

Training Protocol

Length of Time Needed for Training

OPTIMALLY: 14 + HOURS

MINIMUM: 12 HOURS

An overnight is essential for this process to be effective. Preferably, participants should not go to their individual homes but should remain together as a group.

NOTE: Beginning the training after work on Friday evening and serving dinner is a guaranteed way to put all participants to sleep. It is nearly impossible to concentrate at the end of the week. The preferred time to begin if starting on a Friday (and an all day session is not possible) is immediately before or after lunch, which will give a minimum of six hours of training for that day.

NOTE: Any time less than 8 hours should be considered an introduction only. All participants who attend the 14-hour training must stay for the entire training. Providing a sign-in/sign-out sheet is essential for record-keeping. Ask participants to provide their names (printed), signatures, email addresses.

If participants require a record of their attendance to be sent to some diocesan official, provide a sheet of paper where they can give the name of the official, the address, and the date by which they need the notice sent.

Information for Trainers

NOTE: Time is not your friend when doing antiracism training. There is never enough of it, and you will continually be making choices and compromises. Become comfortable with the fact that you will need to interrupt discussions and give inadequate amounts of time for exercises. Remind participants that they can continue discussions during breaks or meals and make plans to call, email, or somehow stay in touch with persons in the training.

When beginning day one it is desirable to know how many units you will cover before breaking for the day. In part, this may also be determined by whether the participants seem to be struggling to grasp the material. Note that it is usually better to present White Privilege and Internalized Racial Oppression on the same day.

Homework reading assignments are given the night between the training days. Our customary handouts are the following

Handout 1: Two House of Bishops Pastoral Letters (1994 and 2006 versions) (*pgs 143-150*)

Handout 2: "Why As Christians We Must Oppose Racism," by Archbishop Tutu (*pgs 151-158*)

NOTE: The readings must be discussed the next morning after morning prayers.

NOTE: Included in Worksheets are the Participant Worksheet E: “Stereotype Exercise” (pg 103); Participant Worksheet V: “Culture Tree” (pg 139); and Trainer Worksheet 10: “Race to the Wall” (pg 91). These are typically used as participants gather on day 2, but can be used at a beginning or end of a day.

NOTE: After the list of participant worksheets for each activity will be listed the relevant trainer worksheets to be used. They will describe what the trainer is to do for the activity.

NOTE: The diversity or lack of diversity of the group will have a marked effect on the results of most of the activities and exercises. The trainers should point out the lack of diversity and engage participants in discussing the reasons for it and possible ways to increase diversity in future groups. The key question always to be considered by the trainers and asked of the participants is, “Who is not at the table?” **Our efforts should always be directed at ensuring that more and more people of different ethnicities, races, genders, ordination status, sexual orientation, age, ability, and class are at the table which, as always, is God’s table.**

Physical Arrangement of the Space and Room Set Up

Antiracism training can be stressful and difficult even for those who chose to attend. Therefore, it is vitally important that the setting of that training be as comfortable, bright, and spacious as possible. We know that people will not and cannot learn if they are physically uncomfortable, so we must become advocates of the participants with respect to such basic issues as lighting, temperature, and space..

When possible and appropriate, hold the training in a place with an attractive outside area where, during breaks or small-group exercises, participants can walk alone or in small groups or where small group meetings can be held. At the very least you need:

- A large, well-lighted room where people can easily move around
- Round tables and chairs, and one additional chair for each participant pre-arranged in one section of the room for the first exercise
- Several long tables for handouts, registration materials, and food
- Shades or other window covers so that the room can be darkened for videos and DVDs
- Small table groups should not exceed six to seven per table
- For very large groups (or a small room), additional break out rooms
- A registration table at the main entrance to the room with name tags and markers, other information, and sign in sheets
- Accessible restrooms / note other accessibility issues as needed
- Food

NOTE: If there will be time for Eucharist at the end, you will need to get all of the necessary elements for the service (in hotels, often it is a roll or bread and some wine).

A/V and other Equipment

- VCR/DVD and large monitor (or projection unit and screen), adequate speakers as needed for projection unit
- Easel, flip chart and markers or dry erase boards
- Overhead projector (for some trainers)
- Microphone and podium (for some trainers)
- Connection unit for power point (for some trainers)
- It is important to verify that the room can be darkened to show the videos.

To be placed on the Small-Group Tables

- 3x5 cards in the center of the table
- At each place:
 - Prayer packet (“Call to Worship” or something comparable)
 - Praying the Baptismal Covenant
 - Participant Worksheets: A. Ground Rules, B. Dialogue v. Debate, C. Questions to Ask Myself
 - Folder for handouts

Opening and Prayers

Welcome participants to the session.

Many participants are apprehensive or hostile about coming to this training so exhibit an upbeat, positive manner. Thank hosts or other appropriate persons for arranging the site. Make other small talk. Comments about the location may also be appropriate.

Often the host (bishop, dean, chair of committee) will introduce the lead trainer and stress the importance of the event (this is preferable).

If you are not introduced, simply introduce yourself and the other members of the training team. Alternately, each trainer can introduce themselves as they come forward to lead a section of the training. Trainer introductions should be done briefly as a model for how you wish the participants to introduce themselves.

- Opening Prayers: Use “**Call to Worship**” (pg 35) contained in worship packet and any other appropriate prayers from the packet or from other sources. If there is enough time in the schedule, which is rare, an appropriate Bible passage may be used in addition to “Call to Worship.” Limit the discussion and reflection time given.
- “**Praying the Baptismal Covenant**” (pg 36-37) reminds participants that the work of antiracism is an act of fulfilling the promises that we have made when we say the Baptismal Covenant.

NOTE: It is always preferable to have participants share in the reading of the prayers for the building of community. However, do not call on anyone to do this, because some people do not read well in public.

NOTE: All participatory activities, however preferable, are more time-consuming than having the trainers themselves do them.

Introduction of Participants

This depends entirely on the amount of time that is allotted for this activity and the size of the group. There are several alternate ways of introducing:

- Get to know each other at each small table and have one person introduce the table.
- Pair up with another person and introduce each other to the whole group (the most time consuming choice).
- Individually – give name, diocese/parish/position in diocese/church.
A preferred alternate, and one which consumes the least amount of time, is to have participants introduce themselves when they are reading their **Hopes and Concerns** card (next activity).
- For two-day or three-day trainings, each day can have a different kind of opening that will engage and introduce the participants in a new and different way. (**Example** – “One More Thing” “Tell me one more fact about yourself that nobody here knows.” See other examples in the appendix.)

History of the Church’s Commitment to Racism: Why we are here

Trainer Worksheet 1: ***History of the Antiracism Commitment of the Episcopal Church*** (pgs 65-67)

This history (contained in the “Trainers Worksheets” section) tells the story of how antiracism became incorporated into the life of The Episcopal Church and should be read immediately after the prayers and trainer introduction. Plan to know the history well enough so that you can paraphrase it as long as the major points are made.

Creating an Atmosphere of Comfort and Trust

“If I have defined a place as safe, it means that it is safe for me, not necessarily safe for anyone else. The goal might rather be to create a safely dangerous place with different voices present.”

Participant Worksheet A: ***Ground Rules*** (pg 95)

Participant Worksheet B: ***Guidelines for Dialogue vs. Debate*** (pg 97)

Participant Worksheet C: ***Questions to Ask Myself*** (pg 99)

Trainer Worksheet 2: ***Hopes and Concerns Instruction*** (formerly known as *Hopes and Fears*) (pg 69)

Trainer Worksheet 3: ***Personal Inventory Questions*** (formerly known as *Concentric Circles*) (pgs 71-73)

When planning the training, there may be a temptation to omit these three activities to save time but please include them (See note below)

“Hopes and Concerns Instruction” (see Trainer Worksheet 2).

Say to participants: “Everyone who comes to any new experience, particularly an antiracism training such as this, brings with them their hopes and their concerns about what may or may not happen. We are going to give you an opportunity to voice some of them now.”

- Have 3x5 cards on the tables, one for each person. Tell them the following:
Write the word “hope” on one side and the word “concern” on the other.
Write one hope and one concern on the appropriate side.
 - Write legibly because someone else will read your card.
 - Do not sign the card.
 - When you have finished, hold the card up and we will collect it.
 - Have the participants take turns reading the hopes and concerns on their card (and their self introduction if they have not already done so).

If there is limited time, you can say the following after the first few hopes/concerns are read – “If anyone has anything **different** on their card, please read it.”

NOTE: The decision to omit this activity because of time constraints may result in persons not having the opportunity to express themselves and usually those sentiments will emerge anyway at a later and often inappropriate time and manner.

“Ground Rules” (see Participant Worksheet A)

Next turn to the sheet on your table entitled Ground Rules. Explain that these are the Ground Rules that will apply during the training.

Do not ask if that is okay with them.

- Read the first and then have others volunteer to read the rest.
- Do not ask if they have questions – if they do have questions, they will ask them anyway.
- Do not ask if there are other Ground Rules they want to add.
- Use the “try-on” statement if they seem to have any objections to the Ground Rules by inviting them to just try them on for the period of time of the training.
 - Be prepared to explain what some of the “isms” mean, these are not terms which most people seem to know.

“Dialogue vs. Debate” (see Participant Worksheet B)

- Begin with any statement about how we all seem to know how to debate, but that dialogue is difficult. Here is a sheet to help us tell the difference between the two. Read the first sentence in each column to model that the sentences should be read in a parallel fashion, one from each column. You may divide the group in half, and have them read the parallel sentences.
- Have them look at the next sheet, “Questions to ask Myself,” and tell them that is for them to use if they begin to have trouble staying in dialogue. Do not have them read that sheet.

“Questions to Ask Myself” (see Participant Worksheet C).

Keep this with you in case you need to enter into debate.

“Personal Inventory Questions” (see Trainer Worksheet 3).

(For those who have done this training in the past this exercise was know as Concentric Circles)

This exercise engages participants physically by having them move around and gets them in touch with some old memories of how they may have been taught attitudes and habits that have subsequently had a positive or negative effect on them. You may begin by saying the following to them:

“Now we are going to do something that trainers like to do best – we are going to move you!”

Make getting to the chairs and beginning the activity as fun as possible because it is still early in the training. For example: “Let’s see if you can listen to directions and get to the chairs quickly” and “Shake hands with your partner!”

- If at all possible have the chairs set up prior to the beginning of the training, because moving them takes precious training time.
- If you choose, and the room is large enough, put the chairs in concentric circles. Generally, this is done in parallel rows and sometimes requires two or more sets of parallel rows.
- It is important to be very clear about the directions for this exercise:
 - Say first, “This is a listening and speaking exercise”
 - When your partner is speaking, you may **only** listen, not respond. If your partner stops talking, do not begin your turn to answer the question until you are told to do so.
 - Each of you will have an opportunity to respond to each question.
- If time is not a factor, ask all eight questions.
If time is limited ask at least questions one through six.
- The **debriefing** of the experience is essential for this exercise.
Ask some version of the following feedback questions:
 - How was that experience for you?
 - Did you learn any new information?
 - What was the most difficult question for you to answer? Why?
 - Add any other questions you have time to ask.

NOTE: There may be some logistical issues with this activity such as:

- An uneven number of participants. In this case, have two persons speak and listen to one person and give that row extra time for speaking
- Someone with physical challenges that prevents them from moving. Move the other row exclusively.
- Persons with sight or hearing losses who need a companion to help them.
- Non-English speakers who require a translator. Have the translator sit next to the partner.

Do not isolate any of the above persons into a separate group or allow them to sit and observe this activity. It is a very important activity for group bonding and self awareness.

Break Usually, a break is given after this exercise.