

Opening Doors to Equality Activity

This activity is designed for groups of 4-8 white children between the ages of 11-13 (alternatively 2-3 children with their family) who have had some exposure to racial conversations in the past. It is intended to introduce some of the basic building blocks of anti-racism, help white children understand their own role in promoting racial equality, and facilitating positive racial self-concept in a healthy way. Beyond this activity, it is important to continue conversations that encourage racial education. Research suggests that anti-racism work is a lifelong process, and no single activity or book or conversation is a silver bullet. With this in mind, this activity can serve as a starting point for racial education but requires continual attention throughout life.

Facilitator Notes:

Throughout the activity, you will be monitoring the progress of the group. When they are stuck, you are encouraged to provide small clues to get them on the right track. Use positive and inclusive language. Step in when there is a teachable moment or make note of it to discuss later.

During the discussion, encourage conversation. Have other examples in mind to encourage productive discussion. The conversations that develop are the real meat of these activities in terms of focusing on the important aspects and encouraging anti-racist behavior and thoughts.

Begin

Facilitator: Hello. Welcome to the Opening Doors to Equality Activity. Today we are going to be looking for 5 keys of open doors to racial equality. Racism is when a person or group of people are discriminated against based on the color of their skin and their ancestry. Racism is also systematic and built into the society that we live in in a lot of different ways. For example, sometimes when two people are accused of the same crime, a white person may face consequences that are less harsh than the consequence that a person of color might face. Racism has been present in our society since this country's foundation, causing it to have large impacts on the current structures and systems of our society today. Each of the five keys will tell us a little bit about the racism that is around us or how we can positively work against it. This activity is set up like an Escape Room with a series of small tasks that you all have to work together to solve. This activity will teach you more about the role that racism plays in our society and how you can fight against it. The completion of each task will reveal a key to Equality. When I say go, you can begin the activity. Go!

Here is an overview of the activities

#	Color	Key	Task	Discussion Questions
1	Brown	Abolishing Systemic Racism	<ul style="list-style-type: none"> Recognize that there is a difference in the wage buckets Find other wages to balance out the scale (so all people make equal pay) 	<p>With your group, brainstorm some ways that we can address this issue in our lives.</p> <p>How can we make sure everyone is getting paid the same for the same work?</p> <p>What other examples can you think of of racism at a systematic level?</p> <p>Can you find it in other institutions?</p>
2	Red	Recognizing White Privilege	<ul style="list-style-type: none"> Find pieces/facts of white privilege scattered around the room Piece them together to reveal “White Privilege” 	<p>How do you think the examples given in this activity makes people who are not represented feel? Can you think of other examples of white privilege in your life? What should we do about our white privilege?</p>
3	Yellow	Positive Racial Identity	<ul style="list-style-type: none"> Notice book of white role models Find what they have in common Use their example to get the key The letters are A, R, T, and N 	<p>Look over the examples given, then discuss with your group ways that you can have a positive racial identity and advocate for other people.</p> <p>Who are other examples that you can think of that have a positive white identity?</p> <p>What does it look like to have a positive white identity?</p>
4	Pink	Abolishing Stereotypes	<ul style="list-style-type: none"> Read vignettes around the room Match the picture with their description 3, 4, 7, 9, 2 	<p>Can you think about a stereotypes that people might think describe you, but doesn’t?</p> <p>How does it feel when people assume things about you that aren't true?</p> <p>How can you change the way you act in order to avoid stereotyping or making assumptions when you meet someone new?</p>
5	Purple	Meaningful Outgroup Contact	<ul style="list-style-type: none"> Recognize that different groups can work together Make the model 	<p>Why do you think it is important to learn and grow with people who are different from you? Where are some different places you can interact with people who are different from you? Can you think of any experiences you have had where you learned something new or had a positive experience with someone different from you?</p>

Abolishing Systemic Racism

- Task in more detail:
 - There will be an uneven scale setup that is labeled with the lighter side as wages of racial minorities and the other with white
 - In “the pot” will be more wages
 - Players need to recognize that adding wages to the minority side, or encouraging a team member to, can help to balance the scale

- When the scale is balanced, the key will be rewarded
- On the back of the key:

Some members of our communities get paid less for equal work than others based on our skin colors and genders. For equal work, some members of the community get paid less than others for doing the same work. Below is a graph of what different groups earn for each dollar that a white man earns. In order to fix this problem, we need to help advocate for people who are not being paid fairly, just like you advocated for wages today by evening the scale. This is caused by racism at a systemic level because it is built in to our societal structure. You just worked to stop it.



- Discussion questions:
 - With your group, brainstorm some ways that we can address this issue in our lives.
 - How can we make sure everyone is getting paid the same for the same work?
 - What other examples can you think of of racism at a systematic level?
 - Here we are looking at wages and how racism can impact them. Can you find it in other places where you see systemic racism?

Recognizing White Privilege

- Task in more detail:
 - Scattered around the room will be facts or pieces of white privilege
 - Band Aid or other skin products that match a white skin tone
 - TV characters that all represent white people
 - A description of a generic person that people will picture as white in their head
 - A mirror to show that white people are not questioned about what they look like
 - Toys and dolls that only represent the white community or standards
 - Books that are about and written by white authors
 - Hair product for people who have fine or blond hair
 - When gathered and put together, these pieces will spell out “White Privilege”
 - When it is recognized and completed, the key will be revealed
- On the back of the key:

White privilege is something that can often go unrecognized by people who are white, but it has very noticeable negative effects on people who do not benefit from this privilege. Sometimes simple things are taken for granted, like the color of a Band-Aid matching the tone of your skin. For people who are not white, this

can be unfair. In this activity, you were able to find examples of white privilege in everyday objects and activities that white people often do not realize is a sign of privilege.

- Discussion questions:
 - How do you think the examples given in this activity makes people who are not represented feel?
 - Can you think of other examples of white privilege in your life?
 - What should we do about our white privilege?

Positive Racial Identity

- Task in detail:
 - Read the positive white role model cards from around the room
 - Recognize that each card has a number a letter on it and put the letters together
 - The letters are the code to releasing the key
- On the back of the key:

It is important to have a positive racial identity. We know that racism exists and that it is bad. We also know that it is set up by white people and that white people benefit from it. As a white person, this does not mean that you should blame yourself for be mad at yourself because of racism. Instead, you should look for ways in your life that you can use your white privilege to push back against racism and be a positive white role model like the ones you saw today.

- Discussion questions:
 - Look over the examples given again, and then discuss with your group some ways that you can have a positive racial identity and advocate for other people.
 - Who are other examples that you can think of that have a positive white identity?
 - What does it look like to have a positive white identity?

Abolishing Stereotypes

- Task in detail:
 - There will be a few vignettes around the room that are a bio of a person that defies stereotypes
 - There will also be a set of photos that need to be matched to the person's bio
 - When all are matched, the key is awarded
- On the back of the key

You just matched five people to their bios correctly. In order to do this, you had to think about more than stereotypes to find out which person identified with each of the descriptions. Stereotypes are broad generalizations or assumptions about a group of people. They are often not true and do not represent every person in a group. In this activity, you looked past stereotypes to find who each person is as an individual. In order to fight racism, you have to work to avoid using stereotypes to categorize people.

- Discussion questions:
 - Can you think about a stereotype that people might think describes you, but doesn't?
 - How does it feel when people assume things about you that aren't true?
 - How can you change the way you act in order to avoid stereotyping or making assumptions when you meet someone new?

Meaningful outgroup contact

- Task in detail:
 - There will be an open box of grey Legos and a model that must be recreated with a sign that reads “Build me”
 - The players must recognize that the colorful Legos can be found in boxes labeled around the room
 - When the model is recreated with the appropriate colors, the key is awarded
- On the back of the key:

Notice how in order to build the model correctly, you had to use pieces from all over the room and from all different colors. By combining Legos of different colors, different things you were able to correctly build the bigger object make the bigger object work more smoothly. Similarly, having positive interactions with people of different races and from different places can create positive experiences for you and for everyone else. This is called positive outgroup contact and is important for everyone to participate in in order to help when fighting racism.

- Discussion questions:
 - Why do you think it is important to learn and grow with people who are different from you?
 - Where are different places you can interact with people who are different from you?
 - Can you think of any experiences you have had where you learned something new or had a positive experience with someone different from you?

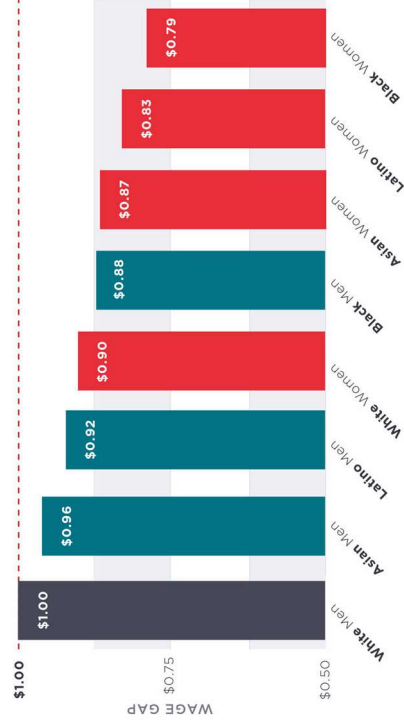
Opening Doors to Equality

This is a document of all of the materials and set up needed for the Opening Doors to Equality Activity. Attached to this document is a helping guide for the facilitator to use while the activity is taking place.

The five “keys” below are to be printed out. On the back side, it is encouraged to draw or print a key as a visual aid. It is also suggested to color code the key with the other aspects of the activity.

Abolishing Systemic Racism

Some members of our communities get paid less for equal work than others based on our skin colors and genders. Below is a graph of what different groups earn for each dollar that a white man earns. In order to fix this problem, we need to help advocate for people who are not being paid fairly, just like you advocated for wages today by evening the scale. This is caused by racism at a systemic level because it is



built in to our societal structure.

With your group, brainstorm some ways that we can address this issue in our lives. How can we make sure everyone is getting paid the same for the same work? What other examples can you think of that are a result of racism at a systematic level? Can you find it in other institutions?

Recognizing White Privilege

White privilege is something that can often go unrecognized by people who are white, but it has very noticeable negative effects on people who do not benefit from this privilege. Often as white people, we may take small things for granted, like being able to find bandages in our skin tone, but for people of color these inequalities are noticeable and can negatively impact their day to day lives. In this activity, you were able to find examples of white privilege in everyday objects and activities.

How do you think the examples given in this activity makes people who are not represented feel? Can you think of other examples of white privilege in your life?

Positive Racial Identity

It is important to have a positive racial identity. We know that racism exists and that it is bad. We also know that it is set up by white people and that white people benefit from it. As a white person, this does not mean that you should blame yourself for racism. Instead, you should look for ways in your life that you can use your white privilege to push back against racism. Look over the examples given again, then discuss with your group some ways that you can have a positive racial identity and advocate for other people.

Abolishing Stereotypes

You just matched five people to their bios correctly. In order to do this, you had to think about more than stereotypes to find out which person identified with each of the descriptions. Stereotypes are broad generalizations or assumptions about a group of people. They are often not true and do not represent every person in a group. In this activity, you looked past stereotypes to find who each person is as an individual. In order to fight racism, you have to work to avoid using stereotypes to categorize people.

Can you think about a stereotype that people might think describes you, but doesn't? How does it feel when people assume things about you that aren't true? How can you change the way you act in order to avoid stereotyping or making assumptions when you meet someone new?

Meaningful Outgroup Contact

Notice how in order to build the model correctly, you had to use pieces from all over the room and from all different colors. By combining Legos of different colors, you were able to correctly build the bigger object. Similarly, having positive interactions with people of different races and from different places can create positive experiences for you and for everyone else. This is called positive outgroup contact and is important for everyone to participate in in order to help fight racism.

Why do you think it is important to learn and grow with people who are different from you? Where are different places you can interact with people who are different from you? Can you think of any experiences you have had where you learned something new or had a positive experience with someone different from you?

Abolishing Stereotypes

The following are part of the Abolishing Stereotypes activity. The five descriptions match the five photos provided. Print both the photos and the description. On the backs of the pairs, write a number across the two overlapping pieces of paper. See below for an example. Each of these numbers will be one digit to a 5 digit code. Before the activity begins, leave a space on the board with 5 blanks for the numbers. Completion of the code indicates that the activity is finished.



This person loves to play chess and dance. They are part of the math team at school. They spend weeknights playing hockey with their friends. They love food — especially dessert. But their favorite part of the week is baking with grandma on Sunday nights.

This person was born in South Africa but now lives in Minnesota with their dads. They love to hike and run and cannot stand sitting for seven hours at school every day. When they are home on rainy days, they live to play videogames with their friends and have nerf wars.

This person cannot get enough of the adrenaline rush. They go skydiving as often as possible, and have been on every roller coaster in Disneyland. They also have a strong appreciation for classical and jazz music, and often go to live music festivals and concerts with their group of friends.

This person hates math but absolutely loves basketball. Someday, they hope to be able to dunk. They play any chance they can get and love to look at basketball shoes online when they are bored. Aside from basketball they like to paint. They prefer to paint landscapes but explore portraits from time to time.

This person is very spiritual. Religion is one of the top priorities in their life. They volunteer at their church every weekend. Hanging out with friends and sharing good company is their favorite activity. They love to drive friends around for a good chat in their convertible.





Recognizing White Privilege

The next section addresses the Recognizing White Privilege activity. Each of the descriptions of white privilege should be set on a puzzle piece where the completed puzzle reveals the phrase “white privilege”.



I do not have any trouble finding a Band-Aid in my own skin tone.

- Hide under beige bandages or gauze.

I can easily find TV shows

and movies with characters of my race.

- Hide under picture of a white television show cast, for example friends.

I have never been asked,

“What are you?” based on the way I look.

- Hide under hand mirror.

I can find books written by authors of my race.

- Hide under book written by white author.

I do not have trouble finding dolls that represent my skin tone.

- Hide under white doll.

I can find products for my hair at any store.

- Hide under white hair product.

Positive Racial Identity

The next descriptions and pictures are for the Positive Racial Identity activity. Before participants start, have a space on the board for a four character code. Each description of a person matches one of the clues below. When matched correctly, a four letter code is revealed and written on the board. The images are to be placed by each description. Before we begin this section is important to spend some time talking about the history of civil rights activism in the United States. People of color have been fighting against racism since this country was founded and have made huge positive changes to this nation through this work. That being said it is not targeted groups responsibility to fix the problems created by agent groups and it is important that we use our privilege to lift up the voices of people who are oppressed because of their race.

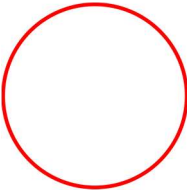
Anne Braden was a white middle-class woman who lived in Alabama during strict segregation of black and white people. After college, she became an outspoken supporter of the Civil Rights Movement, even though it meant risking being cast out by her peers. She helped organize events like hospital drives, and protests, and often encountered legal trouble for her work towards desegregation. She and her husband worked together their whole lives, helping to advocate for racial equality in the South.

William Lloyd Garrison was an American journalistic crusader who helped lead the successful abolitionist campaign against slavery in the United States. He was born in 1805, in Newburyport, Massachusetts. In 1830 he started an abolitionist paper, *The Liberator*. In 1832 he helped form the New England Anti-Slavery Society. When the Civil War broke out, he continued to blast the Constitution as a pro-slavery document. When the civil war ended, he, at last, saw the abolition of slavery. He died May 24, 1879, in New York City.

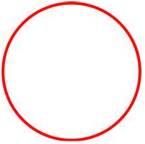
Joe Richard Feagin is a U.S. sociologist and social theorist who has conducted extensive research on racial and gender issues, especially in regard to the United States. He is currently a Professor at Texas A&M University. Feagin has done research work on race and ethnic relations and has served as the scholar in residence at the U.S. Commission on Civil Rights. He has written over 60 books, one of which was nominated for a Pulitzer Prize. His books focus on issues of race from several different angles. One of his books, *The White Racial Frame*, which explains how systematic racism functions in society and how it benefits white privilege. Living with Racism: The Black Middle-class Experience which explores how middle class black people's lives are impacted by racism.

Christine E. Sleeter is an American professor and educational reformer. She is known as the Professor Emerita in the School of Professional Studies, California State University, Monterey Bay. Her work primarily focuses on multicultural education, preparation of teachers for culturally diverse schools, and anti-racism. She is an anti racist activist who uses creative work to spark conversations about race.

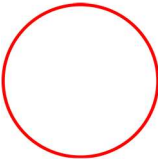
1. Outspoken supporter of the Civil Rights Movement

					
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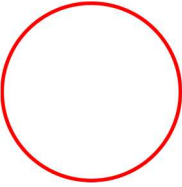
2. He created The Liberator

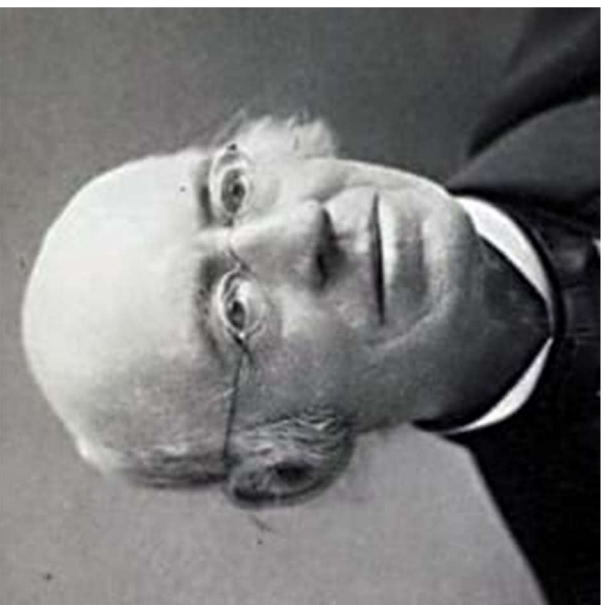
					
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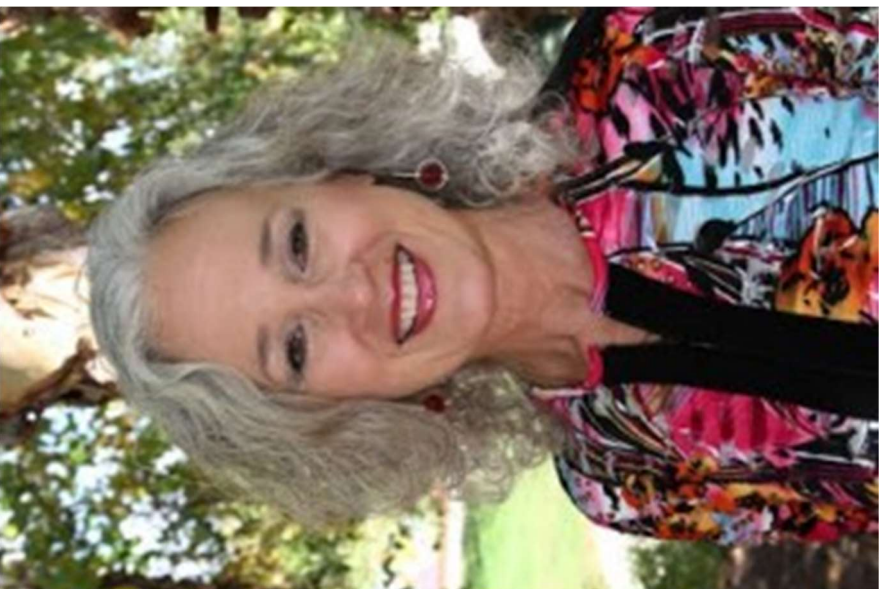
3. She is a professor that studies anti-racism

					
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4. He is a current scholar of race in the United States

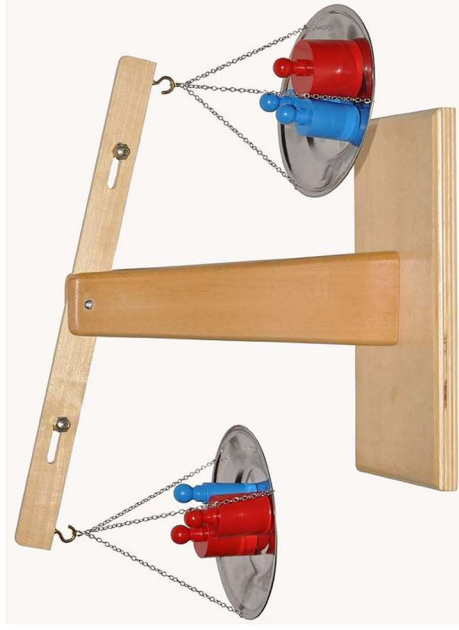
					
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Abolishing Systemic Racism

For the Abolishing Systemic Racism activity, you will need a scale and weighted objects. The goal of the activity is to even the scale. This is be done with a balance or digital kitchen scale like the one below. The weighted objects should be distributed unevenly with some excess in a pile nearby.



Positive Outgroup Contact

For the Positive Outgroup Contact activity, you will need 6 or so different colors of legos. Build a model using the colors. Split the colors into groups and separate around the room. Only allow for completion of the activity when model is recreated using the right colors.

