

## Institutional Racism SYLA Training

### Goals:

- To break down the 3 I's of Racism and all its forms and effect on People of Color
- To build our understanding of the historical construction of racism in the US, and through immigration and slavery
- To address ignorance and intolerance of race through group discussions and role plays by sharing our perception and stereotypes of race
- To build a race dialogue between different racial groups
- To learn the significance of being a multiracial group

### Handouts:

- Willie Lynch Letter
- Students hierarchal system
- Definitions of 4 different types of racism
- Journals/ Commitments Handout

### Butchers:

- ✓ Goals & Agenda
- ✓ Fish bowl Activity statements
- ✓ IR, Interpersonal, and Internalized racism definitions
- ✓ Definition of Racism & White Supremacy
- ✓ Commitment phrase (*only if using journals*)

### Materials Needed:

- Colored construction paper
- Glue/tape
- Markers
- Burnt disc of "Race and I'm Running"

### Agenda:

A. Check-ins	(10 mins)
B. Icebreaker: Fish Bowl Activity	(25 mins)
C. Institutional Racism: What is it?	(20 mins)
D. Willie Lynch letter and Spoken Word piece: "Race and I'm Running"	(30 mins)
E. How has racism played us?	(30 mins)

F. Wrap-up & Evaluation (5 mins)

**A. Check-ins, goals, & Agenda** **10 mins**

*Review goals and agenda for the day*

**Say:** Today, we will be discussing the very sensitive topic of racism, how you're affected and even the role you may or may not have played. So I am going to ask you all for your full participation and cooperation

**Say:** Do we all agree?

**Say:** Good, so let's first go over the group guidelines so that we're all on the same page (*refer to standard office guidelines*)

*Get group participation, have students read aloud and explain each guideline*

**Say:** Please keep these in mind through our discussion today

**B. Fish Bowl Activity** **25 mins**

**Say:** I want you to take a look around the room. Who do you see sitting before you?

**Say:** Right, there are many different faces, races, and cultures represented today but very often there is no voice.

**Say:** We all carry with us perceptions of one another, in other words stereotypes, whether they be positive or negative, stereotypes hurt and are misrepresentations of the person and their racial group

**Say:** They are common generalizations to communicate our misunderstanding of other racial groups

**Say:** We are going to do an activity called the Fish Bowl

*Depending on how many different racial groups are represented determines how many sessions you can have*

*Have the students form an inner circle (the fish bowl) and an outer circle around the inner circle (the fish bowl) ask which racial group would like to go first and ask them to sit in the inner circle (the fish bowl) and the remaining students in the outer circle*

**Say:** This is your time to be honest about how false statements of your culture identity has impacted you or someone you know

**Say:** *refer to group in the outer circle* This is your time to be listeners and learners, it is important to know if you have felt suspect to any pre-judgment. You will be silent while the inner group talks.

*Read each statement allowed to initiate a dialogue*

**Say:** Complete these three statements with your own experience/story:

**Butcher:**

- The media portrays my culture as...
- I have been called racist or stereotypical names like...
- The jokes made against me or members of my racial group make me feel...

*Allow 10 minutes for inner group to share and repeat over again with each racial group*

**Say:** It is never easy to repeat hurtful remarks made against you or someone you know but it is necessary in order to educate your peers about their ignorance of the comments or the effect of the stereotype. But it must have taken a lot of courage for all of you. Thank you for sharing.

**Say:** We have just skimmed the surface about other types of racism that have played out in our communities and school that we will be discussing a little later on but we will be talking about where all the forms of racism stem from

**C. Institutional Racism: What is it?**

**20 mins**

**Say:** Racism plagues us in many different forms and the first is called Institutional racism.

**Say:** Can anyone define what an institution is? *(Pass out handout with the definitions)*

**Butchers:**

**Institutions: Any place in which goods, funds, services, ideas, and policies are produced, learned, exchanged, and put into practice**

- **Courts and congress (where laws are produced)**
- **Corporations: Where products are produced for mass consumption**
- **Schools and universities: (where official dominant knowledge is produced for the general public)**

**Institutional Racism: Is the policies (laws) and practices that institutions create in order to benefit white people at the expense of people of color.**

**Say:** What is an example of Institutional Racism?

*Provide other examples of institutional racism if not mentioned*

**Say:** There are two other terms used to describe racism and that is Interpersonal and internalized racism because racism affects not only individuals like you and me but large groups of people at once

**Butcher:**

**Interpersonal Racism: is when someone has negative ideas, like prejudice, about another race or culture not their own. All types of people have these types of attitudes, but these attitudes are most obvious in the white dominated society we live in.**

**Say:** What may be some examples of interpersonal racism?

*Butcher responses*

**Say:** Like we learned through the fish bowl activity those stereotypes we have about other racial groups might have to do with our ignorance but is a form of interpersonal racism that we need to fight against.

**Say:** The third form of racism we will be learning about is called internalized racism. This is a term you might not be familiar with but you will be familiar with its effect.

**Butcher:**

**Internalized Racism: Is when either knowing 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 that their race or culture is bad or not as good as the white culture and race**

**Say:** Are you or someone you know affected by internalized racism?

**Say:** Because white is often thought as right many people internalize that idea and believe that because their color/complexion, hair, eyes, facial features, language etc... don't look or sound right (white) they see themselves as a flaw and aim to look and act right (white).

**Say:** These are all very heavy terms to take in and grasp but we are going to take out some time to read and listen to why a lot of these issues are so successful at attacking us.

**D. Willie Lynch Letter & Spoken word**

**30 mins**

**Say:** I am going to play a spoken word piece by a group called I was born with two tongues called "Race and I'm running"

*Play spoken word piece*

**Say:** Does anyone have any reactions? (*Possible debrief questions– what were your reactions to the song? What themes did they talk about? What examples did they give of IR, Interpersonal, and internalized racism?*)

**Say:** Now, we're going to take a look at this letter written by a white slave owner by the name of Willie Lynch. He wrote this letter to all other slave owners to teach them a new method of keeping the black man enslaved for 300 years and more.

*Pass out copies of the Willie Lynch Letter*

*Take 10 minutes to read through and open –up for discussion (possible debrief questions)  
What is your first reaction to it? Does it apply today? Will this still be in effect in 50 years?  
What does it mean to have a black male President, who rallies for hope?*

**Say:** After having the opportunity to learn about other forms of racism and stereotypes, did his method work?

**Say:** Based on your own interpretations of the Willie Lynch Letter and spoken word piece take these 4 terms and place them in a hierarchal system, a system that shows what people first base your experience, intelligence, and worth from

*Pass out the hierarchal system handout*

- Age
- Race
- Money
- Education

**Say:** Race has always been a huge factor in society. But by educating one another about these systemic forms of oppression is one step closer to facing the realities of racism and the ways to work through it.

<b>E. How has racism played us?</b>	<b>30 mins</b>
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**Say:** So how is racism defined?

**Say:** Does anyone want to take a stab at it?

**Butcher:**

<b>Racism: Is the categorizing of people from around into racial groups (Blacks, Asians, Latinos, etc). Then, assigning each group a value.</b>
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**Race is socially constructed. There is only .02% difference between human DNA.**

**Say:** In the US, what race is given the highest value?

How can you tell?

- (In media, who is elected, standards of beauty, people in power, historically)

**Say:** In US society whites are given the highest value over people of color. When we say people of color we're talking about all the non-white people who originally come from third world countries, including African Americans, Latinos, Asians, Pacific Islanders, and Middle Eastern people, as well as the indigenous people of this continent.

The higher value white people attach to "whiteness" allows them to maintain power over other racial groups.

**Say:** Therefore, racism in the US is often referred to as White Supremacy

**Say:** What do you think White Supremacy is?

**Butcher:**

**White Supremacy: The system that gives white people privilege at the expense of people of color**

**Say:** What would be some examples of this?

Better schools for white people, access for different institutions like college, seeing their representation on TV, magazines, and reading and learning only white history in our history books and classes, etc...

**Say:** We're going to take a moment to see how this all applies to the big picture and what you all can do to commit to the change we want to see in racism

**Say:** Your interest in CFJ says you have interests in activism, which means that we just don't talk about what we hate, how society is so unfair, and the fact that we don't have any equality. We prove it and we take action. We make the change we want to see. Here is your chance to be proactive and take initiative. Please finish this phrase:

*Have students finish this phrase in their journals or on commitments handout*

**Butcher:**

**I am a youth of color impacted by the many sophisticated forms of Institutional Racism, but because of this workshop I understand how we fall suspect to the vicious attacks of racism but no longer want to be its prey and am vowing to fight against it by...**

*Allow students 10 minutes to write and 5 minutes to share*

<b>F. Wrap-up and Evaluation</b>	<b>5 mins</b>
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**Say:** What you have all shared proves your real concerns but I thank you all for being open-minded, respectful and honest about your feelings of the effect of racism

Can we go around and have everyone share one word that describes your feelings of this workshop

*Butcher all responses*

## Willie Lynch Handout

### Let us make a slave

Let us make a slave. What do we need? First of all we need a black nigger man, a pregnant nigger woman and her baby nigger boy. Second, we will use the same basic principle that we use in breaking a horse, combined with some more sustaining factors. What we do with horses is that we break them from one form of life to another that is we reduce them from their natural state in nature. Whereas nature provides them with the natural capacity to take care of their offspring, we break that natural string of independence from them and thereby create a dependency status, so that we may be able to get from them useful production for our business and pleasure

### Cardinal Principles for making a Negro

For fear that our future Generations may not understand the principles of breaking both of the beast together, the nigger and the horse. We understand that short range planning economics results in periodic economic chaos; so that to avoid turmoil in the economy, it requires us to have breath and depth in long range comprehensive planning, articulating both skill sharp perceptions. We lay down the following principles for long range comprehensive economic planning. Both horse and niggers is no good to the economy in the wild or natural state. Both must be broken and tied together for orderly production.

For orderly future, special and particular attention must be paid to the female and the youngest offspring. Both must be crossbred to produce a variety and division of labor. Both must be taught to respond to a peculiar new language. Psychological and physical instruction of containment must be created for both. We hold the six cardinal principles as truth to be self evident, based upon the following the discourse concerning the economics of breaking and tying the horse and the nigger together, all inclusive of the six principles laid down about.

NOTE: Neither principle alone will suffice for good economics. All principles must be employed for orderly good of the nation. Accordingly, both a wild horse and a wild or nature nigger is dangerous even if captured, for they will have the tendency to seek their customary freedom, and in doing so, might kill you in your sleep. You cannot rest. They sleep while you are awake, and are awake while you are asleep. They are dangerous near the family house and it requires too much labor to watch them away from the house. Above all, you cannot get them to work in this natural state. Hence both the horse and the nigger must be broken; that is breaking them from one form of mental life to another. Keep the body take the mind! In other words break the will to resist. Now the breaking process is the same for both the horse and the nigger, only slightly varying in degrees.

But as we said before, there is an art in long range economic planning. You must keep your eye and thoughts on the female and the offspring of the horse and the nigger. A brief discourse in offspring development will shed light on the key to sound economic principles. Pay little attention to the generation of original breaking, but concentrate on future generations. Therefore, if you break the female mother, she will break the offspring in its early years of development and when the offspring is old enough to work, she will deliver it up to you, for her normal female protective tendencies will have been lost in the

original breaking process. For example take the case of the wild stud horse, a female horse and an already infant horse and compare the breaking process with two captured nigger males in their natural state, a pregnant nigger woman with her infant offspring. Take the stud horse break him for limited containment. Completely break the female horse until she becomes very gentle, whereas you or anybody can ride her in her comfort. Breed the mare and the stud until you have the desired offspring. Then you can turn the stud to freedom until you need him again.

Train the female horse where by she will eat out of your hand, and she will in turn train the infant horse to eat out of your hand also. When it comes to breaking the uncivilized nigger, use the same process, but vary the degree and step up the pressure, so as to do a complete reversal of the mind. Take the meanest and most restless nigger, strip him of his clothes in front of the remaining male niggers, the female, and the nigger infant, tar and feather him, tie each leg to a different horse faced in opposite directions, set him a fire and beat both horses to pull him apart in front of the remaining nigger. The next step is to take a bullwhip and beat the remaining nigger male to the point of death, in front of the female and the infant. Don't kill him, but put the fear of God in him, for he can be useful for future breeding.

**Hierarchal System Handout**

**AGE**

**RACE**

**MONEY**

**EDUCATION**

(Please cut each slip out and tape/glue to colored construction paper)

## Definitions of IR Handout

**Institutional Racism:** Is the policies (laws) and practices that institutions create in order to benefit white people at the expense of people of color.

**Interpersonal Racism:** is when someone has negative ideas, like prejudice, about another race or culture not their own. All types of people have these types of attitudes, but these attitudes are most obvious in the white dominated society we live in.

**Internalized Racism:** Is when either knowing 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 that their race or culture is bad or not as good as the white culture and race.

**Racism:** Is the categorizing of people from around into racial groups (Blacks, Asians, Latinos, etc). Then, assigning each group a value.

## My Commitments

**I am a youth of color impacted by the many sophisticated forms of Institutional Racism, but because of this workshop I understand how we fall suspect to the vicious attacks of racism but no longer want to be its prey and am vowing to fight against it by...**