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# JUST IN TIME EQUITY DIALOGUES FOR YOUTH

Lessons  
designed to  
foster honest  
conversations  
with youth  
about social  
justice issues

A timely and relevant  
resource for youth  
development workers

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# Just in Time Race Equity Dialogues for Youth

## Introduction

The Equity Guided Dialogues are a series of lessons designed to bring youth together to deliberate, reflect, and take action on social justice issues. Each guide focuses on issues that investigate systematic and structural injustices using multiple perspectives that lead to critical awareness, deep reflection, and self-awareness.

Extension educators play a crucial role in helping youth talk openly about the historical roots and contemporary manifestations of social inequality and discrimination. Being able to help young people understand topics such as racism, implicit biases, and discrimination requires facilitating difficult conversations and providing youth with information that will help them to learn and grow. As we continue to prepare youth for a more diverse and global economy, we must ensure that we provide them with the cultural skills and knowledge that are currently needed and will be necessary for the future. Both adults and youth must challenge themselves to learn and grow through these conversations to be better prepared for a more culturally, racially, and ethnically diverse world.

## Format

Guided dialogue is a form of discussion aimed at exploring issues through deliberative and honest questions. The purpose is not so much to solve a problem or resolve an issue or explore the topic through current and historical information and examples, but to provide a brief overview of social justice issues embedded in the guided dialogue approaches to understand the topic. The guides are not designed to provide a solution, but rather seek to provide a framework for the facilitator to help youth carefully examine the issue, weigh costs and consequences, and discuss possible courses of action.

## How to Use the Guided Dialogues

Each lesson has been set up to guide the facilitator through a workshop, club meeting, or independent session dealing with culturally relevant social justice content. The format is composed of leveled open-ended questions designed to lead a conversation. The intended audience and time required is a suggestion. Facilitators can adjust the time as appropriate. Each lesson lists the intended objectives for youth, a



situation statement, and informational resources for the facilitator to use to prepare for the conversation.

The lessons are built upon the theory of Focused Conversation<sup>1</sup>, which includes Objective, Reflective, Interpretive, and Decisional level questions. There is no right or wrong answer for the questions; however, youth will be guided to explore, discuss, and analyze a social issue. Also included in the lessons is an area for the facilitator to make notes on the topic in preparation for the discussion. There is also an evaluation area the facilitator can use to plan how to measure if the youth met the listed objectives. The evaluation process can be informal (i.e., questions, thumbs up, etc.) or a formal survey tool. At the end of the lesson youth and facilitators are encouraged to reflect on the lesson. To facilitate this, a space is included that can be used to make notes after the lesson concludes. It may include final thoughts, action steps, youth reactions, etc. We hope that these lessons will be a starting point and continued opportunity for youth to learn about social justice issues using informed focused conversation. Facilitators are encouraged to use the lessons to create a safe space for youth to be open, honest and grow in 4-H.

## **Lessons**

The topics of the first set of lessons are exploratory in nature and designed to facilitate and foster conversations on current issues grounded in history. Lesson are designed to foster conversations and support feedback. After each lessons facilitators will see an evaluation section and a reflection section which are blank. The goal is that after teaching each session, the facilitator may want to use the learning objectives to check-in with youth to see if they have learned these concepts. Facilitators may choose to reflect on what worked well and what youth can improve for next time in the reflection section. Future lessons will be developed and will focus on social action and advocacy after exploring these topics. Additional lessons will be developed to compliment the existing 4-H Social Justice Curriculum.

<sup>1</sup> Nelson, J. (2013). *The art of focused conversation for schools: Over 100 ways to guide clear thinking and promote learning*. iUniverse.



Lessons included in this curriculum are:

- Guided Dialogue 1: What is Bias?
- Guided Dialogue 2: Are Fair and Equal the Same Thing?
- Guided Dialogue 3: What Do You Mean Black Lives Matter? Increasing Understanding of Cultural Movements
- Guided Dialogue 4: All Lives Matter- Right or Wrong?
- Guided Dialogue 5: Does Racism Still Exist? Increasing Understanding of Systematic Racism
- Guided Dialogue 6: Why Do People Riot to Get Their Point Across? Understanding Civil Unrest

### **Tips for facilitating healthy conversations**

We encourage setting ground rules with the youth for these difficult conversations to ensure that all youth's comments are valued and heard.

- Acknowledge upfront that the conversations may be difficult, but we are all here to learn and grow *with and from* one another.
- There is no right or wrong answer but remain respectful if you do disagree with someone's comments.
- Set social norms to be used during the discussion (a few examples are below)
  - One person speaks at a time
  - No name-calling
  - Use correct social terms in conversations (i.e. see key terms on following page)
- Be positive
- Be honest

We recognize that this curriculum has been developed under highly contentious times and the intent is not to sit in that space but rather create a space for open meaningful dialogues to help youth understand and make greater meaning of what they are seeing and living on a daily basis.



## Key Terms<sup>2</sup>

- **Bias** – prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair (Perception Institute, 2019).
- **Culture**- the shared experiences of people, including their languages, values, customs, beliefs and more. It also includes worldviews, ways of knowing, and ways of communicating. Culture is dynamic, fluid, and reciprocal. Elements of culture are passed on from generation to generation, but culture also changes from one generation to the next (American Evaluation Association 2011; Deen, Huskey & Parker, 2015).
- **Culturally Relevant Pedagogy**- "A pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills and attitudes" (Ladson-Billings, 1994, p. 17-18).
- **Discrimination**- an action or a decision that treats a person or a group badly for reasons such as their race, age or disability (American Psychological Association, 2020).
- **Disenfranchised communities/people**- citizens of a certain community who have had the right to vote, or a similar right taken away (Carnegie Corporation, 2020).
- **Diversity**- differences among people with respect to age, socio-economic status, ethnicity, gender, physical and mental ability, race, sexual orientation, spiritual practices, and other human differences (Deen, Huskey & Parker, 2015).
- **Efficacy/Agency**- a person's belief in their own value and ability to make a difference in their community--that can lead to action (Fields & Nathaniel, 2015; Niblett, 2017).
- **Equity**- policies, practices, attitudes, and cultural messages that are representative of all members of society, such that each member has access to resources that eliminate differential outcomes by group identity (Niblett, 2017).
- **Equality**- the same status, rights, and responsibilities for all the members of a society, group, or family (Equality and Human Rights Commission, 2020).
- **Explicit Bias**- refers to the attitudes and beliefs we have about a person or group on a conscious level. Much of the time, these biases and their expression arise as the direct result of a perceived threat (Perception Institute, 2019).
- **Implicit Bias**- also known as implicit social cognition refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner (Perception Institute, 2019).



- **Inclusion**- a state of being valued, respected and supported. Inclusion authentically puts the concept and practice of diversity into action by creating an equitable environment where the richness of ideas, backgrounds, and perspectives are harnessed (Hudson, 2011; Baltimore Racial Justice, 2016).
- **Injustice**- unequal treatment wherein the rights of a person or a group of people are ignored or restricted (Sensoy & DiAngelo, 2012).
- **Marginalization**- to relegate a person or group of people to a position of marginal power within a society (Merriam-Webster, 2018).
- **Oppression**- a set of policies, practices, norms traditions, definitions and barriers which "function to exploit one social group to the benefit of another social group" (Sensoy & DiAngelo, 2012, p. 39).
- **Privilege**- the "rights, advantages, and protections enjoyed by some at the expense of and beyond the rights, advantages, and protections available to others" (Sensoy & DiAngelo, 2012, p. 39).
- **Race**- The U.S. Census Bureau defines race as a person's self-identification with one or more social groups. An individual can report as White, Black or African American, Asian, American Indian and Alaska Native, Native Hawaiian and Other Pacific Islander, or some other race.
- **Racism**- prejudice, discrimination, or antagonism directed against a person or people on the basis of their membership of a particular racial or ethnic group, typically one that is a minority or marginalized (Fighting Hate for Good, 2020).
- **Social Capital**- The network of relationships and resources that empowers communities to solve problems. The conditions of social capital are inclusive of trust, engagement, networks and agency (Calvert, Emery & Kinsey, 2013).
- **Social Justice**- Social justice is the virtue which guides us in creating those organized human interactions we call institutions. In turn, social institutions, when justly organized, provide us with access to what is good for the person, both individually and in our associations with others. Social justice also imposes on each of us a personal responsibility to work with others to design and continually perfect our institutions as tools for personal and social development (Center for Economic Justice, 2020).



## Guided Dialogue 1

### What is Bias?

Author: Vernelle Mitchell-Hawkins, University of Maryland Extension

**Intended Audience:** Youth (Intermediates/Teens)

**Time Required:** 1 hour

#### Dialogue Objectives:

- Extend thinking and learning capacity
- Make learning meaningful
- Make communication in groups effective
- Help prevent and solve problems
- Strengthen the effectiveness of evaluation

#### Learning Objectives:

- Participants will be able to recognize implicit bias
- Participants will understand the concept of implicit bias
- Participants will be able to explore alternatives to implicit bias in a community

#### Background/Situation

As a society, bias is a condition that can cause harm to its members even if unintentional. This discussion will explore BIAS as a term and its impacts on consumers as a collective and as individuals.

#### The Conversation

##### *Engage (Grabber/Hook to open the conversation)*

Today we are going to discuss how companies can shape public opinion. Do you ever think about why you like Coke over Pepsi? Name-brands over non-name brands? Marketing may be what determines what you think you like. Let's find out!

##### *Objective Questions (Factual observations related to the topic)*

- **SHARE Aunt Jemima label**
- What do you see?
- Do you notice anything in particular about the package? The product?
- What do you know about the product? The contents? The company? The label?



- How long has this product been on the market? Does that fact matter?

**Reflective Questions** (*Get them to think, internalize*)

- What do you think about when you see this bottle?
- **SHARE** “[The real history of Aunt Jemima and the brand’s first model Nancy Green](#)” published by Fox News.
- What do you think about when you see the syrup bottle now?
- Have your views on the syrup changed? Why or why not?
- Why would the packaging of syrup be something a manufacturer wants to change in response to racial concerns?
- How do you think other cultural groups feel when they see this bottle of syrup and know what its origins are?

**Interpretive Questions** (*Relate the topic to the larger picture*)

- What was this really about?
- Are you familiar with the term IMPLICIT BIAS?
- Implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.
- Can you think of other examples of things that may cause an implicit bias?
- Do you have any similar experience with implicit bias?
- Did anything seem new or surprising to you?
- Do you think you have an implicit bias towards something? How did you feel once you recognized it?
- Do you think there are implicit biases towards people in our community? If so, who are they? How are they affected?

**Decisional Questions** (*Now what? So what?*)

- What else do we need to know about this subject?
- What do you think you as an individual should do with this information?
- What are the next steps for this group to help our community?

**Closing**

Fill in the blank for me. “This has been a \_\_\_\_\_ conversation.” Now that we



have talked about this topic it can be a starting point for moving forward. What can I do next to make an impact on my life? What can I do next to make an impact in my community?

### **Additional Resources**

Social justice guide for youth work practitioners: <https://4-h.org/wp-content/uploads/2018/12/4-H-Social-Justice-Youth-Development-Professional-Development-Resource-FINAL-004.pdf>

National 4-H working group: <https://access-equity-belonging.extension.org>

Resources for teachers on bias and racism:

- <https://www.tolerance.org/magazine/tackling-implicit-bias>
- <https://www.tolerance.org/magazine/is-implicit-bias-racist>

Additional background and opinion on Aunt Jemima:

- <https://www.latimes.com/opinion/story/2020-06-17/aunt-jemima-uncle-bens-racism>
- [https://world.wng.org/content/a\\_farewell\\_to\\_aunt\\_jemima](https://world.wng.org/content/a_farewell_to_aunt_jemima)

**Evaluation** (Tool used)

**Reflections on the Dialogue** (by the facilitator)

### **References:**

Fields, N. (2017). Developing Extension lesson plans: Using a 4-H youth development lesson plan template to strengthen the rigor and quality of research-based 4-H programs. University of Maryland Extension Publication FS-1060. Retrieved from <https://extension.umd.edu/learn/publications/developing-extension-lesson-plans-using-4-h-youth-development-lesson-plan>

Nelson, J. (2007). *The art of focused conversation for schools: Over 100 ways to guide clear thinking and promote learning*. Toronto, Ont.: The Canadian Institute for Cultural Affairs.

Stanfield, B. (2005). *The art of focused conversation: 100 ways to access group wisdom in the workplace*. Gabriola Island, B.C.: New Society.



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<sup>®</sup>  
**Aunt  
Jemima**





## Guided Dialogue 2

### Are Fair and Equal the Same Thing?

Author: Vernelle Mitchell-Hawkins, University of Maryland Extension

**Intended Audience:** Youth and adults

**Time Required:** 1 hour

#### Dialogue Objectives:

- Extend thinking and learning capacity
- Make learning meaningful
- Make communication in groups effective
- Help prevent and solve problems
- Strengthen the effectiveness of evaluation

#### Learning Objectives:

- Participants will be able to evaluate a media source for factual validity
- Participants will be able to make a decision about media usage of racial identity based on an evaluation process

#### Background/Situation:

Many youth may have experienced a situation where programs, services, or goods are withheld from them based on their cultural or racial identity. This discussion will explore the implications of such situations on youth and in particular discussing how this might be perceived being fair or equal.

#### The Conversation

##### ***Engage*** (Grabber/Hook to open the conversation)

Today we will discuss a concept that youth have said for many generations: "That's Not Fair." We discuss today if FAIR and EQUAL are the same. There are programs and services in our community that are directed to one group or another. We will look at this issue – let's begin.

- **SHARE the attached comic reprinted in the LA Times.**
- Take a few minutes to evaluate the comic.



- Evaluate without speaking.

***Objective Questions (Factual observations related to the topic)***

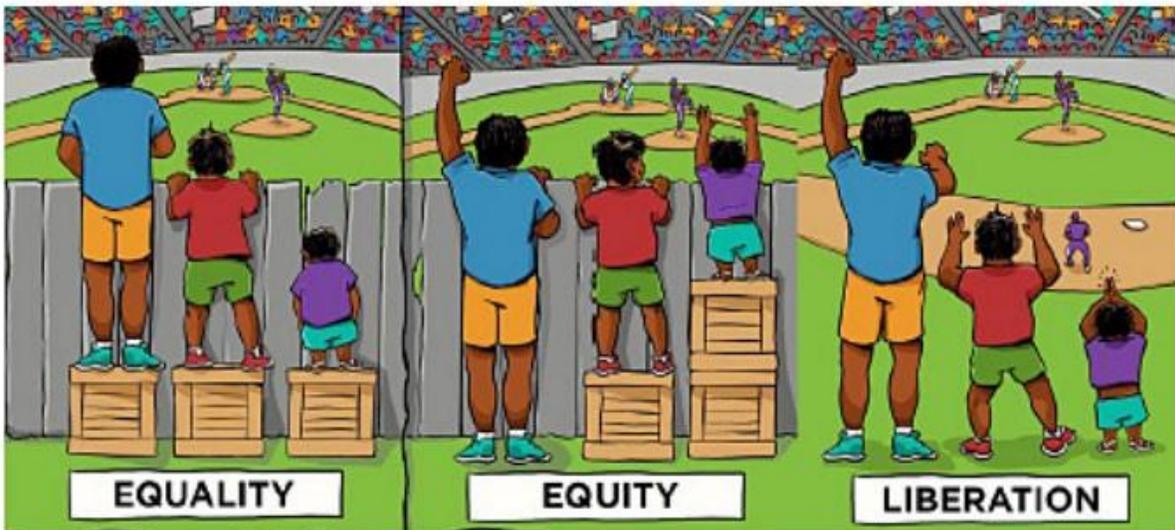
- When you look at this cartoon from the LA Times, what do you see?
- What is different about the two students in the cartoon?
- What is the same?
- What about the body language of the youth (students)?
- Do the cartoon people show any emotion? If so, what emotions are visible?
- What does the dialogue bubble say? Are both students speaking?

***Reflective Questions (Get them to think, internalize)***

- When you saw this comic, how did you feel when you saw this photo?
- Why do you think you felt this way?
- Have you ever experienced a similar situation? If so, which student were you? How did you feel?
- Do you think one group gets services or goods because of their race, gender identification, beliefs, or socio-economic background? Why?

***Interpretive Questions (Relate the topic to the larger picture)***

- **SHARE the following cartoon. (Attached)**
- Evaluate the following cartoon. (Note: there are 3 phases)



*Interaction Institute for Social Change & Maguire, 2016*

- What do you see in this picture?
- What is the difference between the left side and the far-right side of the cartoon?
- Where is our community in this cartoon? (Left, center, or right)
- How does this connect to the first comic?

**Decisional Questions** (*Now what? So what?*)

- What other information do we need to know about this topic?
- Thinking about our community and the second picture, what can be done to get to LIBERATION? Is there anything else to do?
- Why is this an important topic?
- What could be a challenge to taking action on this topic?

**Closing**

Fill in the blank for me. “This has been a \_\_\_\_\_ conversation.” Now that we have talked about this topic it can be a starting point for moving forward. What can I do next to make an impact on my life? What can I do next to make an impact in my community?



## **Additional Resources**

Cartoon source and article: <https://highschool.latimes.com/foothill-technology-high-school/opinion-stop-conceptualizing-affirmative-action-as-reverse-racism/>

Diversity & Inclusion curriculum: <https://shop4-h.org/collections/diversity-inclusion-curriculum>

Social justice guide for youth work practitioners: <https://4-h.org/wp-content/uploads/2018/12/4-H-Social-Justice-Youth-Development-Professional-Development-Resource-FINAL-004.pdf>

## **Evaluation (Tool used)**

## **Reflections on the Dialogue (by facilitator)**

## **References:**

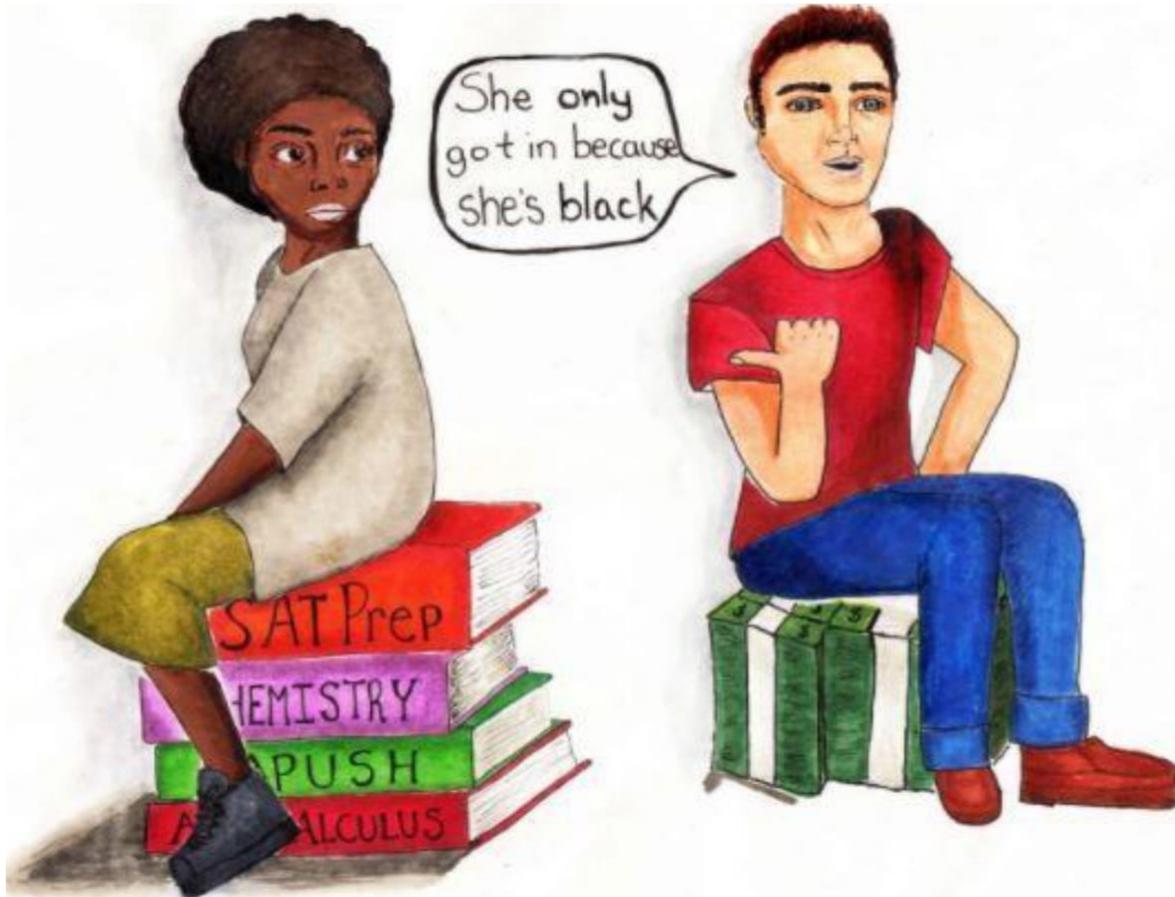
Fields, N. (2017). Developing Extension lesson plans: Using a 4-H youth development lesson plan template to strengthen the rigor and quality of research-based 4-H programs. University of Maryland Extension Publication FS-1060. Retrieved from <https://extension.umd.edu/learn/publications/developing-extension-lesson-plans-using-4-h-youth-development-lesson-plan>

Nelson, J. (2007). *The art of focused conversation for schools: Over 100 ways to guide clear thinking and promote learning*. Toronto, Ont.: The Canadian Institute for Cultural Affairs.

Stanfield, B. (2005). *The art of focused conversation: 100 ways to access group wisdom in the workplace*. Gabriola Island, B.C.: New Society.



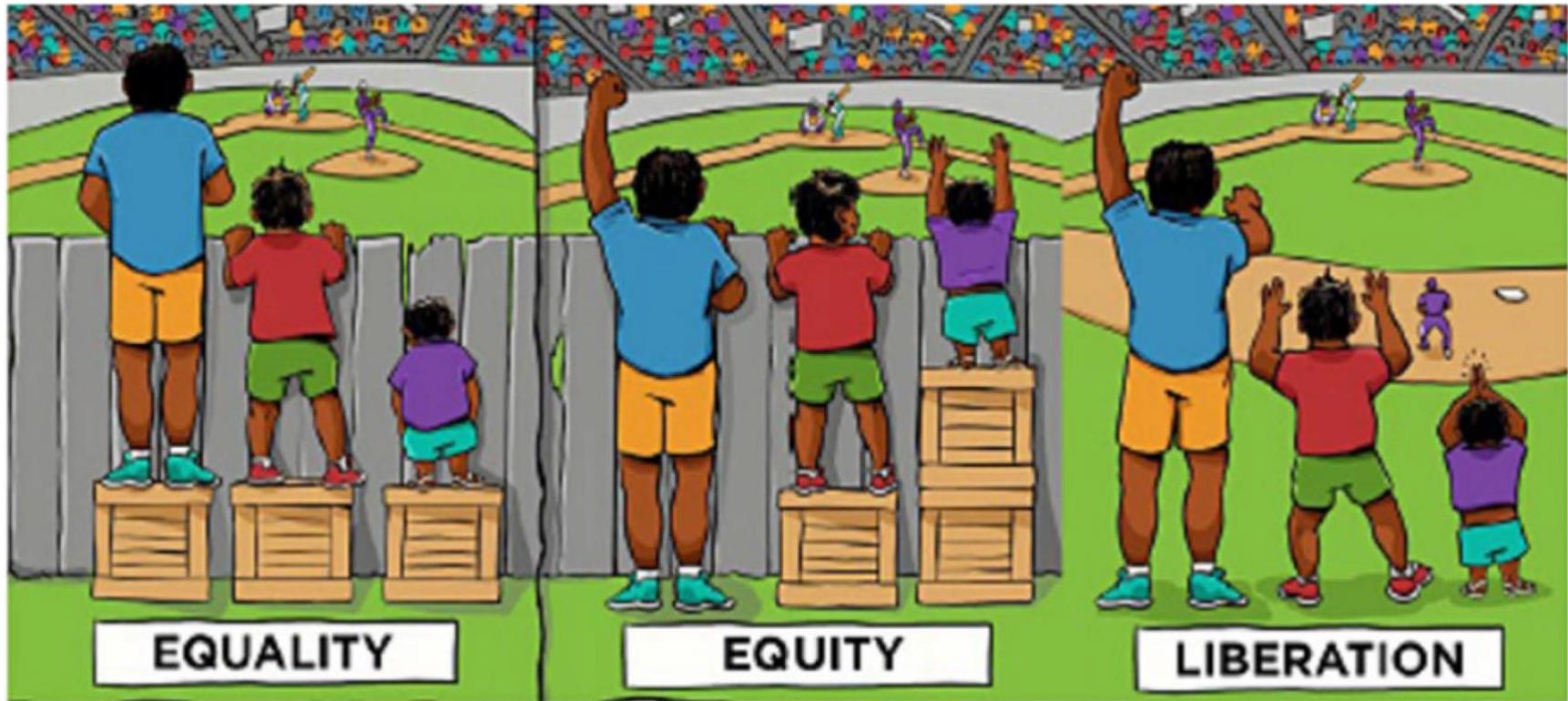
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*When people of color are admitted into colleges, they are often told that they only got their race. Credit: Jenny Chang/The Foothill Dragon Press. Reprinted in the [Los Angeles Times](#).*



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*Interaction Institute for Social Change & Maguire, 2016*



## Guided Dialogue 3

### What Do You Mean Black Lives Matter? Increasing Understanding of Cultural Movements

Author: Dr. Michelle Cox, University of Illinois Extension

**Intended Audience:** Youth and adults

**Time Required:** 1 hour

#### Dialogue Objectives:

- Extend thinking and learning capacity
- Make learning meaningful
- Make communication in groups effective
- Help prevent and solve problems
- Strengthen the effectiveness of evaluation

#### Learning Objectives:

- Understand the purpose of civil rights organizations
- Understand the intent of the Black Lives Matter movement
- Understand our reactions to racial injustices and what we can do about it

#### Background/Situation

Why should America focus on Black Lives Matter when all lives matter? For centuries, people of color have unsuccessfully fought for equitable access and treatment. This discussion will examine why the Black Lives Matter movement is paramount to equality for African Americans.

#### The Conversation

*Engage (Grabber/Hook to open the conversation)*

- **SHARE the Black Lives Matter Logo followed by the video, “Black Lives Matter Protests Around the World”** (approximately 4 minutes)

<https://youtu.be/4VI4I0weXPU>



**Objective Questions** (*Factual statements related to the topic*)

- What did you see in the video?
- What stood out to you?
- When you hear the words, “Black Lives Matter,” what comes to mind?
- What comments have you heard in your homes or communities about the Black Lives Matter movement?

**Reflective Questions** (*Get them to think, internalize*)

- How did you feel when you saw the video?
- When are times that you have felt unfairly treated because of a characteristic that you cannot change about yourself?
- Are there times when you have you felt excluded? How has that made you feel?
- Is the Black Lives Matter movement important? Why/Why Not?

**Interpretive Questions** (*Relate the topic to the larger picture*)

- What is your interpretation of the video's message?
- What can we learn from this?
- What are some of the root issues?

**Decisional Questions** (*Now what? So what?*)

- Do we think this knowledge or experience will help in the future?
- How do we apply the information we have learned?
- What other information do we need to know?

**Closing**

Fill in the blank for me. “This has been a \_\_\_\_\_ conversation.” Now that we have talked about this topic it can be a starting point for moving forward. What can I do next to make an impact on my life? What can I do next to make an impact in my community?



## **Additional Resources**

<https://blacklivesmatter.com/>

Civil Rights Timeline: <https://www.history.com/topics/civil-rights-movement/civil-rights-movement-timeline>

Diversity & inclusion curriculum: <https://shop4-h.org/collections/diversity-inclusion-curriculum>

## **Evaluation (Tool used)**

## **Reflections on the Dialogue (by facilitator)**

## **References:**

Fields, N. (2017). Developing Extension lesson plans: Using a 4-H youth development lesson plan template to strengthen the rigor and quality of research-based 4-H programs. University of Maryland Extension Publication FS-1060. Retrieved from

<https://extension.umd.edu/learn/publications/developing-extension-lesson-plans-using-4-h-youth-development-lesson-plan>

Nelson, J. (2007). *The art of focused conversation for schools: Over 100 ways to guide clear thinking and promote learning*. Toronto, Ont.: The Canadian Institute for Cultural Affairs.

Stanfield, B. (2005). *The art of focused conversation: 100 ways to access group wisdom in the workplace*. Gabriola Island, B.C.: New Society.



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# **BLACK LIVES MATTER**





### **Closing**

Fill in the blank for me. “This has been a \_\_\_\_\_ conversation.” Now that we have talked about this topic it can be a starting point for moving forward. What can I do next to make an impact on my life? What can I do next to make an impact in my community?

### **Additional Resources**

Civil dialogue resources: <https://civildialogue.extension.org>

Diversity & inclusion curriculum: <https://shop4-h.org/collections/diversity-inclusion-curriculum>

4-H Cultural Life program example: <https://extension.umd.edu/prince-georges-county/4-h-youth-development/4-h-cultural-life-program>

### **Evaluation (Tool Used)**

### **Reflections on the Dialogue (by facilitator)**

### **References**

Fields, N. (2017). Developing Extension lesson plans: Using a 4-H youth development lesson plan template to strengthen the rigor and quality of research-based 4-H programs. University of Maryland Extension Publication FS-1060. Retrieved from

<https://extension.umd.edu/learn/publications/developing-extension-lesson-plans-using-4-h-youth-development-lesson-plan>

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Stanfield, B. (2005). *The art of focused conversation: 100 ways to access group wisdom in the workplace*. Gabriola Island, B.C.: New Society.



## Guided Dialogue 4

### All Lives Matter – Right or Wrong?

Author: Vernelle Mitchell-Hawkins, University of Maryland Extension

**Intended Audience:** Youth (Intermediates/Teens)

**Time Required:** 1 hour

#### Dialogue Objectives:

- Extend thinking and learning capacity
- Make learning meaningful
- Make communication in groups effective
- Help prevent and solve problems
- Strengthen the effectiveness of evaluation

#### Learning Objectives:

- Understand the purpose of civil rights organizations
- Understand the intent of the Black Lives Matter movement
- Understand our reactions to racial injustices

#### Background/Situation

Technology has enabled societies across the world to connect at a faster rate than ever before. Global attention of a local issue often highlights the fact that larger issues such as racism are a global concern. Today we will talk about a movement that started in the United States and has spread all over the world. We will talk about differing life experiences and how we communicate the importance of life.

#### The Conversation

##### ***Engage: (Grabber/Hook to open the conversation)***

- **SHARE** the news article headline, “Walmart: ‘All Lives Matter’ bumper sticker is offensive” attached.
- Give participants a few minutes to review it without speaking.



**Objective Questions** (*factual observations related to the topic*)

- What do you see in the headline?
- What words are used by the news outlet?
- Is there anything about this that gets your attention?
- What do you see in the photo of the bumper sticker?

**Reflective Questions** (*Get them to think, internalize*)

- What did you think about this news headline?
- What does this message mean to you?
- When you look at the photo, what do you think about?
- What is the purpose of the bumper sticker? What does it say to you?
- If you saw this on the car of someone on the road, what would you think? What would you do?
- If your racial group was NOT included on this bumper sticker and you saw this on a car, what would you think? How would you feel?

**Interpretive Questions** (*Relate the topic to the larger picture*)

- Do you think Wal-Mart was being sensitive to its consumers by blocking the bumper sticker? Why or why not?
- What message does this bumper sticker send to the community when posted on vehicles?
- Is this message important enough to warrant have as a bumper sticker?
- **SHARE the article, “[Is the ‘All Lives Matter’ Slogan Racist?](#)” from *Psychology Today*.**
- What viewpoints did the author share about the slogan “All Lives Matter”?
- After reading the article, did your view on the headline change?
- How do you think this bumper sticker affects other cultures?
- Wal-Mart reversed its original decision to allow the bumper sticker to be sold to the public. *Was this the right choice?*

**Decisional Questions** (*Now what? So what?*)

- What other information is needed about this topic?
- Is it important to educate others about this issue? Why or why not?
- What can we do about this issue?

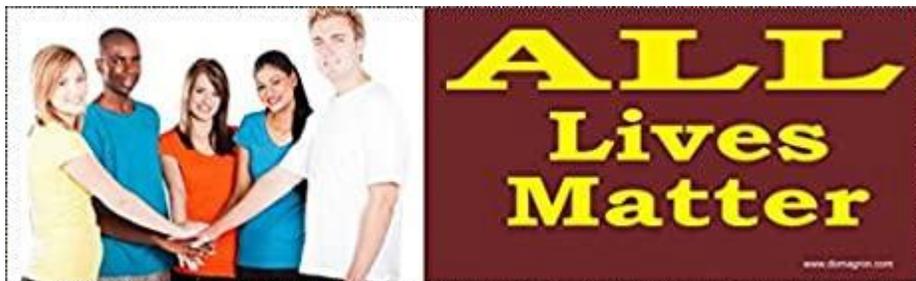


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# Walmart: 'All Lives Matter' bumper sticker is offensive

Opinion By | [Fox News](#)





## Guided Dialogue 5

### Does Racism Still Exist? Increasing Understanding of Systematic Racism

Author: Dr. Michelle Cox, University of Illinois Extension

**Intended Audience:** Youth and Adults

**Time Required:** 1 hour

#### Dialogue Objectives:

- Extend thinking and learning capacity
- Make learning meaningful
- Make communication in groups effective
- Help prevent and solve problems
- Strengthen the effectiveness of evaluation

#### Learning Objectives:

- Understand systemic inequalities
- Become familiar with disparities of access among marginalized groups
- Understand systematic racism and its effects on marginalized areas and communities.

**Background/Situation:** Often when we think about racism, we think of an outward This discussion will explore systemic racism and its effects on marginalized groups and communities. Systemic racism is a form of racism which is embedded as normal practice within society or an organization. It can lead to issues such as discrimination in criminal justice, employment, housing, health care, political power, and education.

### The Conversation

**Engage** (*Grabber/Hook to open the conversation*)

- **SHARE the attached pictures of two public schools in Illinois.**
- Today, we are going to discuss systematic racism and its subtle effects. I am going to share a few facts with you as you view the two pictures.
  - In relation to the best Illinois public high schools to attend, Lake Forest High School is ranked 16<sup>th</sup> while North Chicago High School is ranked 460<sup>th</sup> out of 667.



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- On average, Lake Forest High School has a yearly graduation rate of 96%, while North Chicago High School has a graduation rate of 56%.
- Students in Lake Forest High School are predominantly white, while students in North Chicago High School are predominately people of color.
- The families in the North Chicago school district pay more than double the predominant property tax rate when compared to Lake Forest families. (*Property tax is considered when allocating educational funding.*)
- These high schools are located approximately 5 miles (12-minute drive) from each other.

***Objective Questions*** (Factual observations related to the topic)

- Describe what you saw.
- What facts catch your attention?
- What did you think when you viewed the pictures?
- What did you think when you heard the information?

***Reflective Questions*** (Get them to think, internalize)

- What was your first reaction?
- What shocked you about the information?
- What was confusing?
- With whom did you first identify?
- What surprises you?

***Interpretive Questions*** (Relate the topic to the larger picture)

- Why/How do you think this happened?
- What is a key insight you had?
- If you attended one of the schools, where would you be? Why?
- What pattern did you hear?
- How does this impact a student's educational aspirations?

***Decisional Questions*** (Now what? So what?)



- What recommendations do you have?
- Who needs to be involved in creating change and equity?
- How has this changed you, or your thinking?

### **Closing**

Fill in the blank for me. “This has been a \_\_\_\_\_ conversation.” Now that we have talked about this topic it can be a starting point for moving forward. What can I do next to make an impact on my life? What can I do next to make an impact in my community?

### **Evaluation (Tool used)**

### **Additional Resources**

Lake Forest High School: <http://www.lakeforestschoools.org/schools/lfhs>

North Chicago High School: <https://ncchs.d187.org/>

Disrupting Implicit Bias: <https://sites.ed.gov/whieea/files/2016/10/Disrupting-Implicit-Bias-FINAL.pdf>

Diversity & Inclusion curriculum: <https://shop4-h.org/collections/diversity-inclusion-curriculum>

Mapping Inequality project: <https://dsl.richmond.edu/panorama/redlining/#loc=4/41.218/-97.194>

### **Notes to Facilitator:**

Facilitators may wish to select schools that represent their areas. The mapping inequality project is a tool to show where educational inequalities are in various localities.

Some important factors should be added to this list so as to not reinforce stereotypes or an individualized deficit understanding of inequity. (i.e. Black students/families are inherently less invested in education. It would be important to touch on segregation in schools, allocation of resources, absence of culturally relevant pedagogy, lack of cultural representation of teachers and administrators, implicit bias in testing, etc.) These should be key components of the background information shared.



## Reflections on the Lesson (by facilitator)

### References:

Fields, N. (2017). Developing Extension lesson plans: Using a 4-H youth development lesson plan template to strengthen the rigor and quality of research-based 4-H programs. University of Maryland Extension Publication FS-1060. Retrieved from <https://extension.umd.edu/learn/publications/developing-extension-lesson-plans-using-4-h-youth-development-lesson-plan>

Nelson, J. (2007). *The art of focused conversation for schools: Over 100 ways to guide clear thinking and promote learning*. Toronto, Ont.: The Canadian Institute for Cultural Affairs.

Stanfield, B. (2005). *The art of focused conversation: 100 ways to access group wisdom in the workplace*. Gabriola Island, B.C.: New Society.



Lake Forest High School, Lake Forest, Illinois



North Chicago High School, North Chicago, Illinois



## Guided Dialogue 6

### Why Do People Riot to Get Their Point Across? Understanding Civil Unrest

Author: Dr. Michelle Cox, University of Illinois Extension

**Intended Audience:** Youth and Adults

**Time Required:** 1 hour

#### Dialogue Objectives:

- Extend thinking and learning capacity
- Make learning meaningful
- Make communication in groups effective
- Help prevent and solve problems
- Strengthen the effectiveness of evaluation

#### Learning Objectives:

- Understand why riots take place
- Evaluate whether rioting is an effective method of protest
- Analyze the conditions under which people choose to riot

**Background Info/Situation:** As early as the Boston Tea Party, rioting has been one method used in an effort to bring about change. This discussion will examine how riots emerge.

#### The Conversation

**Engage** (*Grabber/Hook to open the conversation*)

- **PLAY 2:01 seconds of the video clip, “How Protests Become Riots, And How They Change History” | NBC News**  
<https://youtu.be/2xZ7oC8u7l4>
- Let’s all spend a few moments in silence, reflecting on our feelings about the video.



**Objective Questions** (*Factual observations related to the topic*)

- Tell me what happened. Try to do this from the standpoint of an external reporter, holding a video recorder. Be as specific as you can.
- What behaviors did you observe?
- What comments have you heard from your family?

**Reflective Questions** (*Get them to think, internalize*)

- Why do you think riots happened?
- What image jumps to mind?
- What memories did this bring out?
- What worries you most about this behavior?

**Interpretive Questions** (*Relate the topic to the larger picture*)

- What is a key insight you had?
- If you were in the video, what would you be doing? Why?
- What would you have done differently?
- What are other methods of protest that could have been effective?

**Decisional Questions** (*Now what? So what?*)

- What recommendations do you have?
- How has this video changed you or your thinking? Why?
- What strategies can be applied?

**Closing**

Fill in the blank for me. "This has been a \_\_\_\_\_ conversation." Now that we have talked about this topic it can be a starting point for moving forward. What can I do next to make an impact on my life? What can I do next to make an impact in my community?



## **Additional Resources**

Article, “When Rioting Is the Answer”: <https://time.com/3951282/riot-violence-use-american-history/>

Diversity & Inclusion curriculum: <https://shop4-h.org/collections/diversity-inclusion-curriculum>

## **Evaluation** (Tool used)

## **Reflections on the Lesson** (by facilitator)

## **References:**

Fields, N. (2017). Developing Extension lesson plans: Using a 4-H youth development lesson plan template to strengthen the rigor and quality of research-based 4-H programs. University of Maryland Extension Publication FS-1060. Retrieved from <https://extension.umd.edu/learn/publications/developing-extension-lesson-plans-using-4-h-youth-development-lesson-plan>

Nelson, J. (2007). *The art of focused conversation for schools: Over 100 ways to guide clear thinking and promote learning*. Toronto, Ont.: The Canadian Institute for Cultural Affairs.

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PROGRAM LEADERS  
WORKING GROUP

## MY NOTES



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