



## FACILITATION GUIDE

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# Introduction

## **What is MVMT10K?**

MVMT10K (Movement of 10,000) is a digital platform designed as both a website and a mobile app with the goal of educating individuals in Central Indiana and beyond about the history of racism, its present implications, and methods to make constructive change against systemic racism.

## **Who created MVMT10K?**

MVMT10K was created and funded by The Indianapolis Foundation, an affiliate of Central Indiana Community Foundation (CICF). CICF nor The Indianapolis Foundation claim to be experts on racial equity and anti-racism. MVMT10K stands as a continuous, adaptive curriculum and invitation to the rest of the community to continue learning alongside us.

Researcher and sociologist, Kayla Knox, serves as the platform's project manager and equitable initiatives officer for The Indianapolis Foundation. This project is supported by her efforts, as well as many of the tools The Indianapolis Foundation and its collaborative partners have used to contribute to a more equitable and anti-racist institution.

The platform was designed and built by a Black-owned developing company, Haystack, and we thank them for their contributions.

## **Who is MVMT10K created for?**

Everyone is negatively impacted by systemic racism. All of us are collectively socialized in a racist system and we contribute to it unknowingly.

However, regarding our learning content, we expect White individuals to take on most of the responsibility of learning and unlearning. BIPOC (Black, Indigenous, People of Color) have lived experiences that we value.

## How to Use This Guide

This guide is for anyone interested in facilitating group conversations using the resources uplifted by MVMT10K to inspire reflective learning about themes relating to anti-racism.

Some examples of groups or individuals we expect to use this guide are:

- DEI (Diversity, Equity, and Inclusion) professionals who want to bring this type of learning to their company or organization's staff
- Organizations that want to commit to anti-racist learning and policies
- Neighborhood associations who want to use MVMT10K to help support anti-racism efforts in their communities
- Book clubs who want to make MVMT10K their newest material to read and discuss as a group

This guide is meant to direct your conversations and to empower you and other individuals to bring members of their community together. This is just a starting point. We want you to make these discussions useful for you and your group.

- What is included in the guide:
  - Tips for anyone leading or facilitating a discussion
  - Sample reflection questions for each pathway
  - Examples of activities you can do with your group.
  - Guidance on how to navigate each pathway with your group

We made this guide to help those who want to do anti-racism learning, but don't necessarily have facilitation experience or consider themselves "racial equity experts." With the help of trained facilitators, experienced educators and current students, we put together a resource that can help anyone do this work. You know your group and community the best. So, it's helpful to have a leader and facilitator they will trust and are already familiar with.

You and your group will be able to internally discuss how to integrate anti-racist policies and practices into your space.

## Tips for Facilitators by Kayla Knox, M.A.

*As a trained Program Leader and Facilitator through the Racial Equity Institute, as well as the content curator and project manager of the MVMT10K, I have gathered some of my best practices and tips for leading and facilitating a group conversation around the MVMT10K content. Feel free to take what works for you and leave what doesn't!*

### Preparation

- **Do the work.** As a facilitator, it is important for you to demonstrate a level of interest and commitment to the material. I suggest going through the Pathway content at least twice to be confident in the material you are talking about.
- **Prepare takeaways.** Write down 3 takeaways from each pathway. In one sentence, summarize why those 3 takeaways are important to your group's work. These are the main points you want to drive home during the debrief.
- **Prepare Personal Connections.** Weave in personal stories and connect those to the content in a meaningful way. This will help people get to know and trust you, as well as encourage them to share their own stories with the group. Explore how each pathway connects to your own personal story – that's what we expect our participants to do!
- **Establish Ground Rules or Rules of Engagement** that the entire group can agree on. It is important that everyone knows what the expectations are around what is appropriate and inappropriate to say or do when discussing racism, especially at work. If you want to reference MVMT10K's Rules of Engagement, they can be found under the "Resources" tab.
- **Prepare Grounding Questions which will be answered** at the start. This will begin tapping into vulnerable communication for the group. These are some examples that The Indianapolis Foundation and the Racial Equity Institute have used in the past:
  - Who are you?
  - Where are you from?
  - Why is it important to end racism?
- **Prepare Breakout Groups.** If you know that your group is too large (15+) to have a fruitful conversation together, feel free to use breakout groups! I suggest groups of at least 3-4 and for you, as the facilitator, to assign breakout groups before the actual discussion.

When preparing these groups, I suggest you try your best to get a good mix of gender, racial, sexual orientation, and generational identities. This will ensure that your groups will have meaningful conversations with plenty of perspectives to be shared!

### **Leading a Discussion**

- As a facilitator, it is important that you are engaging and inviting. You can do this by:
  - Making everyone feel comfortable. Try to be observant of your own biases; you don't want to make anyone feel like their opinions are wrong.
  - Remain confident in challenging situations
  - Read the room and listen effectively
  - Use language and references that speak to the entire group. This is when it is helpful to know your staff or group participants on a personal level!
- If you're working with an organization, connect the material to their work and use the mission statement as a starting point.
- Affirm participants when they ask a question.
  - For example: "Thank you for bringing that question to the group."
- Navigating tough questions: Work on strategies for how you can "acknowledge" a challenging question (when you don't have a complete answer), avoid getting pulled into a rabbit hole, and continue to move the conversation forward for the benefit of the whole group.
- Focus on the whole group versus focusing on one person that is having trouble understanding something or wants to take up too much space in the meeting.
- As the facilitator, try to control any emotional responses you may be feeling towards a single participant or their views or comments.
- Allow space for silence for the group to process and discuss. Don't try to quickly fill silence after you ask a question – that's normal! Try to stay back and let the group navigate the silence and the answer amongst themselves.
- Allow the group to work out competing ideas on their own. You don't have to always be the one that finds a resolution.
- It's okay to not know the answer to a question; feel free to ask the group for their thoughts!

### **Wrapping Up**

- Allow your group to provide feedback (via survey, interviews, etc.) to make your future conversations even better

- Revisit takeaways and ensure participants have an action plan to incorporate what they learned into their daily lives

# Introduction Pathway

Number of total touchstones: 11

Time: 1 hour and 31 minutes

## Overview

- Serves as an entryway for the MVMT10K learning and content to follow
- Main goal of understanding what systemic racism means for everyone
- Features introductory guideposts, videos, and podcasts
- Terminology needed to understand various content
- Learning required to sign the pledge for equity and inclusion
- Completion opens Pathways 2 through 5

## Key Content Touchstones

- Systemic Racism Explained:
- White Supremacy is Not Just About Extremism
- The Corrosive Effects of Racism
- What is White Fragility?
- What is “Whiteness” Anyway?

## Introduction Pathway Reflection Questions

### Big-Picture Questions

1. What are you willing to lose to help create a more equitable society?
2. Who will you bring with you on this learning journey?

### Touchstone Questions

- What information within the touchstone “Systemic Racism Explained” described was new for you?
  - If the information wasn’t new, explain an experience where you have recognized or identified systemic racism (racism expressed through systems in society)

- As discussed in “White Supremacy Is Not Just About Extremism”: What were your thoughts on the “white supremacy flower” and its structure?
  - Have you heard about white supremacy being explained this way before?
- As discussed in “The Corrosive Effects of Racism”: Did you learn about the blue eyes/brown eyes exercise in school?
  - If not, what was your reaction to the exercise by Jane Elliot?
- How do you feel about the state of racism today?

As discussed in the “What is ‘Whiteness’ Anyway?” touchstone:

- What is White culture?
- What are White values?
- Does being White simply mean NOT being a person of color?
- Where did the idea of race even come from?



## Pathway 2: How Did We Get Here?

Number of total touchstones: 18

Time to complete pathway: 8 hours and 32 minutes

*\*As of 3/13/23; this pathway may have new content added to it in the future*

### Overview

- Learning focused on the United States' complicated history with race and racism
- Recognition that many have had a simplified version of history taught to them and aims to fill learning gaps
- Explanation of race historically being a socially created construct and its impact today
- Analysis of how Whiteness became a largely accepted identity
- Review of the continuous effect of institutional racism on BIPOC (Black, Indigenous, People of color)

### Key Content Touchstones

- Lies My Teacher Told Me
- The Construction of Race and Racism
- The 1619 Project
- Roots Deeper Than Whiteness
- Birth of a White Nation
- The Historical Construction of Whiteness
- Paper Genocide
- Know Your History
- The Black Panthers
- The Long History of Racism Against Asian Americans in the U.S.
- The Complicated History and Identity of Latinos in the United States
- Indiana Avenue: The Ethnic Cleansing of Black Indianapolis
- The History of Hate in Indianapolis

## Pathway 2 Reflection Questions

### Big-picture questions

- What did you learn in this pathway that you did not learn in school?

For White Movers:

- Have you ever thought about being White?
- What does it mean if you have never thought about Whiteness as a racial identity?
- What do you like about being White?
- Do you have power by being White?
- Would you want to be a person of color?

For BIPOC Movers:

- When did you first become aware of having a racial identity?
- What was the first experience that you can remember, where you were treated differently because of your race?

### The True History of Race and Racism Questions (includes Lies My Teacher Told Me, Construction of Race and Racism, and the 1619 Project)

- As discussed in “Lies My Teacher Told Me”: Have you ever felt that you received history lessons in school that were too simplistic about the history of racism? Share your experience
- As discussed in “Construction of Race and Racism”: Have the differences between race, ethnicity, and nationality ever been confusing for you?
- As discussed in “The 1619 Project”: Did the year 1619 stand out for you before listening to the presentation?
- As discussed in “The 1619 Project”: Which poet who presented their work in correlation to the project did you enjoy the most and why?
- How does the historical information discussed in this Pathway connect to current racial inequities?

### **Whiteness Questions (includes Roots Deeper than Whiteness, Birth of a White Nation, and The Historical Construction of Whiteness)**

- What were your thoughts on David Dean’s perspective presented in “Roots Deeper than Whiteness”?
- As discussed in “Birth of a White Nation”: What were your thoughts on Jacqueline Battalora’s statements at the very beginning of her presentation, “White people did not exist before 1681...any claim that this group called White people is rooted in biology or derived from genes, or ... is innate, or is from nature is a lie!”? How did your opinions shift throughout the duration of her presentation?
- Did you learn anything new from the “The Historical Construction of Whiteness” that varies from the previous two touchstones? If so, explain what you learned.

### **The History of BIPOC People in America Questions (includes Paper Genocide, Know Your History, The Black Panthers, The Long History of Racism Against Asian Americans, and the Complicated History and Identity of Latinos in the United States)**

- Have you ever heard the term “paper genocide”? What were your reactions before and after reading “Paper Genocide: The Erasure of Native People in Census Counts”?
- Regarding Black Americans’ experiences, do you feel that the “Know Your History” touchstone connected the history of race with the present effectively?
- What have you heard about The Black Panthers? Did the podcast “The Black Panthers” contradict anything you believed about the group?

### **Racism in Indianapolis Questions (includes Indiana Avenue: The Ethnic Cleansing of Black Indianapolis and the History of Hate)**

- As discussed in “Indiana Avenue: The Ethnic Cleansing of Black Indianapolis”: Did you know the history of Indiana Avenue before reading this article? What was new for you and how did it make you feel?
- As discussed in “The History of Hate in Indianapolis”: Do you agree with the IU Historian, Dr. James H. Madison’s hopeful perspective at the end of the article about the state of Indiana today? Why or why not?

## Pathway 3: Where Are We Now?

Number of total touchstones: 21

Time to complete pathway: 3 hours and 58 minutes

*\*As of 3/13/23; this pathway may have new content added to it in the future*

### Overview

- Demonstration of inequities present in U.S. society today that have accumulated from the past
- Review of present racist ideologies and biases
- Explanation of what institutional racism looks like today and its impact on BIPOC
- Learning provided on to how to be effectively anti-racist

### Key Content Touchstones

- White Supremacy Culture
- But We've Had a Black President!
- America's Great Divide
- What is Racial Color Blindness?
- The New Jim Crow
- Critical Race Theory
- White Savior-ism
- Being Anti-Racist
- Systemic Racism: Today's Data
- The Racial Wealth Gap
- Race and Home Value in Indianapolis
- Affirmative Action Policies Throughout History
- Tokenism: Why diversity in hiring is not enough
- Bias and Microaggressions
- Inclusiveness Index
- Don't Stop Believing

## Pathway 3 Reflection Questions

### Big-Picture Questions

What is an example of institutional racism that you've seen today?

What do you think it means to be anti-racist?

Can you identify examples of white supremacy related ideologies that have impacted your life?

Unpack the status of racial equity in Central Indiana: How does the information presented in this pathway compare to your original thoughts about racial equity in our community? Has your opinion changed?

Do you feel motivated to make Central Indiana more equitable? Are you discouraged? Unpack how you feel now about race and racism.

### **Racial Ideology Questions (includes: White Supremacy Culture, But we've had a Black president, America's Great Divide, Racial Colorblindness, The New Jim Crow, Critical Race Theory, White Saviorism, and Anti-Racism)**

- As discussed in "White Supremacy Culture": What is your definition of "white supremacy"? How is this similar or different from the material presented on the White Supremacy Culture website?
- As discussed in "But We've Had a Black President!": Have you ever heard someone say, "But We've Had a Black President!" when it comes to the topic of racism persisting in the United States? What has been your reaction to this statement?
- As discussed in "What is Racial Color Blindness?": What is your perspective on the topic of Racial Color Blindness?
- Have you ever seen or experienced white saviorism? Explain your experience.

**Examples of Institutional Racism Questions (includes Systemic Racism: Today's Data, The Racial Wealth Gap, Race and Home Value in Indianapolis, Affirmative Action, Tokenism, Bias and Microaggressions, and the Inclusiveness Index)**

- Did any of the data presented in the “Systemic Racism: Today’s Data” touchstone stand out to you?
- As discussed in “The Racial Wealth Gap”: Have you ever heard about the racial wealth gap? What did you take away from this video?
- Were there any connections you were able to draw from the touchstones “The Racial Wealth Gap” and “Race and Home Value in Indianapolis”?
- Which touchstone related to institutional racism today impacted you the most?

## Pathway 4: Understanding Intersectionality

Number of Total Touchstones: 13 touchstones

Time to complete pathway: 4 hours and 6 minutes

*\*As of 3/13/23; this pathway may have new content added to it in the future*

### Overview

- Learning related to the background of the term “intersectionality” created by civil rights activist and critical race theory scholar Kimberlé Crenshaw and how to utilize an understanding of it anti-racism work
- Historical narratives of those who had intersectional identities before the term was coined
- Explanation of intersectional justice and what it looks like today

### Key Content Touchstones

- What is Intersectionality?
- Interlocking Systems of Oppression
- The Urgency of Intersectionality
- The Reckoning Will be Incomplete Without Black Girls and Women
- Embracing Both/And
- Complicating White Privilege
- Disability Studies and Race
- At the Intersection of Race, Sexual Orientation and Identity
- Intersectional Justice
- Putting Intersectionality into Practice

### Pathway 4 Reflection Questions

### Big-Picture Questions

- How do identities in your life intersect?
- How do your identities affect your privilege and power?
- With more knowledge about intersectionality, how will you think about anti-racism differently?

**What is intersectionality Questions: (includes: what is intersectionality, Interlocking Systems of Oppression, and The Urgency of Intersectionality)**

- What is your definition of intersectionality?
- What other narratives that relate to intersectionality can you think of?
  - Discuss why it is important to recognize various identities
- As discussed in “The Urgency of Intersectionality” What were your thoughts on the “Say Her Name” song sung at the end of Kimberlé Crenshaw’s TED Talk on the importance of intersectionality?

**Examples of Intersectional Experiences Questions (includes: The Reckoning Will be Incomplete Without Black Girls and Women, Embracing Both/And, Complicating White Privilege, Disability and Race, and Race, Sexual Orientation and Identity)**

- How did these pieces of content aid in your understanding of intersectionality?
- Do you think any identities are overlooked concerning the discussion around intersectionality?

**Intersectional Justice Questions (includes: Intersectional Justice and Putting Intersectionality into Practice)**

- Is learning about intersectional justice and how to put intersectionality into practice helpful for your current or future field of work?
- Why is understanding intersectional justice important?
- Which tip from the “Putting Intersectionality into Practice” resonated with you the most?



## Pathway 5: Activating Your Power for Change

Number of Touchstones: 16

Time to complete pathway: 5 hours and 53 minutes

*\*As of 3/13/23; this pathway may have new content added to it in the future*

### Overview

- Ways to identify when you or someone else is dealing with white guilt and shame
- Methods for those who identify as white to move past white guilt and shame to move toward being anti-racist
- Discussion around how to continuously hold yourself accountable on your anti-racist journey
- Identification of areas of life for which we individually and collectively hold power

### Key Content Touchstones

- What is White Guilt?
- The Anatomy of White Guilt
- Don't Spiral with White Shame
- Shame and Accountability
- How to Stay Accountable on Your Racial Justice Journey
- The Five A's
- How to be An Anti-Racist
- Analyzing Power
- Activating Your Power as an Educator
- Activating Your Power as a Parent
- Activating Your Power as a Religious Member
- Activating Your Power as an Employer

### Pathway 5 Reflection Questions

#### Big-Picture Questions

- What areas of life do you hold power?
- In what ways could you activate your power in your own life to make spaces more equitable?

**(What is White Guilt? The Anatomy of White Guilt, and Don't Spiral with White Shame)**

- How did you process the difference between White guilt and White shame?
- How can uncomfortable conversations about racism create motivation toward anti-racism?

**Accountability Questions (includes Shame and Accountability, How to Stay Accountable on Your Racial Justice Journey, the 5 A's, and How to be an Anti-racist)**

- How do you hold yourself accountable on your anti-racism journey?
- As discussed in "The Five A's": How could you use The Five A's as a tool on your anti-racism journey?
- What is the difference between being anti-racist and "not being racist"?

**Analyzing Power Questions (includes Analyzing Power, Activating Your Power as an Educator, as a Parent, as a Religious Member, and as an Employer)**

- As discussed in "Analyzing Power": Why is it important to analyze power in racial equity work?
- As discussed in "Activating Your Power as an Employer": If you are an employer, what were some reflections you took away from the assessment created by Coalition for Diversity and Inclusion in Scholarly Communications?
- As discussed in "Activating your Power as a Religious Member": If you are a religious member, have you ever thought about the importance of creating anti-racist spaces? What were your takeaways from the webinar?
- As discussed in "Activating your Power as a Parent": If you are a parent, what does teaching your children about racism look like? How could you be a role model for anti-racism?

## Pathway 6: No Days Off!

Number of Touchstones: 3

Time to complete pathway: 1 hour and 14 minutes

*\*As of 3/13/23; this pathway may have new content added to it in the future*

### Overview

- Discussion of how to start turning learning into intentional action to contribute to dismantling systemic racism
- Recommendations and examples of how to support this effort in everyday life
- Introduction to No Days Off! An organization created by Tedd Hardy that focuses on equity in underappreciated communities
- Transition point to the action-oriented area of the platform: Works of Equity

### Key Content Touchstones

- A Conversation with Tedd Hardy
- Listening to Community Voice
- Learning in the Community

### Pathway 6 Reflection Questions

#### Big-Picture Questions

How do you feel about transitioning from learning to action when it comes to racial equity?

#### Community Questions (includes: A Conversation with Tedd Hardy, Listening to Community Voice, and Learning in the Community)

- What are your next steps in your anti-racism journey?
- What is your current role in your community? If you don't occupy a particular role, what roles could you take on?

## Activity Examples

- Draw a flower similar to the “White Supremacy Flower” drawn by Dr. hephzibah v. strmic-pawl in the Introduction Pathway and have members of your group label parts of the flower and discuss connections they can make as far as how each part contributes to white supremacy.
- Take the empathy quiz in Pathway 2 with your group and discuss reactions to results as well as how empathy plays a role in anti-racism work.
- After reviewing Pathway 4 consider your identities and discuss ways in which you have privilege (fairer-skinned, heterosexual, cis-gender) as well as ways in which you don’t have the privilege (darker-skinned, LGBTQ+, transgender) and discuss how understanding these identities could help with thinking about anti-racism.
- Draw the Five A’s diagram from Pathway 5 and fill out each of the various levels of the cycle, after, allow each group member to reflect on where they are on the cycle individually. This can also be opened to discussing where you feel the group or organization is as a whole on the Five A’s cycle.
- Visit the black owned businesses mentioned in Pathway 6 with your group or participate in an event on the events calendar.
- Consider watching a video or listening to a podcast together with your group from a learning pathway and discuss any thoughts you may have.

## Acknowledgements

The completion of The MVMT10K Facilitation Guide would not be possible without the contributions of the MVMT10K team, CICF staff members: Robin Elmerick and Dionne Griffiths, and Butler Faculty staff members: Jennifer Kowalski, Monica Boskovich, and Lisa Hamilton.