

**TALKING
ABOUT**

RACIAL AND ECONOMIC JUSTICE

**Tools to Move a
Constructive Conversation
Within Your Union and
Within Your Community**

AFL-CIO

A Message from AFL-CIO President Richard L. Trumka

Sisters and Brothers,

Talking about race is hard. It can be controversial.

For most Americans, talking about race in mixed company is pretty uncomfortable. Most white people worry that if they speak from the heart, they will expose feelings or beliefs that their colleagues will see as backward or racist. Many black people worry that speaking the truth of their experience will be viewed as “playing the race card” or end in alienation or consequences from their employer. Race talk can be a minefield because, more often than not, our trigger words are very different and we talk about the problem more than we agree on the solution. So let me repeat: I know talking about race is hard.

But we’re the labor movement. We don’t walk away from a fight. We can’t avoid a conversation on race and injustice and inequality because it’s hard. That’s not who we are. Everything we do is hard.

The future of the labor movement depends on us celebrating and protecting our differences. Our power and strength grows out of our solidarity. When working people are divided, working families lose, unions lose, the forces for progress lose and our democracy is weaker.

As union members, we cannot stand on the sidelines and watch bigots spew hate and division. We will not go back to a time when white supremacists enter mainstream politics and the media, and claim to speak for average Americans. We cannot ignore attacks on immigrants, religious minorities, women and communities of color.

The labor movement embraces *all* working people—whatever their religious beliefs, wherever they live, whomever they love, whatever they look like. An attack on any one of us—on a worksite, at a peaceful protest, on social media—is an attack on all of us. This is what solidarity means.

I’m asking each of you to take a hard look inside your own heart, your local, your central labor council, and ask: Are we doing all we can to support *all* our brothers and sisters? Are we reaching out and listening? Are we creating institutions and practices that are truly democratic and welcoming to everyone? Are we building the organizations we need to grow economic and political power in the 21st century?

This guide gives you some tools to start this conversation.

I won’t tell you it will be easy. It will challenge you and stretch you. But you’ll come out a better leader and an even better American as a result, and the labor movement will be richer and stronger. So begin the journey and keep us posted on how it goes and how we can help.

In appreciation and solidarity,
Richard L. Trumka

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Introduction

HOW TO USE THIS GUIDE

In the wake of hundreds of police shootings of unarmed African American people in communities across the country, and the protest and uprisings that followed, in February 2015 the AFL-CIO Executive Council called for the creation of a Labor Commission on Racial and Economic Justice, noting that:

“America’s legacy of racism and racial injustice has been and continues to be a fundamental obstacle to workers’ efforts to act together to build better lives for all of us... [O]ur different experiences organized around race, gender identity, ethnicity, disability and sexual orientation often challenge and complicate” our ability to lift up our shared interest in achieving economic justice....

“To build a different, better economy we need power that can only come from unity, and unity has to begin with having all our voices be heard, on all sides of those color lines. We have to start by acknowledging our own shortcomings and...find a way to see with each other’s eyes, and address the facts and realities.”...

“The fight against racism is about whom we choose to be.”...

“To that end, it is time for a frank and thoughtful discussion on racial inequality and its economic impact—starting first in the house of labor.”

Over the next two months, a labor commission composed of leaders of 17 international unions was established, and an advisory committee of 14 union educators and independent experts was formed. Between September 2015 and March 2016, staff of the Civil, Human and Women’s Rights Department at the AFL-CIO organized and helped facilitate six labor commission hearings in Alameda County, California; Birmingham, Ala.; Boston; Cleveland; Minneapolis; and St. Louis. The commission report with a set of findings and recommendations is forthcoming.

This document is designed to share what our staff has learned about how to have a constructive conversation about systemic racism, and racial and economic justice, based on our experiences over the past 18 months.

We found that union members across the country are hungry to find a safe space to have a structured conversation about #BlackLivesMatter, systemic/institutional biases, and how to personally and politically create a more just society and a more equitable, inclusive economy for each of us. But these are not easy conversations to have.

Some of our members—from any background—ignore racial inequities or see economics and racism as two unrelated issues. They might believe systemic racism is an excuse for people of color to have privilege handed to them. Others focus on the political and economic advances that have occurred over the past 50 years and identify structures, institutions and individuals as a part of the problem. These different beliefs are both political and personal. For many of us, our emotions and convictions cause us

to speak past each other. Sometimes we need guidance and new knowledge to see that, really, we all want the same things: dignity, justice and freedom.

The various exercises and resources contained here are designed to help local unions, state federations and central labor councils structure constructive conversations among union members and leaders; and between union and community leaders. We believe that together, we can improve our workplaces and communities.

GETTING STARTED

This resource is a collection of activities, suggested readings and videos to spur a discussion about workers' lived experiences, how to identify and discuss the way racial bias operates in everyday life, and ways to disrupt these patterns to build a more inclusive, equitable society. These resources are meant to help people better understand racial bias and prejudice on a personal level, and to understand how organizational practices, institutions and policies reinforce racial discrimination and restrict opportunities.

These patterns of exclusion and bias can operate inside labor institutions and practices, too. We need to take a hard look at ourselves as we examine racial bias to ensure we are building an inclusive labor movement for the 21st century that fully reflects the diversity of our workforce today and in the future.

We envision four general ways to use this training:

- to **educate union members** about the way race, ethnicity, gender, sexual orientation and other differences impact the lives of our members and would-be members, and to build common understandings of how racial bias and discrimination divide working people and undermine our collective power;
- to **identify structures and practices that reinforce racial discrimination and limit opportunities** within the labor movement—in order to change them;
- to **unpack overt and coded racist political appeals to white working-class union members** (“dog whistle politics”) in order to unlearn implicit bias and **rebuild the labor solidarity** they are designed to undermine; and
- to **build power among union members and community allies to change the institutions and practices** that prevent us from advancing a shared vision for a just and democratic economy that works for each of us.

The tool(s) you choose from our toolkit will depend on what you want to accomplish, how much time you have and the size of the group you have to work with. We invite you to pick and choose, and modify the trainings to best suit your needs.

Some things to consider when planning your trainings

Know your participants. Who do you want in the room? Will your participants be majority white? Male? Leaders? How many people of color will be in the room? How many women? What's the mix of leaders, stewards, activists, rank-and-file members? Who are the people who will bring credibility and legitimacy to this work? Who supports this effort fully going into the training? How will you ensure they attend? Is

this a truly voluntary exercise or have people been “volun-told” to come? What have they been told to expect? What do they want to get out of the experience?

Find experienced facilitators who have legitimacy with your audience. It is most important to have a facilitator who is respected and is acknowledged by participants to be a union leader. Union educators can play this role, as can other local union leaders or community allies. In Spring 2017, staff in the AFL-CIO Civil, Human and Women’s Rights Department will host a train-the-trainer event to expand the number and diversity of available trainers.

Prepare for the worst, expect the best. It is important to prepare yourself and the physical space you are using for this conversation. You need to be calm and welcoming, and alleviate the anxiety of the participants. Little things matter. Make sure the place is open 15 minutes ahead of time, there are markers, tear sheets, materials, drinks, etc. We had music playing as people walked in. You want people to know you have taken the time to prepare and are concerned about the experience they will have.

Set clear expectations. Establish yourself as an expert, even if you personally doubt yourself. They need to trust the facilitator and believe you will protect them if things start to get heated. Immediately set ground rules and lower expectations/anxieties: “you’re not here tonight to ‘solve’ racism.” Let them know that sometimes intense feelings come out, that this will be personal, but there is no right and wrong. No judgment. However, you will check things if inappropriate or hurtful comments are made. It is fine to say difficult things, and the facilitator will intervene as needed without demeaning anyone. We will de-escalate conflicts or potential conflicts to protect everyone. In this setting, everyone is equal, there’s no hierarchy. You’ll be challenged, but you’ll learn a lot. Most people walk away feeling more bonded with each other and enlivened. They feel the time was worthwhile and often want to share their experiences with others. That’s our goal.

Establish a safe space. Our rule: “What’s learned here, leaves here; what’s said here, stays here.” Emphasize that it will be a huge break in trust if someone hears a dumb or ill-said comment that they made repeated around the workplace. Specific comments and who made them **MUST BE CONFIDENTIAL**. Make sure to break up factions and small groups in the room. People are emboldened to be more challenging or aggressive when with their familiars than when scattered around. Mix people in with people they don’t know. Don’t let cliques stay together.

Get feedback at the end of your session. With small groups, you can go around the room to immediately share feedback with the entire group. How do you feel? What did you learn? What did you like, what didn’t you like? And especially: **What do you still need?** You can get more detailed responses from larger groups by asking them to fill out surveys. We have included an example.

Think about the actions you hope to encourage—before you start the conversation. This may help you choose your tools. Most of our trainings are about how to have a conversation to better understand how racial bias and racism work to shore up existing institutions and structures that limit the opportunities for working people.

- **But our goal is to move from understanding to ACTION**—to encourage people to put their new insights into action and work to break down barriers, make new connections inside the labor movement and with external allies, in order to remove the obstacles and change the institutions that constrain us.

- **Our members are the ones who need to determine how and where they want to focus.** A leader’s job is lay out a vision and make suggestions, but members have to figure out what the next action step is, what they want and what actions they are ready to take to change their union, their workplace, their community and their local politics. The goal is to expand the “coalition of the willing” within your union and your community. And see where they take you!

Below is a table showing the training materials included in this guide, the best size and the time each will take. The materials required are discussed in the training. If your members have the appetite for multiple trainings, we would suggest this progression:

Understanding Power, Bias and How Racism Works

TITLE	PURPOSE	BEST SIZE	DURATION
Understanding Power and Privilege	To create a safe but challenging environment to explore power, privilege, and institutional or structural racism.	50 people	1 hour, 45 minutes
Understanding and Interrupting Implicit Bias	To learn how to talk about race and racial bias, and practice skills in ways that advance the conversation. Learn and practice a three-step tool to disrupt implicit bias in your workplace and life.	50 people	45 minutes
Ally is a Verb	Through short and creative videos and articles, we learn the basics of the racial justice discourse.	15 people	1 hour
Identity Strands Exercise	This activity allows participants an opportunity to explore identity(ies), identity formation, the intersections of identities, and allows participants to understand each other in relation to their experiences and identity.	40 people	1 hour, 15 minutes
Ending Racism to Build Union Power	The overarching goals of this workshop are to begin the conversation about race and racism from a vantage point of: 1) one’s own experience; and 2) the opportunities we have within labor to make positive change.	30 people	2 hours, 10 minutes
How to Have a Conversation on Race Without Everyone Running Out of the Room	In this workshop, union leaders, educators and community organizers will present strategies on how to approach the conversation on race when interacting with an audience that holds different opinions.	45 people	3 hours, 30 minutes
The Values Activity	This activity can bring about an assessment of where your group could grow, where you need support or an area of feedback to share with the national office.	30 people	1 hour, 30 minutes

Changing Local Union Practices

TITLE	PURPOSE	BEST SIZE	DURATION
Union Shop Steward Scenario	Raise awareness of LGBTQ+ issues.	40 people	50 minutes
Diversity of Membership Scenario	Develop ways to be more responsive to union members of color.	50 people	50 minutes
Black Lives Matter Scenario	To use a very familiar and practical example of when an officer “accidentally” murders a black man, and gauging how the labor movement should and won’t engage.	50 people	50 minutes
BLM and the Labor Movement: Where and How They are the Same	To dispel the myths of the Black Lives Matter movement and show the overlap between the labor movement’s agenda and the Black Lives Matter agenda.	50 people	1 hour, 5 minutes

Identifying and Calling Out Racial Political Appeals to White Voters

TITLE	PURPOSE	BEST SIZE	DURATION
Dog Whistle Politics Scenario and Debrief	To help union members and leaders identify coded racist political appeals, call out politicians who use them, and so inoculate members and the public against their appeals.	50 people	1 hour

Other Labor Resources (can be modified)

TITLE	PURPOSE	BEST SIZE	DURATION
Racial Justice Boot Camp	An example of a racial justice boot camp for diversity conferences.	40 people	5 days
State Convention Town Hall	Host a town hall discussion on racial and gender justice in the labor movement.	100 people	2 hours
Minneapolis Regional Labor Commission on Racial and Economic Justice	<p>Create your own local Labor Commission on Racial and Economic Justice to:</p> <ul style="list-style-type: none"> · encourage local labor leaders and institutions to take on racial equity issues; · increase affinities between communities of color and local unions, and encourage more worker organizing as solutions to racial and economic injustice; · encourage the promotion of members of color into leadership positions; and · provide feedback to the central labor council and its affiliated unions on local policy issues, internal organizing, external organizing, community partnerships and workforce development. 	N/A	N/A
Draft Resolution [Sample Language] and Committee Amendment for #BlackLivesMatter	Resolutions of CLCs to make racial equity a core part of the work and mission.	N/A	N/A

Evaluation

TITLE	PURPOSE	BEST SIZE	DURATION
Workshop Evaluation Example	To help workshop participants give feedback to organizers and trainers	N/A	N/A

IMPORTANT CONCEPTS IN THESE CONVERSATIONS

Power

The ability to decide who will access resources; the capacity to direct or influence the behavior of others, oneself and/or the course of events.

Privilege

“Unearned access to resources (social power) only readily available to some people as a result of their advantaged social group membership.” Determining who has privilege or disadvantage is complex because cultural, social and historical changes affect which groups are privileged and which groups are not.

Oppression

A system that maintains advantage and disadvantage based on social group memberships and operates, intentionally and unintentionally, on individual, institutional and cultural levels. Oppression fuses institutional and systemic discrimination, personal bias, bigotry and social prejudice in a complex web of relationships and structures that saturate most aspects of life in our society.

Implicit Bias

A preference for or prejudice against a person or group of people; and one that operates without our conscious knowledge.

Prejudice

A prejudgment or unjustifiable, and usually negative, attitude of one type of individual or groups toward another group and its members. Such negative attitudes are typically based on unsupported generalizations (or stereotypes) that deny the right of individual members of certain groups to be recognized and treated as individuals with individual characteristics.

Race

A sociohistorical category used to divide people into populations or groups based on physical appearance, such as skin color, eye color, hair color, etc.

Ethnicity

A category that describes membership in a group based on real or presumed common ancestry, shared languages and/or religious beliefs, cultural heritage and group history.

THREE KINDS OF RACISM

Interpersonal

Interpersonal racism is when an individual shows negative ideas or actions toward another race or culture not their own. All types of people have these attitudes, but these attitudes are most obvious in the white-dominated society we live in.

Internalized

Internalized racism is when, either knowing it or not, someone has negative ideas about themselves and their race or culture. These negative images come from racist ideas and images put out in society claiming that white people are superior. Basically, this is someone who feels their race or culture is bad, or at least not as good as the white culture and race.

Institutional

Institutional racism is the laws and practices that institutions create in order to benefit white people at the expense of people of color. The outcomes of these policies and practices always have negative effects on people of color. Institutional racism is different from interpersonal or internalized racism because it does not just affect one person; it affects large groups of people at once. The flip side of institutional racism is white privilege, the fact that white people have social advantages in things like getting jobs, getting into college and running government and businesses.

FOUR WAYS RACISM IS USED TO HARM PEOPLE

Malicious Racism

Malicious racism is deliberate, ugly, obvious and socially destructive. Using hateful language, attacks on people solely based on race. Most people in America today condemn this form of racism. But insisting that this kind of overt, deliberately malicious racism is the only form that racism can take allows people to claim that racism is largely a thing of the past, and that anything short of racial epithets and violence aren't racist.

Coded Racism

Coded racism works by invoking racial stereotypes. The coded part comes in when people deploy these stereotypes without expressly mentioning race. They seem race-neutral, but they incite powerful reactions.

Routine Racism

For most of us racism is routine. It means that ideas we take for granted, that are “commonsense,” are shaped by stereotypes. They are part of our everyday understanding of the world, even for people who mean well, and even for people of color.

Strategic Racism

The decision to manipulate the racial fears and hatred of others for selfish ends. The “strategy” in strategic racism is to divide and conquer, and it has been at the core of American politics for the last half-century.

If you need support or have questions about this material, please contact us at CHWR@aficio.org.

UNDERSTANDING
POWER, BIAS
AND
HOW RACISM
WORKS

Understanding Power and Privilege

1 HOUR, 45 MINUTES

Learning Objectives

- Learn to begin a conversation on race, institutional power and organizational development
- Be able to articulate the four areas of oppression
- Understand how to create a safe, yet challenging, environment in which to explore institutional/ structural racism
- Formulate commitments to create organizational change as it relates to inclusive practices, common needs campaigns and explicit diversity efforts

Materials and Logistics

This activity will take 2 hours and 5 minutes, divided as follows:

Welcome, Introductions and Ground Rules	10 minutes
Social Justice and the Labor Movement	10 minutes
Table Talk	10 minutes
Video: “Blues Eyes, Brown Eyes: A Class Divided”	15 minutes
Break	10 minutes
Introduction: The Four I’s of Oppression	5 minutes
Overcoming Your Imprint Best Practices Share	15 minutes
Video: “Trumka on Ferguson”	5 minutes
Video: “How to Be an Ally”	5 minutes
Debrief/Report Back	20 minutes

Materials Needed

- Sign-in sheet
- Projector, to display video
- Tape
- Butcher paper/whiteboard
- Markers

AGENDA

Welcome, Introductions and Ground Rules

10 minutes

Here are suggestions for group agreements that will help move the discussions and make it as productive as possible.

Group Agreements for Participants

- Listen.
- Keep an open mind.
- Value your own experience.
- Step up, step back.
- Be present (cell phones silent).

Ground Rules

It is important to set up ground rules and establish the role of the facilitator. In order for folks to have an honest dialogue, you have to explain that this isn't an attack session, and to assume best intentions of everyone in the group.

Social Justice and the Labor Movement

10 minutes

Give a brief lecture on how our ability to look at these issues will enable us to operate in ways that bring us closer to our members, our communities and the justice we talk about. Discuss how addressing issues of power and privilege help us to think creatively about the types of campaigns that matter to people we are working with, and how it builds capacity when we have more people involved in doing the hard work of the labor movement.

Table Talk

10 minutes

- What were the schools like in the area where you grew up?
- Did your parents own a home or rent?
- Do you feel like most people in your work and social circles are “like you”?
- Have you ever carefully crafted your evening/social plans around the threat of street harassment, sexual assault or rape?
- What have your experiences been like with law enforcement? Do you tend to trust them? Fear them?

Video: “Blues Eyes, Brown Eyes: A Class Divided”

15 minutes

Video link: [pbs.org/wgbh/pages/frontline/video/flv/generic.html?s=frol02p66&continuous=1](https://www.pbs.org/wgbh/pages/frontline/video/flv/generic.html?s=frol02p66&continuous=1)

Part 1: The Daring Lesson, from 20-second mark to 1:30, then from 3:20 to 9:20.

Part 3: 14 Years Later, screen all of 6 minutes and 52 seconds.

Whole Group Q&A: “Blue Eyes, Brown Eyes” questions leading to four I’s discussion
Don’t introduce the four I’s, just ask the questions related to them.

Ideological

1. How did the teacher describe the kids who were on “the outs”? What words did she use?

Interpersonal

2. In what ways did the kids’ action express their dominant position? How did the kids on “the ins” benefit?

Internalized

3. What did you notice about the kids who were on the outs? How did they behave? How did they express their feelings? How did they talk about the class later?

Institutional

4. What were the rules? Whom did they benefit? How were the rules communicated? How did the rules keep the kids divided? How could the kids have challenged the rules?

Break

10 minutes

Introduction: The Four I’s of Oppression

5 minutes

Offer definitions. Tie into them answers to the questions asked above. Explore and ask, popcorn style, for an example of each. Wait for participants to give an example. Some examples are listed below for reference:

1. Ideological—our thinking about specific groups.
2. Interpersonal—e.g., clench your purse in the elevator, name-calling, verbal or other abuse.
3. Internalized—drug abuse, alcoholism, self-harming, acting out.
4. Institutional—policies such as criminal justice policies that target specific groups—stand your ground.

Overcoming Your Imprint Best Practices Share

15 minutes

Things to look for: Notice who reports out, are there gender/race/ethnicity dynamics at play? Are they getting to the heart of it? Invite other groups to add, if there’s something that was missed or misrepresented.

Video: “Trumka on Ferguson”

5 minutes

www.youtube.com/watch?v=ny8loBhqmhc

What do you think about what he said? How do you think the questions he raised can help us think about our work?

Video: “How to Be an Ally”

5 minutes

https://www.youtube.com/watch?v=_dg86g-QIM0

Debrief/Report Back

20 minutes

Groups should each reflect on one thing they see in the assessment that they can commit to working on. This might end up being something they decide to have as their interim project.

Understanding and Interrupting Implicit Bias

45 MINUTES



For more information, please contact Dushaw Hockett at Dushaw@thespacesproject.org.

Learning Objectives

25 minutes

- To learn and **practice skills for how to talk about race and racial bias**. And to do so in ways that transform—vs. paralyze—conversation
- To learn and **apply new knowledge/frameworks** for analyzing racial disparities at both the interpersonal and systems level

1. SHARED FATE/SHARED DESTINY

Sample Language: “Comprehensive immigration reform is good for the WHOLE country. Here’s how....”

2. PROTESTING (inequitable) SYSTEMS, NOT PROTESTING PEOPLE

Sample Language: “When black people are protesting, it’s NOT against white people (or individual police officers), it’s against racialized systems and structures that restrict human life and opportunities because of race.”

3. RESPONSIBILITY, NOT CULPABILITY

Sample Language: “People may benefit from racialized systems unintentionally. This doesn’t mean you’re “culpable” or “guilty.” The real question is about responsibility. Now that we’re aware, what ACTION will you/we take?”

4. INTENT AND IMPACT

Sample Language: “Ouch! Dushaw, I suspect there’s at least one person in the room who MAY feel rubbed the wrong way by what you just said. Will you please say more about what’s behind the comment so that people understand your intent.”

5. SYSTEMS AND INDIVIDUALS

Sample Language: “Race is a SYSTEM with a lot of moving parts that interact and overlap over time. Attitudes and behaviors you see in some communities are not a reflection of culture or human defect, but are a reflection of trauma and the result of a LEGACY of GENERATIONAL inequities inflicted OVER TIME. So we need to do both, transform systems and “heal” individuals/families.”

6. IMPLICIT BIAS

Sample Language: “The church did not hire a single immigrant. I know it’s hard to believe that a religious pastor can have a racial bias. But maybe the bias is not explicit. Maybe it’s implicit. And needs to be brought to her attention.”

7. WORLD AS IT IS AND WORLD AS IT SHOULD BE

Sample Language: “Yes, we’re all human and should not see people through their skin color or other physical characteristics. That’s the WORLD AS IT SHOULD BE. The WORLD AS IT IS has conditioned us to see race. What are the ACTIONS we can take in the WORLD AS IT IS to create the WORLD AS IT SHOULD BE?”

8. BOUNCE-BACK

Sample Language: “Let me pose the question back to you.” Or “Let me ask your question a different way.”

9. ASSIST

Sample Language: “I really appreciate your question. That’s a good/hard one. What do other people think?”

10. MULTIPLE TRUTHS

Sample Language: “Is it possible that BOTH of you are right? Your lived experience is YOUR truth. Maybe there’s a SHARED TRUTH somewhere in the middle?”

Definition of Implicit Bias

15 minutes

A preference for or prejudice against a person or group of people; one that operates without our conscious knowledge.

STEP #1: ASSESS

- **Individual—Take the Implicit Association Test** at <http://bit.ly/1nsczDd>.
- **Organizational—Use the Racial Equity Toolkit** to assess policies, initiatives, programs and budget issues. You can access the toolkit at seattle.gov/Documents/Departments/RSJI/RacialEquityToolkit_FINAL_August2012.pdf.

STEP #2: ADDRESS

- **Counter Stereotypes** (individual and organizational)—Replace stereotypical images and narratives with those that single out and counter existing stereotypes.
- **Practice Perspective Taking**—Walk in the shoes of another person; take on the first-person perspective.
Example: Federal judge spends time in solitary confinement cell. “The warden led him to solitary confinement, where prisoners spent 23 hours each day in their cells, and he locked Bennett inside a unit about the size of a walk-in closet.”
- **Do Inter-Group Work** (organizational and community)—Create opportunities for diverse groups of people to engage in positive contact over an extended period of time.
- **Improve Decision Making** (individual and organizational)—Slow down and eliminate subjective decision making.

STEP #3: ACT—PRACTICE, PRACTICE, PRACTICE

- **Shifting Behavior and Culture** (individual and organization)—Requires ongoing practice, repetition and feedback.

Thank You and Surveys

5 minutes

Ally is a Verb

1 HOUR

Learning Objectives

- Be able to understand and recognize implicit bias and privilege through a racial lens
- Understand what it means to be an ally and feel confident in being one
- Be able to challenge yourself and be thoughtful in how you interact with people
- Acknowledge when you're out of line and stand up when you see something that's not OK
- How to navigate white privilege while being an advocate and speak up for social justice

Materials Needed

- A/V

AGENDA

Establish a safe space and some norms/ground rules:

10 minutes

- say things from first-person perspective;
- speak in the first person (I feel that...), not for others (you said that, or everyone knows that);
- distinguish between comfort and safety;
- distinguish between dialogue and debate;
- value people's good intentions;
- extend dialogue beyond anger and guilt; and
- take a deep breath if things get tense.

Snowball Test

15 minutes

The Game: I place a trash can in the front of the room, and have my students take a piece of paper and crumble it into a ball. I will ask them to try to shoot their paper ball in the trash can from where they are seated. I will explain to them first that they as a class represent the country's population, and that the trash can represents America's upper class. Being that we live in the "land of opportunity," everyone will be given the chance to "make it big" and become wealthy by throwing their paper ball into the trash can. Whoever successfully shoots their ball into the trash has made it to the upper class. Most likely, my students sitting all the way in the back of the classroom will start complaining, saying that their peers sitting in the front have an unfair advantage. I will use this opportunity to make the perfect segue into talking about privilege and inequality. The closer you are to the trash can, the better odds you have, the more privilege you have. It's not impossible for those in the back to also shoot their paper balls in the trash can, but it's a lot harder for them. I will make a point to explain that the students sitting in the front row were probably unaware of their privilege initially as "they only saw 10 feet between [themselves] and

their goal” (Pyle, BuzzFeed). I will also point out that the people who were complaining were the students sitting in the back. I will wrap up the lesson by stating that education is also a privilege, and that my students are capable of using that privilege in order to advocate for those who are behind them.

Handout for participants: “A Simple Way to Teach Students about Privilege” <https://theequalitycurriculum.wordpress.com/2014/12/07/a-simple-way-to-teach-students-about-privilege/>

Videos: Implicit vs. Explicit Bias

10 minutes

Explain what it is and how it shows up in the world.

Dear white people (1:09)

www.youtube.com/watch?v=6xK89pwrw2g

Armed white man (2:17)

www.youtube.com/watch?v=W_FkzbTf-KM

Suspended license (2:30)

www.youtube.com/watch?v=8kNun4TUjwE

Breaking in to car (1:42)

www.youtube.com/watch?v=MuyMuLGXxTs

Video: “5 Ways to Be a Good Ally”

5 minutes

5 Ways to Be a Good Ally (3:31)

https://www.youtube.com/watch?v=_dg86g-QIM0

20 minutes

- **Ideological**—our thinking about specific groups
- **Interpersonal**—i.e., clench your purse in the elevator, name-calling, verbal or other abuse
- **Internalized**—drug abuse, alcoholism, self-harming, acting out
- **Institutional**—policies such as criminal justice policies that target specific groups, stand your ground

Identity Strands Exercise

1 HOUR, 15 MINUTES

Learning Objectives

- To allow participants an opportunity to explore identity(ies), identity formation, the intersections of identities and to understand each other in relation to their experiences and identity
- To create a space of intimacy and vulnerability where the participants think critically of their identities and how their experiences relate to other people
- To allow participants to understand each other at a deeper level and build stronger bonds with each other

Description of Activity

Posted around the room are sheets of paper with identities on them—the participants will have to respond to statements read by the facilitators (who will also participate). The participants will move and stand under the sign that applies or appeals to them the most and then will share their experience as to why they stood there.

Facilitator's note: *Your role is to really access the room and to create a safe atmosphere for the participants to share. If no one is opening up first, share your story (and make it DEEP!), because your story will facilitate the openness for the entire group. If no one is talking, pinpoint people who have not spoken up yet. Everyone needs to participate (including staff); if not, it disrupts the atmosphere with negativity. If there is someone who does not want to participate, either ask them whether they want to share an experience; if not, then move on with the activity without the individual(s) who are pushing back.*

Materials Needed

- Tape
- Markers
- 1 chart paper for community agreements
- 6 pieces of paper for extra
- 19 pieces of 8.5" x 11" paper that are labeled:
 - Race
 - Class/Socio-Economic Status
 - Gender
 - Sex
 - Ethnicity
 - National Origins/Nationality
 - Sexual Orientation/Identity/Expression
 - Education
 - Family
 - Age
 - Neighborhood
 - Spirituality
 - Body Image/Size
 - Language Ability
 - Mental Health/Illness
 - Ability/Disability
 - Citizenship
 - Diet/Dietary Restriction
 - Political Ideology

AGENDA

Script: Intro

5 minutes

Good morning everyone. So for this activity, I need everyone to be attentive, respectful and open to new ideas and perspectives. We are going to talk about identity and how identities impact us. We will have a chance to understand each other as individuals on a deeper level—understand our passions, influences and experiences. Some of the things that will come out of this will be and are very personal, so please be mindful, respectful and open. Through understanding each other's experiences and identities, we build stronger relationships as a team.

10 minutes

Thank you everyone. So located around the room are signs. They represent different identities.

ASK: Can someone read the signs? (pinpoint someone to read the signs).

With these signs,

ASK: As you look at these signs, do you think there are any words missing or not represented?

(Write down identities on a sheet of paper and post it in the room).

So we will be reading statements to you, then everyone will move to the sign or identity that applies to you the most. It is difficult because of the intersections of our identities; I would suggest for you to decide on a sign that stands out to you the most.

Activity

60 minutes

Read the following statements and have participants stand under the sign that applies the most to them. Have a few participants share their experience for each option. Debrief afterward. Alternate reading between facilitators and participation, too.

- People see this aspect of my identity first.
- People treat me differently most often based on this aspect of my identity.
- I think about this aspect of my identity the most.
- I think about this aspect of my identity the least.
- I know the most about this aspect of my identity.
- I know the least about this aspect of my identity.
- This aspect of my identity makes me the most uncomfortable.
- This aspect of my identity has challenged me the most.
- This part of my life is where I experience the most privilege.
- My parents emphasized this aspect of my identity the least.
- My parents emphasized this aspect of my identity the most.
- I have had the most negative experiences with this aspect of my identity.
- I have had the most positive experiences with this aspect of my identity.

Ending Racism to Build Union Power

2 HOURS, 10 MINUTES

Recommended number of facilitators: Two

Materials Needed

- Flipcharts
- Markers
- Handouts of the article, “Unpacking the Invisible Knapsack,” by Peggy McIntosh—article and helpful resources found at <http://nationalseedproject.org/white-privilege-unpacking-the-invisible-knapsack>
- Computer and projector with ready download or link to clips from the documentary, “Blue Eyes, Brown Eyes”
- PowerPoint (optional but recommended for larger groups that may not be able to see a flipchart in the front of the room)

Facilitator’s note: *The overarching goals of this workshop are to begin the conversation about race and racism from a vantage point of: 1) one’s own experience; and 2) the opportunities we have within labor to make positive change. This workshop or a variation thereof has been used at the Leadership Institute among AFL-CIO state federation, central labor council and/or area labor federation leadership, staff and community partners. You may utilize the PowerPoint when the group is large, but for visual purposes only—most exercises are participatory and do not rely on lecture. All Instructor Notes are in italics and are meant to provide greater consideration and detail to help you prepare to facilitate a three-hour workshop. Timing is rather tight, so it is important to move the agenda without abruptly rushing participants. Being mindful of the vast array of emotions and experiences among participants will make your workshop rich with ideas about how to change our organizations. We strongly recommend assigning the reading, “Unpacking the Invisible Knapsack,” a few days prior to conducting the workshop, if possible.*

AGENDA

I. Overview of the Workshop and Participant Introductions

8 minutes

Facilitator introductions and brief overview of purpose—not personal, make it more organizational and action oriented—the workshop will only scratch the surface and start a conversation you can take back to your own organizations.

A note on facilitator introductions: Take the time to think about your relationship to the organization and why you believe labor needs to address racism. Be brief while thinking of the one point you wish to make (not your whole theory of change or your life story). The agenda will be described after the first exercise, so you do not need to cover it here.

- Quick participant introductions—name, organization and one sentence about why you’re here.

II. Spectrum Exercise

12 minutes

The goal of this exercise is to warm up the group to the workshop topic and to share their experiences in a way in which everyone can participate without having to speak, if one doesn't yet feel comfortable. Think about the size of your group and your space, then prepare by posting a large flipchart/sign on one wall that reads "AGREE" and on an opposite wall (or further down on the same wall) a sign that reads "DISAGREE."

Instructions script: I will be reading a few statements. Choose where in the spectrum of "agree" and "disagree" you stand and physically move to where you feel the statement applies to you. There is no right or wrong answer and we won't issue judgment.

Statements:

- The police in my neighborhood make me feel safe.
- When someone commits a major and highly publicized crime, I don't worry that the perpetrator's actions will reflect on my entire race.
- My organization has a strong program for addressing racism.
- I believe the labor movement should address racism as a worker issue.
- I am comfortable talking about race.

After reading each statement slowly and waiting for people to decide where to place themselves on the spectrum, ask a few people to explain why they stand where they stand. Get an example from both ends and the middle.

You may have time to do only four statements. Always include the final statement "I am comfortable talking about race" as a segue into the group agreements. We do this because we realize that everyone may be in a different place discussing race and we want to reassure everyone that there is a benefit to this conversation no matter where you believe you're at...and also that we must have some guidelines to get the most out of our time together.

Summary/debrief: Did anyone experience anxiety or trepidation during this exercise? For white people, fear of saying wrong thing too often means we don't try. So we don't get practice, we don't learn, and then we don't get better at addressing race and racism. We have to try. For people of color, we often say that we talk about this all the time because we have no choice...but we don't always want to have to be the only one.

III. Core Values, Group Agreements and Session Objectives

5 minutes

Prepare the group agreements on a flipchart. Ask whether participants need any other agreements to have a good learning experience. Add, discuss and ask for an active show of agreement (i.e., thumbs up or raise hand) before proceeding to the agenda review.

Core values: [explanations and example script found in PowerPoint]

- Valid information
- Free and informed choice
- Internal commitment to the choice
- Compassion

Group agreements:

- Cell phones on silent
- Refrain from focusing on smartphones and laptops
- Everyone participates, no one dominates
- Confront issues, not each other
- Respect—we're all working as hard as we can
- Avoid oppression Olympics
- Avoid discussion of how members of oppressed groups undermine each other
- When you feel judgment turn to curiosity

Session objectives: We:

- Will be able to articulate the four areas of oppression
- Will articulate a commitment to create organizational change as related to inclusive practices, common needs campaigns and explicit diversity efforts

IV. White Privilege/Invisible Knapsack Exercise**10 minutes****Introduction/suggested script:**

- Racism is a system of power layered on top of perceived differences.
- Systemic racism determines who has access to all kinds of power, especially economic and political power.
- Racism affects all of us, whether we realize it or not.
- But racism is bigger than any one person—this isn't about some people being guilty and others being innocent victims. Not one of us created the system of racism. But we can make decisions about how we choose to try to interrupt it, personally and with our organizations.

Let's take a minute to explore how the system of racism affects each of us.

Instructions (write on flipchart):

- Find a partner
- ID one or two items from the handout that resonate with you
- Share with your partner what and why
- You can choose to add something to the knapsack
- 6 minutes total for discussion

Refer to the Hidden Knapsack handout—and ask people to focus on the list (skip around the list because it is long) from the article and identify one to two things that resonate with you. Find a partner, and each take five minutes to explain what you chose and why. **Remember an item on this list might resonate with you because you HAVE that kind of power, or because you didn't have that kind of power and it affected you powerfully. You also could choose to add something that is not on the list.**

Debrief: If you have extra time, you could take a few volunteers to explain something they heard that affected them or gave them new insight.

If you do not have time, go directly to this:

- Racism affects all of us, but we experience it very differently. You may have noticed that in your pair discussion. Women of color experience racism differently than men of color. White women experience the system of racism differently than white men. Poor people experience racism differently than people with wealth. It is one system, but it affects us differently depending on other kinds of power or disempowerment that pertain to us.
- We could have a whole-day workshop to work through our individual experiences, but that's not really the goal of this session. Instead, let's use this exercise to be in touch with our own and each other's experiences as we move into the rest of the discussion.

V. "Blue Eyes, Brown Eyes" Video and Table Talk Exercise

15 minutes

Cue up the video "Blues Eyes Brown Eyes: A Class Divided" [*Suggestion: practice before the session*]

Instructions: While watching the film, think about how this experiment relates to race

- www.pbs.org/wgbh/pages/frontline/video/flv/generic.html?s=frol02p66&continuous=1
- Part 1: The Daring Lesson, from 20 second mark to 1:30, then from 3:20 to 9:20.
- Part 3: 14 Years Later, screen all of 6 minutes and 52 seconds.
- Write up the instructions or use the PowerPoint emphasizing it's OK not to get to all of the questions

Questions:

1. How did the teacher describe kids who were on "the outs"? What words did she use?
2. In what ways did the kids' actions express their dominant position? How did the kids on "the ins" benefit?
3. What did you notice about the kids who were on "the outs"? How did they behave? How did they express their feelings?
4. What were the rules? Whom did they benefit? How were the rules communicated? How did the rules keep them divided? How could the kids challenge the rules? What happened when they did?

Summary/debrief: Take one to two comments from the table talks and then summarize.

Sample script: We watched a video that demonstrated how racism could be taught and how it can be used to wield power. Now we're going to dig a little deeper to see how racism exists in several forms.

VI. The 4 I's of Racism: Mini-Lecture and Exercise

45 minutes

Have the four I's and definitions on a flipchart or refer to the PowerPoint slide.

Definitions Mini Lecture

10 minutes

There are four levels on which racism can operate to limit some peoples' access to power and expand others.

For each one, read the definition, then ask participants for one to two examples to demonstrate that they know what the terms mean.

- **Ideological:** the set of ideas that attempt to show that one group of people is better than another
Explanation: sometimes one group is seen as hardworking, while the other group as lazy; one group moral, other group immoral; one group intelligent, other group dumb.
- **Interpersonal:** the way we enact those ideas in our everyday interactions with other people
Explanation: jokes, stereotypes, rudeness, discrimination, physical violence
- **Internalized:** oppressed people start to believe the idea that they are “less than”
Explanation: self-harming or self-defeating behavior, diminished aspirations
- **Institutional:** institutions and systems reinforce and manifest ideology
Explanation: criminal justice system—higher sentences for crack than powder cocaine; school to prison pipeline; racism permeates every system and uses it to reinforce the ideology that white people are better than people of color

The point is that these four levels are interlocking—ideas, behavior within groups, systems. These four levels or planes on which racism can play out make it seem like the ideas underlying racism are real when they are not. We’ll examine these more closely in an exercise.

Four Corners Exercise

20 minutes

Have each of the four types of racism written on one flipchart posted in a corner of the room. Put the instructions on a separate flipchart in the front of the room.

Instructions: Count off by 4, to make four groups.

Each group will spend five minutes at each flipchart. In those five minutes:

- Discuss how this kind of racism plays out in society **and in your organization and/or experience within the labor movement.**
- Flipchart your ideas; write clearly so other groups can see/build off your conversation.
- After five minutes, you will rotate to the next station when I call “time.”
- Pick a reporter on the station you end up at, so be prepared to identify two to three major themes you can highlight from your final flipchart.

Four Corners Debrief

15 minutes

What are the two to three examples from your corner you’d like to highlight?

SUMMARIZE the amazing work the participants did on this exercise and move onto the action exercise.

VII. Why We Must Take Action: Organizational Change Exercise

30 minutes

Instructions:

- Work with other leaders from your organization (if no one else from your organization is represented, then work with another person who is also singly represented).
- In 15 minutes, brainstorm a list of interventions you could work on together to address racial justice. **It can be a long list. Write them down and prepare to report out one to two ideas.**
- ID a set of interventions your team will commit to working to implement. Be realistic—it may only be one to two things.
- Write your team commitment(s) on a sheet of paper in marker and be prepared to share.

Debrief/summary

Invite each group to report out their one to two commitments they will work on immediately within their respective organization.

VIII. Wrap-up

5 minutes

#1

- Systems of power that have been layered onto perceived differences.
- Part of the impact of these race and racism are social constructs.
- They represent systems to make the perceived differences seem more real and more significant.
- Intersectionality is real and there are more systems of power that intersect with race, such as gender, sexuality, age, ethnicity and other identifiers.

#2

- Racism and white privilege are systems.
- They are bigger than any one person.
- No one of us (or group of people) takes the blame for racist systems.
- But we have choices. Our actions can be complicit with these systems or we can intervene and stop them.

Final group wrap-up: What is one word that describes how you're feeling about starting this conversation within your organization?

THANK YOU FOR YOUR PARTICIPATION.

INVISIBLE KNAPSACK HANDOUT

Racism and white privilege affect all of us in complicated ways, whether we realize it or not. Scan the list below of potential ways you may have experienced racism or benefited from white privilege. Identify one or two of these statements that really resonate with you—either because you experienced this kind of advantage or because you can remember a time when you didn't experience it and that really shaped your life. Find a partner and in **10 minutes** share your experiences with each other. *You may choose to add something that is not on the list.*

- If I need to move, I can be pretty sure of renting or purchasing housing in an area which I can afford and in which I want to live.
- When I am told about our national heritage or about “civilization,” I am shown that people of my color made it what it is.
- In a financial transaction—whether I use checks, credit cards or cash, or am seeking a loan—I don't worry that my skin color might cause others to question my financial reliability.
- I can speak in public to a powerful group without putting my race on trial, or do well in a challenging situation without being called a credit to my race.
- I can choose public accommodation without fearing that people of my race cannot get in or will be mistreated in the places I have chosen.
- I can choose a career without worrying that people will think that my race disqualifies me for it, and I can be pretty sure of finding people who would be willing to advise and guide me about how to progress in my career.
- I can be pretty sure that my race is not a factor when I seek a promotion at work; when I complain of unfair treatment in my workplace, I don't worry that people will discount my complaint because of my race.
- I don't worry that my children may be in danger if they have an encounter with law enforcement.
- I feel welcome and normal in the usual walks of public life, or when dealing with government for any reason.

How to Have a Conversation on Race Without Everyone Running Out of the Room

3 HOURS, 30 MINUTES

In the last two years, the conversation on racism and inequality has grown into a popularly divisive problem. The media has shown every community in the role of the aggressor and the victim when it comes to safety and justice. Meanwhile, the rest of the world has witnessed uprisings in low-income communities and forced our politics to include where we stand on racial equity and gun violence. This nation and, more importantly, our unions have always been uncomfortable when it comes to addressing racial inequalities in an honest and solution-oriented way. In this workshop union leaders, educators and community organizers will present strategies on how to approach the conversation on race when interacting with an audience from different experiences and opinions. Our unions are agents of change, and we should not be afraid of having tough dialogue. Some folks are in denial, many are tired, but everyone is still learning. This workshop will share the best tools and tips for how to lead your union and your community to address the sensitive and critical issue of racism in America.

Icebreaker/Introductions and Ground Rules

30 minutes

Icebreaker

25 minutes

“My People Are.” This icebreaker allows us to hear about folks’ backgrounds, culture and political identity. Ask participants to list five things their people are.

Ground Rules

5 minutes

Say this: Most folk might already be familiar with a community agreement. Can anyone tell me what they are and why folks have them?

Listen for something that sounds like “We all come from very diverse backgrounds and upbringings. Our communication styles and learning styles are all different. Community agreements create a standard for the basic ways we should remind ourselves to treat to each other, since we are all here to learn together.”

Great, so now that we know what they are, what are some suggestions of agreements we should have as a group for the next four hours?

Write these suggestions on a flipchart in front of the room and hang them somewhere everyone can see them. Examples: be present, don’t yuck my yum, intent is different from impact, assume best intentions, be yourself, one mic one diva.

Video: “AFL-CIO Justice on BLM”

20 minutes

www.youtube.com/watch?v=e8v9IBxgIKY

At our July 2015 EC meeting, AFL-CIO Executive Vice President Tefere Gebre, who is a refugee and black man, was feeling frustrated of repeated acts of violence on young people and people of color. He asked us to make a video for the Executive Council meeting to convey the emotions and spark a dialogue. This video is already outdated, sadly.

Debrief of video questions:

- Why is talking about race and racism so challenging for the labor movement?
- Why do we need to have discussions about race in the labor movement?

We are going to deconstruct a few different ways to think about race and talk about how race shows up in our world. There is no right or wrong way to do it, it truly depends on the audience of people you are speaking to and the goals you are trying to achieve. We have talked about race from numerous angles, but our purpose isn't to just “talk about race,” it is to dismantle prejudice against people of color that exists within unions so we are able to move into leadership positions and thrive, so our voices are heard on the job and we are able to fight together to build power for working people.

Addressing Racism in Our Unions and Society

30 minutes

Learning Objectives

- Define malicious, coded, routine and strategic racism
- Origins of “right to work”
- Implicit bias
- How racism shows up in society to tear us apart and is used as a tactic to make us distrust each other

Black Lives Matter Scenario

55 minutes

Materials needed

- 30 copies of the BLM Scenario

You will have 30 copies of the Black Lives Matter Scenario handout. Pass it around to your participants. Organize your room into small groups, preferably five to six people, but no more than seven. Give them clear instructions on time and allow them to read the scenario and go through the guided questions. Ask them to write down their answers.

Let them know they have 35 minutes to read the scenario and answer the questions. When we come back we will ask folks to report back. The debrief is 25 minutes.

Understanding Power and the Labor Bureaucracy

15 minutes

The Basic Structure

Materials needed

- Three flipchart diagrams (AFL-CIO, state federation, central labor council)

For many the labor movement is easy, but a lot of people don't understand it. We are going to explain it via flipcharted diagrams that lay out the main elements. Ask folks to look at the charts and ask questions.

Combating Racism in the Labor Movement and Promoting Racial Justice Small Group Breakout

45 minutes

Now that we have a better understanding of how racism and implicit bias shows up in the world, let's get into smaller groups and discuss how racism and implicit bias shows up in our unions, and what we can do to overcome our personal and institutional biases to build worker power among all working people.

Ground Rules for Discussion

Needs: Notetaker, timekeeper, facilitator and role of the facilitator

[Show them each question one by one, not at the same time]

Question 1: How does routine racism and implicit bias show up among union members and in leadership? What can we do to help workers and union leaders to see the shared interests among white workers and workers of color?

Question 2: Is there an effort to use malicious, strategic or routine racial appeals to win support from union members in local and national politics? How can we talk to union members about racial appeals and how they divide worker solidarity?

Question 3: If no-union communities of color are essential to protecting legislative battles and political fights, how do we engage them in the labor movement? How do we foster a nontransactional relationship with communities of color around issues that are beneficial to us and issues beneficial to them?

Debrief Question

15 minutes

What are some ways you can take this information back to your locals and international unions?

Please fill out the evaluations and turn them in before you leave.

Thank you!

The Values Activity

1 HOUR, 30 MINUTES

Purpose

This activity will give your group a chance to reflect on how values are appearing in your work. This activity can bring about an assessment of where your group could grow, where you need support or an area of feedback to share with the national office.

Facilitator Instructions

1 hour

Option 1

Please check to be sure this activity is accessible to everyone in your group. If not, use Option 2. Take into consideration that this activity will require standing for an extended period, moving in a small space and some reading.

1. Mark a line on the floor of the room with string or tape. Note that this line needs to be long enough for all of the participants to have space on it.
2. On one side of the line, post a sign that reads “Strongly Agree,” and on the other, post a sign that reads “Strongly Disagree.”
3. Read participant instructions and check to see whether there are questions or a need for clarification.
4. Read the description of a value and the statement that follows it. Repeat the statement twice.
5. Ask participants to place themselves on the spectrum depending on how much they agree or disagree with the statement.
6. Ask people to share why they took the position they did.

Option 2

Please check to be sure this activity is accessible to everyone in your group. If not, use Option 1 or adapt to meet the needs of the group. Take into consideration that this activity will require holding up cards, telling colors apart and some reading.

1. Make a set of cards for each participant: One red marked DISAGREE, one yellow marked NEUTRAL and one green marked AGREE.
2. Have participants sit in a semicircle or circle.
3. Read participant instructions and check to see whether there are questions or a need for clarification.
4. Read the description of a value and the statement that follows it. Repeat the statement twice.
5. Ask participants to hold up the card that most aligns with how they feel about the statement.
6. Ask people to share why they took the position they did.

Participant Instructions

- This activity gives us a chance to check and see how our chapter is relating to our values. I am going to read some common values out loud with a short description. After the description, I will read a simple statement.
- Once I read the statement, please [raise your card or stand on the spectrum of agree/disagree] based on your opinion and what you have seen the chapter do.
- This is a reflection activity. People may feel very differently about the values and how they see our work. The variety of perspectives is important.

<p>Calling people in, not out</p>	<p>Calling people in means trying to create a culture and community that people actually want to be a part of. Calling people in means we don't shame or blame. It requires direct, specific and compassionate communication with one another. We all have space to grow, and calling people in is how we support one another through growth.</p> <p>STATEMENT: Our chapter calls one another in when we need to communicate within our chapter and with other white people.</p>
<p>Accountability through collective action</p>	<p>Collective actions means that we look to build a movement of millions of people. Individual transformation is not enough. This is done through building accountability relationships with people of color who are doing racial justice work in the movement and who are accountable to a group of people. We don't wait to be asked to take action to organize white people.</p> <p>STATEMENT: Our chapter is taking accountable collective action on a regular basis.</p>
<p>Taking risks, making mistakes, learn and keep going</p>	<p>Making mistakes is part of life, and we know we have to be outside of our comfort zones in order to make change. Even when we take on real risk, we know that the risk is always greater for people of color. When we make mistakes, we want to reflect and stay in motion. We cannot let making mistakes prevent us from continuing our work. When others make mistakes, we do not shame, blame or exile.</p> <p>STATEMENT: Our chapter stays in the process of taking action, receiving feedback and staying in motion. We support one another through our mistakes.</p>
<p>Mutual interest</p>	<p>Racial justice isn't something we help people of color with. The system of white supremacy harms all of us—including white people, though in very different ways than people of color. We need to get clear with ourselves about what we have to gain through this fight.</p> <p>STATEMENT: Our chapter and members are clear on our mutual interest. We've spent time getting clear on what's at stake for us as individuals and as a group.</p>

Enough for all	<p>There are enough resources in the world for everyone's basic needs to be met—for folks to have decent housing, enough food, safety, etc. The problem isn't that we don't have enough stuff—it's that it's distributed unfairly. White supremacy tells us we need to compete with everyone, even other people doing this work.</p> <p>STATEMENT: We organize from a place of abundance and cooperation.</p>
Growing is good	<p>We need millions of white people to join the movement for racial justice, and in order for this to happen our groups need to keep growing. We need to constantly bring in new voices and leaders. This means more than inviting people to come to meetings. It means finding new and exciting ways to bring people into the work based on their skills.</p> <p>STATEMENT: Our group is open to growth. We bring in new members and engage with them as leaders.</p>

Debrief Questions

30 minutes

- What are you taking away from that activity?
- Is there anything that surprised you?
- Where are we doing really well?
- Where do we need to grow?
- When's the next time we can talk about our plan for growth and leaning into the values we're not living out as fully as we'd like?

CHANGING
LOCAL UNION
PRACTICES

Union Shop Steward Scenario

50 MINUTES

Learning Objectives

- Create a brave space for courageous conversations with union members to discuss issues pertaining to queer justice and how it affects the labor movement
- Understand that leaders cannot win larger labor fights unless they work with the community—particularly communities of color—and that we are being divided by corporations and politicians to weaken our movement
- Learn that leaders have a role in advocating for systemic issues that affect communities of color, such as education, justice system, public safety and its relationship back to building a stronger labor movement and a more conscious nation

Materials and Logistics

This activity will take **50 minutes**, divided as follows:

Welcome, Introductions and Ground Rules	10 minutes
Scenario Background	10 minutes
Exercise	20 minutes
Group Debrief and Closing	10 minutes

Materials Needed

- Sign-in sheet
- Butcher paper/whiteboard
- Markers

AGENDA

Facilitator: *You can print out this page and pass it around to your participants. Organize your room into small groups, preferably five to six people, but no more than seven. Give them clear instructions on time and allow them to read the scenario and go through the guided questions. Ask them to use the flipchart to write their answers.*

Welcome, Introductions and Ground Rules

10 minutes

Facilitators will introduce themselves and establish ground rules and group agreements.

Scenario Background

10 minutes

You are approached by your co-worker, Jack. Jack is a five-year seafood clerk. Jack tells you he is going through a hormonal transition. He no longer wants to be addressed as Jack, but as Janet, and requests a new name badge. Janet also wants to be allowed to use the bathroom associated with the gender with which she identifies, without having to worry about taking crap from other co-workers. Janet is black in a shop that has a majority of white workers. You overhear another seafood clerk say, "I am a Christian and I refuse to work with a transgender person." You know there are other co-workers who may feel the same way.

Exercise

20 minutes

1. How would you respond to Janet? Are there any actions you would take regarding Janet's requests? If so, what?
2. What, if anything, would you do about the comment made by the Christian co-worker?
3. What recommendations would you make to your union representative or local union? Chart these recommendations.

Group Debrief and Closing

10 minutes

Diversity of Membership Scenario

50 MINUTES

Learning Objectives

- Create a brave space for courageous conversations with union members to discuss issues pertaining to queer justice and how it affects the labor movement
- Understand that leaders cannot win larger labor fights unless they work with the community—particularly communities of color—and that we are being divided by corporations and politicians to weaken our movement
- Learn that leaders have a role in advocating for systemic issues that affect communities of color, such as education, justice system, public safety and its relationship back to building a stronger labor movement and a more conscious nation

Materials and Logistics

This activity will take **50 minutes**, divided as follows:

Welcome, Introductions and Ground Rules	10 minutes
Scenario Background	10 minutes
Exercise	20 minutes
Group Debrief and Closing	10 minutes

Materials Needed

- Sign-in sheet
- Butcher paper/whiteboard
- Markers

AGENDA

Facilitator: *You can directly print out this page and pass it around to your participants. Organize your room into small groups, preferably five to six persons, but no more than seven. Give them clear instructions on time and allow them to read the scenario and go through the guided questions. Ask them to use a flipchart to write their answers.*

Welcome, Introductions and Ground Rules

10 minutes

Introduce the presenters and explain why folks were invited or asked to come to the meeting.

Scenario Background

10 minutes

You are the Executive Council of your local union of 5,000 members. Your membership is very diverse: about 55% men and 45% women, 40% white, 25% Latino, 25% blacks and 10% Asian. Several of your members of color have brought complaints to their business representatives about racial harassment by some of the white members. These include the use of racial slurs and jokes at work and sometimes at union meetings, as well as complaints about why the union newsletter is printed in multiple languages (for the immigrant membership for whom English is a second language). Many of the white members have complained that this is “political correctness” gone too far.

Feeling as though their complaints have not been taken seriously, several members of color have formed a “Black-Brown Caucus” and announced they are running an opposition slate in the next union election to challenge your Executive Council for inaction around issues of race and racial justice. They claim they will “stand down” if they feel their concerns are addressed.

Exercise

20 minutes

With your group, please answer the following questions:

1. How should and will you respond to the issues of race brought up by these members?
2. What is your strategy for responding to the electoral threat?
3. Are there other ways in which you should engage with the Black-Brown Caucus and the entire membership to move your union forward in unity?

Group Debrief and Closing

10 minutes

Black Lives Matter Scenario

(Activity And Debrief Guide)

50 MINUTES

This is a handout for the **How to Have a Conversation on Race Without Everyone Running Out of the Room** workshop.

Learning Objectives

- Create a brave space for courageous conversations with union members to discuss issues pertaining to race and how it affects the labor movement
- Maintain a better understanding for leaders of how racial and class inequality affects our unions
- Understand that leaders cannot win larger labor fights unless they work with the community—particularly communities of color—and that we are being divided by corporations and politicians to weaken our movement
- Learn that leaders have a role in advocating for systemic issues that affect communities of color, such as education, justice system, public safety and its relationship back to building a stronger labor movement and a more conscious nation
- Articulate leaders' fears around working with Black Lives Matter and other groups organizing for racial justice, as well as to dispel the myth

Materials and Logistics

This activity will take **50 minutes**, divided as follows:

Welcome, Introductions and Ground Rules	10 minutes
Scenario Background	10 minutes
Exercise	20 minutes
Group Debrief	10 minutes

Materials Needed

- Sign-in sheet
- Butcher paper/whiteboard
- Markers
- Copies of the following scenario

AGENDA

Facilitator: *You can print out this page and pass it around to your participants. Organize your room into small groups, preferably five to six people, but no more than seven. Give them clear instructions on time and allow them to read the scenario and go through the guided questions. Ask them to use a flipchart to write their answers.*

Welcome, Introductions and Ground Rules

10 minutes

Facilitators will introduce themselves and establish ground rules and group agreements.

Scenario Background

10 minutes

Kingston, Pennsylvania, is a suburb outside of Pittsburgh. In the 1970s, Kingston was an up-and-coming suburban neighborhood for working-class and wealthy families who wanted to move outside of the city for a better life.

At the end of the 1980s, the Kingston area had massive job loss after the closing of steel mills, food factories and other large businesses due to trade agreements that moved entire industries outside of the region. Labor jobs were hit hardest, with a total loss of 40% of union membership. The loss of jobs led to the closing of businesses, less money for schools and more money for police and prisons.

Terrance Brown is an African American 20-year-old community college student from Pittsburgh, but he moved to Kingston when his mom retired from her union teaching job. He has one child with his girlfriend, Ashley—with whom he resides. Terrance works during the day at the local bank and does a graveyard shift at Target to help pay for day care and rent. He works those jobs in order to make a livable wage, as both are set at the current minimum wage—\$7.25 an hour.

Last week, Terrance was working the late shift at Target, but left in a hurry to catch a ride with a friend. At 4 a.m., Terrence realized he had left his house keys at work, so they made an illegal U-turn to get back to the store. The police took notice of the car and followed them to the back of the Target. As Terrance went inside, the police waited for him to return as his friend waited in the car. When Terrance came out of the building, the police told him to freeze and put his hands in the air. Terrance tried to explain to the officers he was an employee picking up his keys. Terrance took a step toward the officers while reaching in his pocket to show them his keys. Thinking Terrance was reaching for a weapon, the officer mistook the gesture and shot Terrance. The wound, which was meant to stop Terrance from moving forward, accidentally killed him.

Pause and answer these questions:

1. What is your visceral reaction to what happened to Terrance?
2. Based on what you know thus far, how should the labor movement respond?

Terrance's friend Brian recorded the entire incident on his iPhone and immediately took it to Terrance's mother. Officer Jeff Williams, a white 27-year-old police officer, expressed his apologies, but noted that in the moment, he feared for his life. Officer Williams is part of a local police union not affiliated with the Pittsburgh Federation of Labor.

You are the Executive Committee of the Pittsburgh Federation of Labor, which is the local labor body for Kingston, Pittsburgh and three other suburbs in the area. People of color make up 30% of your membership.

The Black Lives Matter activist group is asking for the PFL to stand with Terrance's mother and support demands for justice toward his untimely death. The asks to the PFL include:

1. Support the firing of Officer Jeff Williams.
2. Demand an indictment for the murder of Terrance Brown.
3. Provide resources to canvass and phone bank around the upcoming election to support a local candidate for mayor whom labor has not yet endorsed, but is beloved by the community.
4. Raise the minimum wage to \$15 per hour.

Exercise

20 minutes

With your group, please answer the following questions:

1. How should the PFL support the Black Lives Matter demands?
2. What is your strategy for garnering PFL support around these demands?
3. Are there other demands/campaigns in which the PFL should engage with the community and Black Lives Matter?

Group Debrief

10 minutes

BLM and the Labor Movement: Where and How They Are the Same

1 HOUR, 5 MINUTES

Welcome

5 minutes

Talking Points

- Thank you all for attending this special session as we work to identify ways to come together as a labor movement through a racial justice and racial politics lens. For many Americans, the entire subject makes them uncomfortable. As a labor movement, we have struggled with this issue. So having this conversation about how racism affects labor already is a big step forward.
- Employers and politicians often use race to divide us, to pit worker against worker, to hold us down, and to keep for him- or herself. So eradicating racism and other forms of bigotry is not only the moral and right thing to do, but our future depends on it. Addressing racism will help us win better wages, benefits and working conditions. When we are united—when we stand together as working people—we are powerful.
- We recognize that as a labor movement we share a common desire to uplift all working people and that we do this by organizing, educating and empowering our members through collective bargaining and political action. We also know that when we are divided we are weaker, and that to protect the rights of all working people, we must connect with each other and must reach out into the community. We must be a part of a broader movement for social, political and economic improvements for all.
- Today we want to have a structured and constructive conversation about how to strengthen our racial justice and racial politics work. We live in a state that is diverse, and we live in a world that is even more diverse. We continue to talk about the decline in the labor movement, when there is a huge opportunity to grow the labor movement through opening our doors to millions of people of color, young people and women who feel left out of our movement for economic justice.

Black Lives Matter Platform

10 minutes

When you think of #BlackLivesMatter, what words or ideas come to mind?

Facilitator flipcharts the responses from participants. When you are done, read back all of the responses on the flipchart.

These are definitely all words that I have seen before. Why are these the words we think of when we hear #BlackLivesMatter? Where did they come from?

Allow anyone to answer, but if no one decides to answer, call on someone.

How many folks have actually visited the #BlackLivesMatter website?

Introduce Panelists

Potential Questions for Panel

- What role do you think labor organizations can play in fostering black/brown/immigrant solidarity? Have you seen any successful labor-community partnerships that are building solidarity, trust and dignity across racial and status lines?
- How can we better integrate communities of color into our political, legislative and organizing work? What examples do you have of this working successfully?
- As a labor leader, how do you talk about race politics to your people? How do you politicize your people to take action and not be silent about the impacts of racism in their workplaces and communities?
- There has been a lot of push-back from our own union members about taking positions or joining the #BlackLivesMatter campaigns. What are some of the issues and myths that you have heard from our membership about why labor should not engage with the #BlackLivesMatter uprising and what has been your response?
- What is your vision of an ideal community-union partnership?

Guided Question-and-Answer Session

30 minutes

Thank panelists for their responses.

Open up the discussion with the audience to comment on or answer one of three questions (which should be on a PowerPoint or visually noted). Each person will have a strict two minutes to comment or ask a question, and the panel will be given three minutes to respond.

- What are the current barriers that exist for building racial solidarity and building power among workers of all races?
- What ideas or success have you seen in building racial solidarity and building power among workers of all races?
- What can we do as a labor movement to address community/labor issues pertaining to racial justice?

At the AFL-CIO Executive Council Meeting in Washington, D.C., in July, Executive Vice President Tefere Gebre presented a video I wanted to show to you all today.

Video: “AFL-CIO Black Lives Matter”

5 minutes

www.youtube.com/watch?v=e8v9IBxgIKY

There is a lot of emotion in that video and we want to unpack how to have this conversation and come together as a labor movement.

Closing Statements from Panelists

10 minutes

Two-minute closing statement from each of the panelists.

Closing

5 minutes

IDENTIFYING
AND
CALLING OUT
RACIAL POLITICAL
APPEALS
TO WHITE VOTERS

Dog Whistle Politics Scenario and Debrief

1 HOUR

Learning Objectives

- Create a brave space for courageous conversations with union members to discuss issues pertaining to race and how it affects the labor movement
- Maintain a better understanding for leaders of how racial and class inequality affects our unions
- Understand that leaders cannot win larger labor fights unless they work with the community—particularly communities of color—and that we are being divided by corporations and politicians to weaken our movement
- Learn that leaders have a role in advocating for systemic issues that affect communities of color, such as education, the justice system, public safety and its relationship back to building a stronger labor movement and a more conscious nation
- Articulate leaders' fears around working with Black Lives Matter and other groups organizing for racial justice, as well as to dispel the myth

Materials and Logistics

This activity will take **60 minutes**, divided as follows:

Welcome, Introductions and Ground Rules	10 minutes
Scenario Background	10 minutes
Exercise	25 minutes
Group Debrief	15 minutes

Materials Needed

- Sign-in sheet
- Butcher paper/whiteboard
- Markers
- Copies of the following scenario

AGENDA

Facilitator: *You can print out this page and pass it around to your participants. Organize your room into small groups, preferably five to six people, but no more than seven. Give them clear instructions on time and allow them to read the scenario and go through the guided questions. Ask them to use a flipchart to write their answers.*

Welcome, Introductions and Ground Rules

10 minutes

Facilitators will introduce themselves and establish ground rules and group agreements.

Scenario Background

10 minutes

Republican presidential candidate Donald Trump organizes a rally in the Twin Cities, drawing a crowd of more than 2,000. He has made several controversial statements around race and immigration. In addition, he invites a local union member (from the building trades) and a local union leader (from a public employees union) to speak at his rally in support of his campaign. After they speak, Trump says, “See, even the unions love me. The labor movement loves me. And I promise if my campaign wins, I will make America great again for the American worker.” Trump then states that as president, he would build a wall along the Mexican border and he would do it with a project labor agreement that provides good union jobs that will sustain American families.

Exercise

25 minutes

In your small group, take 15 minutes to answer the following questions and select a reporter who will present your findings in a short report to the full group.

1. Your local union or central labor council decides it must respond to the Trump rally. Create a strategic response to the supposed union support for Trump and his use of dog whistle politics. What are the issues you want to address in what he said, especially where people of color are adversely affected? How about for workers?
2. What dog whistling messages will you expose? What will be the alternative narrative you advance? Who will be your spokespeople, and why?
3. What are some potential benefits to bringing more explicit attention to racism and dog whistling in this scenario?
4. What are some of the barriers or challenges for your union to address issues of race more explicitly?
5. What are some other specific things your union could do that would be useful and helpful?

Group Debrief

15 minutes

OTHER LABOR RESOURCES

These can be modified for your use.

Racial Justice Boot Camp

AGENDA AT A GLANCE

DAY 1

TIME	AGENDA ITEM	TRAINERS
1 p.m.	Introductions and Icebreaker <i>30 minutes</i>	Tiffany
1:30 p.m.	How to Have Conversations on Race Workshop and BLM Scenario <i>3 hours, 45 minutes</i>	Carmen and Tiffany
5:15 p.m.	End	

TALKING ABOUT RACE AND COMMON SENSE ECONOMICS

DAY 2

TIME	AGENDA ITEM	TRAINERS
10 a.m.	Introduction: Group Agreements How to Have Conversations on Race Workshop <i>1 hour, 35 minutes</i>	Carmen and Tiffany
11:35 a.m.	Lunch (on your own) <i>1 hour, 25 minutes</i>	
1 p.m.	Exercise <i>30 minutes</i>	Carmen
1:30 p.m.	Common Sense Economics on Criminal Justice Reform Training <i>3 hours</i>	Maria
4:30 p.m.	Debrief <i>30 minutes</i>	Tiffany
5 p.m.	End	

IMPLICIT BIAS

DAY 3

TIME	AGENDA ITEM	TRAINERS
8:30 a.m.	Identity Strands <i>1 hour, 15 minutes</i>	Tiffany
9:45 a.m.	Break, <i>15 minutes</i>	
10 a.m.	Understanding Implicit Bias <i>1 hour</i>	Carmen
11 a.m.	How to De-escalate Oppressive Moments and Scenario <i>40 minutes</i>	Tiffany
11:40 a.m.	Debrief <i>20 minutes</i>	Carmen
Noon	End	

ISSUE MERGING: RACE AND ELECTORAL POWER

DAY 4

TIME	AGENDA ITEM	TRAINERS
8:30 a.m.	Welcome and Activity <i>30 minutes</i>	Carmen
9 a.m.	Dog Whistle Politics <i>3 hours</i>	Kathleen H. and Tiffany
Noon	Lunch, <i>1 hour</i>	
1 p.m.	Voting Rights and Democracy During Black Lives Matter <i>2 hours</i>	Jamal, Eddie, Alfonzo, Angie
3 p.m.	End	

HOW TO ORGANIZE/WHAT TO DO NEXT?

DAY 5

TIME	AGENDA ITEM	TRAINERS
8:30 a.m.	Panel (Action Into Victory) <i>2 hours, 15 minutes</i>	Special Guests
10:45 a.m.	Break, <i>15 minutes</i>	
11 a.m.	Part 1: Personal Action Brainstorm <i>1 hour</i>	TBD
Noon	Lunch, <i>1 hour, 30 minutes</i>	
1:30 p.m.	Part 2: Local and Labor Action Brainstorm <i>1 hour, 30 minutes</i>	TBD
3 p.m.	Presentations and Discussion <i>1 hour</i>	TBD
4 p.m.	Surveys, Certificates and Debrief <i>30 minutes</i>	Carmen
4:30 p.m.	End	

State Convention Town Hall

2 HOURS

Welcome

10 minutes

Setting the stage for the conversation, answer the questions, “Why is this conversation important for the labor movement?” and “What are the challenges we need to address to become a stronger working class?”

Video: “AFL-CIO Black Lives Matter”

10 minutes

Moderator welcomes and introduces the panelists

There are index cards and pens on the tables for the questions that we will collect and answer after the panel speaks.

Panel Discussion

35 minutes

1. How do you see labor unions today playing a role in a) reinforcing discriminatory barriers to people of color and immigrants and/or b) dismantling stereotypes by building diverse organized workforces, with clear pathways toward promotion for all?
2. How do we respond when people of color or immigrants dislike unions due to a history of institutionalized racism, in a way that allows us to move forward together?
3. What role do you think labor organizations can play in fostering black/brown/immigrant solidarity? Have you seen any successful labor-community partnerships that are building solidarity, trust and dignity across racial and status lines?
4. As a labor leader, how do you talk about race politics to your people? How do you politicize your people to take action and not be silent about the impacts of racism in their workplaces and communities?
5. There has been a lot of push-back from our own union members about taking positions or joining the Black Lives Matter campaigns. What are some of the issues and myths that you have heard from our membership about why labor should not engage with Black Lives Matter and what has been your response?
6. What is your vision of an ideal community-union partnership?

Question-and-Answer Session

50 minutes

Four volunteers will collect the index cards from the audience and sort them for the moderator. The moderator has the privilege to select and read whatever questions they prefer. Responses are timed.

Closing Statements

5 minutes

Closing

10 minutes

Minneapolis Regional Labor Federation Commission on Racial and Economic Justice

Landscape

The Minneapolis Regional Labor Federation plays a unique role in the fabric of the labor movement in our region. We are the boots on the ground for carrying out the collective mobilizing, legislative, community and political work of our unions. This puts us at the epicenter of many internal and external decisions made by our affiliates. While the MRLF can lead by example as we tackle our own internal equity agenda, our real great asset is the ability to be the convener of a space for all of our affiliated unions to participate in the work.

This Labor Commission on Racial and Economic Justice is needed within our local movement.

Attacks on Unions: Friedrichs is just the latest example of the right wing’s national “right to work” agenda becoming an imminent threat to the survival of the labor movement. The anti-union playbook has become increasingly complex and effective in chipping away at worker power and making collective bargaining more challenging—particularly impacting workers of color.

Ongoing Disparities: We have seen a troubling and persistent growth in disparities between people of color and whites in Minnesota across all quality of life indicators, including education, employment, housing and income since the end of the Great Recession.

Changes in the Economy: Many of the fastest-growing industries are predominantly low-wage, subcontracted and nonunion. Women and people of color are more likely to work in these jobs.

People of Color Union Members in Leadership: People of Color Union Members grassroots group is active in its unions and active in its communities. It believes in the democracy of its unions. However, the leadership of the AFL-CIO and affiliated unions has remained predominantly white and male.

Growing the Labor Movement: The fastest-growing communities in Minnesota are communities of color; the state will be more than 30% people of color by 2030 and more than 50% people of color by 2050. We know that women and people of color are more likely to join unions.

Purpose

The purpose of this commission is to develop tools and processes to supplement a growth-oriented strategy that addresses racial disparities within our unions and that is geared for us in campaigns.

Goals

- Foster unity in the local labor movement related to issues of race equity.
- Increase community affinity for the union movement and encourage worker organizing as solutions to racial and economic injustice in our state.
- Help facilitate more members of color into leadership positions.
- Advise the MRLF and its affiliated unions on local policy issues, internal organizing, external organizing, community partnerships and workforce development.

Initial Charge

Commission and oversee the creation of a member engagement and education campaign to be implemented in 2017–2018. This campaign will be a major focus of the broader MRLF mobilizing work. The member engagement and education campaign will be a supplemental internal organizing campaign to build on the great internal organizing work that affiliated unions were beginning in response to the threat of Friedrichs. This member education campaign should discuss the importance of the changing demographics of our communities and provide best practices and motivation to shift the thinking of rank-and-file members across our movement. This campaign should supplement, not replace, any internal organizing currently happening in affiliated unions. This internal organizing campaign should build a strong brand for the labor movement as one united voice for workers. All content should be framed with a racial and economic equity lens. The campaign also should highlight the economic status of women. The campaign should include:

- a campaign plan and budget;
- an inventory of current internal organizing resources;
- the identification of a broad stakeholder group;
- content that can be delivered to union audiences and allied community organizations;
- presentations, handbooks, materials, social media content, etc.;
- a train-the-trainer program;
- an accountability mechanism for implementation of the campaign;
- the creation of a road map for leadership development opportunities for people of color in our movement; and
- a policy paper that prioritizes issues that intersect between growing the labor movement and racial and economic justice issues at the municipal level.

Structure

The commission will be co-chaired by MRLF President Chelsie Glaubitz Gabiou and an appointee of POCUM. The commission will be made up of 12–16 union members, of which 50% will be people of color. The makeup should include diversity in race, including immigrants. Women, young people, union leadership, rank-and-file members and public- and private-sector unions should be equally represented on the commission. Additionally, the commission should have representatives that fall into the following categories: LGBTQ, union organizer, union political organizer, education union, government union, trades union, industrial union, service union and worker center.

Members will be jointly appointed by the co-chairs. The commission will report to the MRLF Executive Board and the MRLF delegate body as needed.

Additionally, the co-chairs will appoint a community advisory committee for the commission. The community advisory committee will be made up of allied community members, officials, academics and communicators.

Draft Resolution and Amendment

SAMPLE LANGUAGE

Our work is better institutionalized when we vote to ingrain it into the foundation through the democracy of our labor movements. A couple of states, such as Ohio and Minneapolis, already have made the work of racial equity and justice a part of their agenda by passing a resolution. We have provided you with sample language here.

RESOLUTION ON RACIAL AND ECONOMIC JUSTICE

WHEREAS, racism was systemically embedded in American society from our nation's founding, when slavery was the dominant base of the economy, and despite historic and heroic struggles and progress to destroy its basis in law, continues to pervade the social and economic life of our country, causing enormous harm and suffering to African Americans and all people of color, and

WHEREAS, racism continues to be promoted by employers and the most extremist, anti-labor and anti-democratic forces as a means to divide working people and weaken their political and economic power with the aim of imposing austerity, the destruction of unions and the crippling of all democratic institutions and rights, and

WHEREAS, the recent series of shocking incidents of deadly police violence against African Americans throughout the country, including in Beavercreek, have outraged all decent Americans and provoked a mass movement for reform of the criminal justice system, and

WHEREAS, because of these incidents, AFL-CIO President Rich Trumka made a powerful appeal to the Missouri AFL-CIO Convention in February and later that month at a meeting of the Executive Council in Atlanta, the AFL-CIO issued a statement calling on union members to mobilize in the fight to overcome racism throughout society as the key to the fight to raise wages, create jobs, and defend the survival of and effectiveness of organized labor, and

WHEREAS, to implement this policy the AFL-CIO has established a National Commission on Racial and Economic Justice, with plans to hold discussions on this effort with labor leaders and constituency groups and offer recommendations for change, NOW

THEREFORE, BE IT RESOLVED, that the [NAME OF LABOR GROUP HERE] applauds, welcomes and endorses this important initiative of our national leadership and commits itself to help carry out this effort in every way possible, and

THEREFORE, BE IT FURTHER RESOLVED, that the [NAME OF LABOR GROUP HERE] will use the recommendations from the National Commission on Racial and Economic Justice to address racial and economic issues impacting the local labor movement, and

THEREFORE, BE IT FURTHER RESOLVED, that in the meantime in preparation for the commission's report, the [NAME OF LABOR GROUP HERE] will distribute the national AFL-CIO statement to all affiliates and allied groups and encourage discussions at all levels on the importance of labor and its allies in playing a leading role in the national effort to overcome racism and racial injustice, and

THEREFORE, BE IT FURTHER RESOLVED, that the [NAME OF LABOR GROUP HERE] will stand with movements like #BlackLivesMatter and Fight for \$15, and other groups that are undertaking racial justice and economic justice issues as partners, allies and fellow community members, and

THEREFORE, BE IT FINALLY RESOLVED, that the [NAME OF LABOR GROUP HERE] will continue to build and support the movement for income equality by confronting racial and economic injustices in our community.

#

COMMITTEE AMENDMENT FOR #BLACKLIVESMATTER

#BlackLivesMatter

Ad Hoc Committee Amendment

Whereas, [NAME OF LABOR GROUP HERE] is a very diverse group that includes many ethnic groups and immigrants, and our members provide public service to our citizens; and

Whereas, human rights and labor rights are inter-related; and

Whereas, the deaths of Mike Brown, Eric Garner and others have caused racial tensions and divisiveness in communities;

Therefore, be it resolved, that [NAME OF LABOR GROUP HERE] calls on its members, supporters and affiliates to support the #BlackLivesMatter movement by working for racial, social and economic justice for all communities of color; and

Therefore, be it finally resolved, that all committees, in particular the Diversity Committee and Public Safety Caucus, develop plans to reach these values and goals as part of the strategic goals of [NAME OF LABOR GROUP HERE].

#

Evaluation

WORKSHOP EVALUATION EXAMPLE

Workshop Title: _____

Today's Date: _____ Name of Presenter/s: _____

For the following areas, please indicate your rating (1 = Fair; 4 = Excellent)

A. CONTENT	1	2	3	4
Covered useful material	1	2	3	4
Practical to my needs and interests	1	2	3	4
Well organized	1	2	3	4
Presented at the right level	1	2	3	4
Effective activities	1	2	3	4
Useful visual aids and handouts	1	2	3	4

B. PRESENTATION

Instructor's knowledge	1	2	3	4
Instructor's presentation style	1	2	3	4
Instructor covered material clearly	1	2	3	4
Instructor responded well to questions	1	2	3	4
Instructor facilitated interactions among participants well	1	2	3	4

C. ANY OTHER COMMENTS OR SUGGESTIONS?

D. OVERALL, HOW WOULD YOU RATE THIS WORKSHOP?

Poor Fair Good Excellent

The following was generously provided by Donnae Smith, M.A., diversity consultant. For more information or questions on the below resources, please contact donnae22@gmail.com

Documentaries and YouTube Videos

Michelle Alexander	“White Like Me—Michelle Alexander on Tim Wise”
Shakti Butler	“Cracking the Codes: The System of Racial Inequity”; “Mirrors of Privilege: Making Whiteness Visible”
Jay Smooth	“How to Tell Someone They Sound Racist”
Tim Wise	“White Privilege, Racism, White Denial & The Cost of Inequality”

Books and Articles

Claude Steele	Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do	http://steele.socialpsychology.org/
Lisa Delpit	Other People’s Children: Cultural Conflict in the Classroom	.
Joy DeGruy	Post Traumatic Slave Syndrome: America’s Legacy of Enduring Injury and Healing	.joydegruy.com
Peggy McIntosh	White Privilege: Unpacking the Invisible Knapsack	nationalseedproject.org
Tim Wise	Dear White America: Letter to a New Minority; White Like Me: Reflections on Race from a Privileged Son; Colorblind: The Rise of Post-Racial Politics and the Retreat from Racial Equity	timwise.org
Paul Gorski	Cognitive Dissonance: A Critical Tool in Social Justice	edchange.org
Michelle Alexander	The New Jim Crow: Mass Incarceration in the Age of Colorblindness	newjimcrow.com

Miscellaneous

Harvard University–Project Implicit	Project Implicit, Implicit Association Test	implicit.harvard.edu ; projectimplicit.net
Southern Poverty Law Center	Anti-Bias Classroom Resources for Teachers	tolerance.org
New Demographic	How to Be an Anti-Racist Parent	www.newdemographic.com/Ebooks/How_To_Be_An_Anti-Racist_Parent.pdf

Thank You

This is one of the most exciting toolkits ever to come from the AFL-CIO. It was through the leadership, love and commitment that this toolkit turned out as amazing as it did. Over the last year labor leaders, partners and several departments have all worked hard to find the best approaches, practices and examples to improve the culture of the labor movement and shift its posture in society and larger social movements. The labor movement has its own internal problems to sort through, but historically we always have confronted difficult conversations. It is no different now in 2016. We want to use honest and safe conversations to help us unify our membership and identify solutions to both racial and economic injustice. Thank you to everyone who helped us pull together these evidence-based practices and resources.

To Jazzalyn Livingston for helping with the collection and practice of these materials, thank you. To our fabulous Robin Williams, international vice president and director of the Civil Rights and Community Action Department at UFCW, thank you for your resilience and dedication to advancing racial and economic justice for all people inside and outside the labor movement.

To some of our many regional leaders who are advancing racial and economic justice work by institutionalizing it in union governing documents, creating space and winning issues for the common good, thank you. To the Cleveland, Dayton and Cincinnati central labor councils in Ohio, the Minneapolis Regional Labor Federation and the Washington Federation of State Employees/AFSCME, thank you all for your contributions to this toolkit and for setting an example.

The labor movement is only the expert in its own experience; to our partners Dushaw Hockett, Erin Heaney, Heather Cronk and Donnae Smith, M.A., diversity consultant, thank you so much. You are the experts in the field and set fantastic examples for us as we set ablaze this mission. Your solidarity and friendship in this movement are appreciated.

In proud solidarity and love,

Carmen Berkley, Director
AFL-CIO Civil, Human and Women's Rights Department

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