to disrupt and makes it very difficult to build trust and work towards collective liberation. In these situations, it’s important to call people in rather than calling them out. The best way to interrupt harmful behavior without getting derailed is to state the observation neutrally, explain the impact, and request for different behavior. Calling people out to shame them or punish them, or to shut people down if they say something that you don’t agree with, does not help the dialogue move forward and often results in deeper distrust and further harm.

Tenet #6: Center equity and embrace complexity. In conversations about race and racism, it is important to center Black, Indigenous and other People of Color’s perspectives, while at the same time not putting the burden of educating others on BIPOC. This means creating space for BIPOC to speak if they want to, listening deeply, and challenging everyone, especially white people, to participate and move beyond their comfort zone. This requires distinguishing

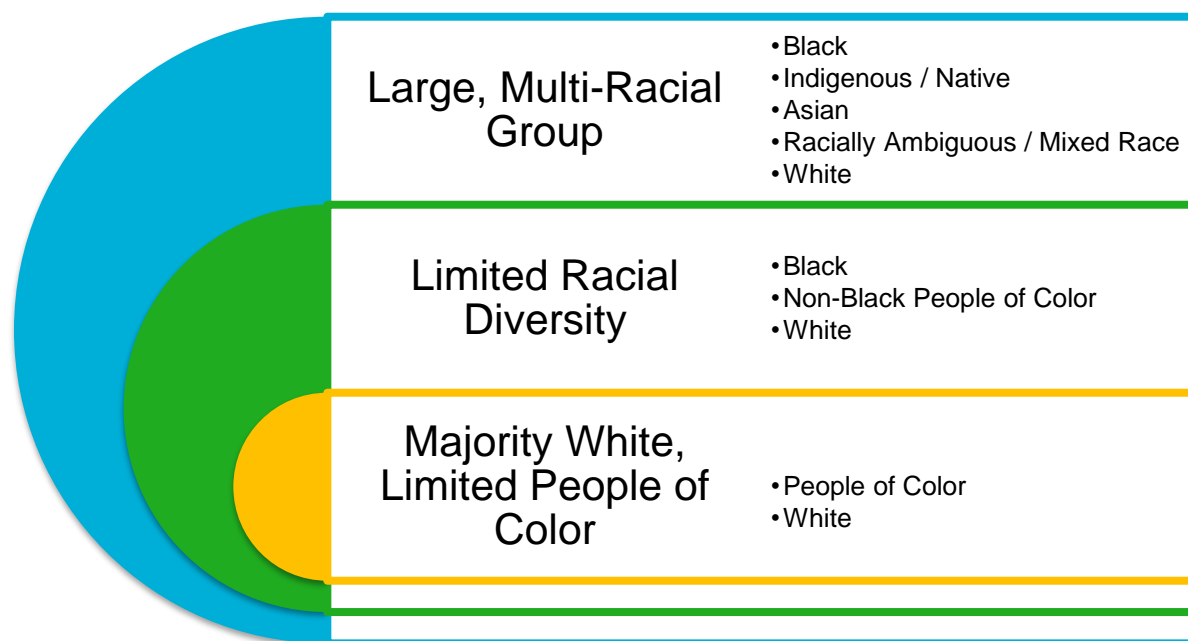
¹ **Tone policing** is when people, especially white people, respond to BIPOC expressing their frustration or hurt by arguing that the tone of their voice or the language they are using is not appropriate. This draws the attention away from the actual event or conversation that caused harm and instead blames the BIPOC person for being too “disruptive,” perpetuating negative stereotypes and shirking accountability.

discomfort from danger and being willing to get uncomfortable. It also requires that people are willing to attend to harm when it occurs, regardless of whether it was intentional or not. Conversations about race and racism are inevitably complex, so it's essential that participants become comfortable with contradictions, cognitive dissonance and conflict. Embracing generative conflict, divergence and disagreement help to move the dialogue forward by allowing participants to explore differences. Consensus and agreement are great, but not at all the goal of dialogue. The purpose of dialogue is to reveal the diversity of human experience and then find a thread or bond of shared humanity amidst that plurality. Disagreement and conflict can be generative as long as they are rooted in a shared respect for all of our humanity, and not rooted in bigotry and denial of one group of people's humanity.

Affinity Groups

Another option for group dialogue is to break out into affinity groups by race. Affinity spaces are a method of gathering based on shared identity that creates safer space for people of a particular shared identity to talk about shared experiences that are often complex and challenging, without the same level of fear of being harmed or causing harm. Black, indigenous and other people of color often don't have enough safety to speaking honestly in dominant spaces and affinity spaces are essential for working towards collective healing from internalized oppression. White people also need affinity spaces to talk about racism and learn, grow, make mistakes and be held accountable, without harming Black, Indigenous, and other People of Color in the room, or relying on BIPOC to teach them.

There are many ways to break up affinity groups by identity, depending on the quantity of people. A group should have a minimum of 2-3 people. It is best to break out groups by racial identity as much as possible, but if there is a lack of racial diversity, it is important to create as safe a space as possible for the most historically marginalized, particularly Black and Indigenous people. The following figure outlines suggested affinity space configurations for groups of varying levels of racial diversity.



While affinity spaces can be a very effective tool for creating safer spaces and supporting healing and deeper processing and learning, it is important that they aren't the default for all conversations about race. Affinity spaces help to strengthen individual and group capacity for racially integrated dialogue and collective action by helping BIPOC to heal and build resilience, and helping white people to deepen their understanding of racism and build self-awareness. This capacity-building is important, but interracial dialogue is also essential over the long run to move forward in creating sustainable change towards advancing racial justice.

Finally, when moving from affinity spaces to integrated spaces, beware of the tendency for white people to be silent and not share openly about their experiences and conversations in the affinity space. This is an oppressive dynamic and it's important for white people to actively resist the urge for silence and speak candidly.

Continuing the Learning Journey

Thank you for engaging with these training modules! We hope that you have learned some helpful concepts, engaged in rich and meaningful dialogue with your colleagues, and identified some next steps for yourself and your group to advance racial justice. These trainings serve only as an entry point that lays a foundation for a lifetime of continued (un)learning and growth around these topics. We hope that you will revisit these training modules on a regular basis, engaging in different activities and exploring new resources each time. Each of the additional resources can also be explored as a full group activity, followed by dialogue and implementation of what you learned. Racial equity a lifelong journey, and we wish you continued courage, curiosity, humility, and strength in your learning journey.

**Manual written and designed for
Habitat for Humanity International by:**
Sonya Buglion-Gluck

with support from Daniel Lim, Giovania
Tiarachristie, and Emily Ahn Levy

Daniel Lim Consulting 2020

Appendix: Glossary

Affinity Space (Affinity Group): A method of gathering based on shared identity that creates safe space for people of a particular shared identity to discuss shared experiences that are often complex and challenging.

Allyship and Ally: A person who takes on a struggle against a form of oppression they do not experience as their own and leverages their privileges to create change that works to dismantle systemic oppression.

Anti-Racism (Anti-Oppression): A mindset and action orientation upheld on individual and institutional levels that recognize that racism and oppression are a defining feature of our society and that people must actively resist and dismantle systems of racism and other forms of oppression.

Bias: A tendency, either conscious or unconscious, to prefer one thing over others in a way that prevents objectivity and often perpetuates systems of oppression.

Class Privilege (Socioeconomic Privilege): Unearned advantages that people in dominant classes enjoy by virtue of having access to built-in power, resources, and opportunities. Like most forms of privilege, class privilege is not primarily about wealth but more about social capital. People in dominant classes such as wealthy and middle-income people enjoy the privilege of being seen as more intelligent, worthy, important, able, and are subsequently treated with more respect, dignity, and credibility.

Colorism: A form of bias that favors lighter-skinned people and shows dislike towards darker-skinned people. Colorism has an independent and much longer history than racism and is also closely tied to classism, but colorism does exacerbate racial bias. Colorism is one common manifestation of internalized racism among Black, Latinx, and Asian communities.

Desegregation / Integration: Desegregation refers to a legal or political process of ending the separation and isolation of different racial and ethnic groups. Integration refers to a social process in which members of different racial and ethnic groups experience fair and equal treatment within a desegregated environment. Integration requires further action beyond desegregation.

Discrimination: Acting in ways that disproportionately favor one group of people over another without regard to actual merit or need.

Displacement: The forced movement and relocation of people from their home, neighborhood, country, and/or homeland.

Diversity: A situation in which an organization, group, or community's membership reflects the diversity of the larger society, or in the case of an organization or a group, the membership reflects the diversity of populations that the organization serves and employs.

Equity: A process or practice that ensures everyone involved gets what they need to achieve greater fairness in treatment and outcomes.

Ethnicity: Group membership, i.e., social identity marker, that is communally, familially, and individually selected to reflect one's cultural and linguistic heritage

Fair Housing: The right to choose housing and neighborhoods, including renting, buying, or financing your home, free of discrimination. It also refers to the responsibility of jurisdictions to address housing discrimination, segregation, and promote integration and fair access to opportunity.

Gentrification: A process of rapid socioeconomic change in a neighborhood that historically experienced disinvestment. The process involves the capitalization of recent neighborhood improvements in a historically low-income community, private and governmental real estate investment and rebranding, the increased migration of middle- and upper-income, mostly White families, which lead to rapid rise in residential and commercial rents, land value, and overall costs of goods and services. This rapid rise in costs often leads to displacement of long-time, low-income residents and entrepreneurs, and results in shifts in the demographics of residents (economic, racial, and educational) as well as the landscape of businesses and services catering to the wealthier, Whiter population.

Housing Justice: The idea that all people, regardless of race, gender, socioeconomic status, sexuality, documentation status, or another identity or status, should have access to housing that is high-quality, adequately spacious, safe, stable, and affordable.

Inclusion and Belonging: Concepts that speak to the experience of being welcomed, valued, engaged, and treated with respect and care.

Intersectionality: The interconnectedness of systems of privilege and oppression which create complex, interdependent experiences of discrimination or advantage based on the many different social identities each person has.

Justice: The fair administration of resources and opportunities in ways that work to dismantle systems of oppression.

Liberation: The process of becoming free from oppression.

Microaggression: Speech, behavior, or environmental conditions that convey a one-dimensional, derogatory, or otherwise dehumanizing message about a particular social group, which is almost always a group that is already marginalized in society.

Nationality: The country in which one was born, raised, or has citizenship

Oppression: A state-sanctioned system of control, exploitation and dehumanization of people who have marginalized social identities, which create barriers to self-determination, wealth, health and safety.

Prejudice: A preconceived notion about a group, often founded unconsciously, which is not grounded in actual experience or objective knowledge.

Privilege: Unearned advantages that a person enjoys by virtue of their membership or perceived membership to a dominant group.

Race: Group membership, i.e., social identity marker, that is imposed upon people to uphold a racial power hierarchy

Racism: State-sanctioned economic, political, and cultural systems that concentrate wealth, power, and privilege among White people while impoverishing, disenfranchising and generally oppressing people of color.

Segregation: State-sanctioned separation of different groups in an establishment, building, neighborhood, region, or country. This term is most commonly used in, but not limited to, the discussion of racial/ethnic residential segregation on a neighborhood, city, or regional level.

Self-determination: Ability and right of a person or community to determine for themselves what they need and to lead in defining the parameters, agenda, and pace of a planning process that will ultimately impact them. There are many other words that speak to self-determination and liberation such as sovereignty, autonomy, freedom, and liberty.

Solidarity: Relationships and networks of mutual aid based in reciprocity, equity and sovereignty rather than top-down, paternalistic practices for funneling resources to vulnerable communities that perpetuate dependence, dehumanization and ultimately do little to disrupt the root cause of vulnerabilities.

White Privilege: Unearned advantages that White people benefit from, often without their conscious awareness, since White-dominant institutions have ensured that such advantages are built into the structure and fabric of our society requiring no conscious participation in such advantages by White individuals.

White Supremacy Culture: A recent concept coined by Tema Okun and Kenneth Jones to describe how the ideology of White supremacy shows up and is reinforced in organizational norms and behavior. White supremacy culture is predominantly found in White-dominant organizations, but organizations of color may also exhibit characteristics of White supremacy culture due to operating in a White-dominant society.

White Supremacy: As an ideology, White supremacy lumps together people of European descent into the racial category of “White people” and makes the claim that White/European people and their beliefs, values and customs are superior to those of non-White people. As an economic and political system, White supremacy manifests as racism (systemic racism), which concentrates wealth, power and privilege among White people while oppressing, exploiting, and enacting physical and structural violence on people of color.