

# **GROUP ACTIVITY AND QUESTION(S) GUIDE**

## **Key**

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## Table of Contents

OPENING .....	2
CLOSING THE RACE GAP .....	3
CLOSING THE RACE GAP QUESTIONS.....	4
SUPPLEMENTAL QUESTIONS .....	6
NO MORE HIDDEN FIGURES .....	7
NO MORE HIDDEN FIGURES QUESTIONS .....	8
(W)RAP ON RACE: WHERE DO WE GO FROM HERE? .....	11
(W)RAP ON RACE: WHERE DO WE GO FROM HERE QUESTIONS .....	12
THE FUTURE OF STEM .....	14
THE FUTURE OF STEM QUESTIONS.....	15
CLOSING.....	17

## OPENING

This group activity and question guide is supplementing the Race: Are We So Different exhibit that the museum of Natural Sciences Hosted (April 22, 2017-October 22, 2017). Throughout the six months, and enhanced by special programming, including cultural conversations, the Rhythm of Race special event, and a series of presentations discussing the topic of Race in our everyday lives, this exhibit reached over 70,000 individuals. The topic of Race, how it impacts each of us individually, and the society in which we live, does not end when the exhibit left Raleigh.

Along with the exhibit, the museum organized other initiatives that reinforced the message of the exhibit and also provided more information and education about “Race” and how it is a part of our everyday society because it was a huge part of the country’s construction.

Each one of the videos addresses Race from a different perspective. Interestingly, throughout the videos other topics of identity also were also raised. Topics like ageism and discrimination around gender identity, all play a role in the development of individuals, communities, and professional disciplines.

Regardless of whether you have negatively been impacted by “Race” in the US, you have an opportunity to play an active role in dismantling racism. This guide is designed to help you begin the conversation and/or continue the conversation around “Race” by assessing each one of these videos. Since the videos vary in content and format, the guides are aligned with the videos and have different structures.

The guide is not designed to give you answers to complicated questions. It is developed to assist you and your group in creating your own safe spaces to construct your collective understanding around topics like “Race.” During the viewing of the videos, be sure to take inventory on how you feel while listening to the panelists and presenters. Also, be mindful of your responses because this guide is not about coming up with the “correct answer.” This guide is to help you be more introspective and to consider your role in breaking down barriers from your positionality.

*As the teacher or leader facilitating these discussions, you have prompts that help you to understand why the question is being posed a certain way. Also, you will have supplemental questions to help to keep the conversations flowing. You also have time stamps in case you need to find certain answers to the questions. The questions are **bolded** so that you can distinguish between the questions and explanations.*

Remember to have fun, but to also be sincere in your responses. You can view all the videos from this [website](#).

**CLOSING THE RACE GAP:  
A DISCUSSION ON  
HEALTH, WEALTH, EDUCATION and MEDIA**

This thought-provoking panel discussion looks at how race has been used to create inequality and produce disparities in education, wealth, health and media. Speakers offer analysis and possible solutions that may help close the gaps that exist in society today. Moderated by WRAL-TV 5 Anchor Gerald Owens. Speakers include:

- Dr. Alan Goodman, professor of biological anthropology at Hampshire College and co-director of public education project/exhibition: “RACE: Are We So Different?”
- Dr. Dudley Flood, a champion of the desegregation of public school education in North Carolina.
- Natalie Bullock Brown, assistant professor of Film and Broadcast Media at Saint Augustine’s University.
- Jenna Bryant, program manager at Manpower Development Corps (MDC).

This discussion is packed with different perspectives and responses from multiple panelists. To manage the diversity of responses and the complexity of the topic, we want to suggest a strategy. These questions are designed to help you do the following:

- Explore what you think you know and what you do not know about other communities or groups of people
- Identify and explore where you learned your information other communities or groups of people
- Take this new information that you acquired from this video discussion and confer how you will apply it

**Before you start the video do this activity.**

- 1) Write your name on a piece of paper.
  
- 2) Define or describe yourself based on your identity (race, ethnicity, age, faith/religion, place of origin, language, education, talent, culture).
  
- 3) Think about what factors you use to determine what makes others different than you.

**START THE VIDEO**

**CLOSING THE RACE GAP  
QUESTIONS  
PANELIST INTRODUCTION  
(12:00-25:00)**

**1) How do you value difference?**

*This question can help people think about your value system(s). Recognizing that we are all different.*

**1 a) Do you see the others; difference(s) as added value or as deficiency?**

**2) Identify a group of people that you are not a member (Ethnic or racial group, gender identity, socioeconomic status, citizenship status, education background, age group) and describe them. Identify where you gathered the information to describe them. Is your description complete? What is it missing?**

*During Natalie Bullock Brown's introduction, she elaborated on how media constructs people's perception of others. She particularly specified black male imagery in the media and how it's not positive.*

**3) What are "artificial barriers" that contribute to socioeconomic disparities between communities?**

*Give people an opportunity to explore what the barriers are that impact communities economically. Perhaps a follow up could be:*

**3 a) "Does anyone in your family or has anyone in your family been impacted by artificial barriers?"**

**LABELING/EDUCATION/TRUST (26:00-56:00)**

**4) What is the difference between equity and equality?**

**4a) What ways can educators equitably and equally assess the learning & development of youth?**

5) Do you trust others that are different from you (Racially/ethnically)? Why or Why not?

6) Have you ever had to talk through differences?

6a) What made it easy/difficult?

6b) How could it be improved?

### **CONVERSATIONS ABOUT COMMUNITY AND CULTURE (1:05:00-1:30:00)**

7) What is the difference between a neighborhood and a community (1:22:00-1:24:10)?

*A follow up question can be*

7a) How did your upbringing influence how you see the world?

8) How do you define your culture?

8 a) What societal benefits do you get from being who you are?

### **WHAT TO DO WITH THIS NEW INFORMATION**

9) What do you think we need to do in our society and economy to dismantle racism?

10) What questions do you have?

Now that you have gone through this exercise, repeat the exercise from the beginning.  
Have your answers changed?

- 1) Write your name on a piece of paper.
- 2) Define or describe yourself based on your identity (race, ethnicity, age, faith/religion, place of origin, language, education, talent, culture).
- 3) Think about what factors you use to determine what makes others different than you.

### **SUPPLEMENTAL QUESTIONS**

Since this episode was so rich with information there are a couple of other questions you can ask.

- What have you been taught about free labor? (1:10:00)
- How does a person maintain their identity and move to different areas?
- What is IDENTITY?
- What is CULTURE?
- What is POWER?

**NO MORE HIDDEN FIGURES: STEM DIVERSITY in the 21<sup>st</sup> CENTURY**

*Before you start this episode please read the questions and explanation below.*

Minorities and women are traditionally underrepresented in Science, Technology, Engineering and Math (STEM) fields. This presentation, featuring (Shaw University's former President) Dr. Tashni Dubroy, seeks to motivate, encourage and empower the next generation of engineers, doctors and scientists of color who will be leaders in STEM fields.

Watch this episode with wonder because you are learning about those that help make it possible to send a human to the moon. Do you often hear about the accomplishments of scientists that are women? If you do not hear about the accomplishments of women regularly, think about why that is norm?

While you're watching the video assess how do you feel watching the recognition of the brilliance of the scientists that are women.

Since this episode is exploring the career path of specific individual, these questions are designed to help you think about youth and leadership development. A couple of the questions will distinguish between teenager (youth) or adults.

**START THE VIDEO**



## NO MORE HIDDEN FIGURES QUESTIONS

### 1) If you are a teenager (youth):

a) What do you want to be when you grow up? *(you can have more than one answer)*

b) Where did you learn about the discipline?

### If you are an adult:

c) What influenced you to choose the career that you pursued?

d) Were you encouraged to pursue that career? If you were, how did the encouragement help you?

d1) If you were not, what effect do you think having no or little encouragement had on your career choice?

### 2) If you are a teenager (youth):

- What do you think you need in order to be successful in your chosen career?

**If you are an adult and working in your chosen career:**

- What factors are important to prepare future employees for your discipline?

**3) According to Dr. Tashni Dubroy when did she become a scientist? (29:00-29:45)**  
**(9<sup>th</sup> Grade)**

3a) What is significant about the way the teacher replied to her having a problem with chemistry?

3b) Was the teacher discouraging or encouraging? Why?

**4) Dr. Tashni Dubroy explains that it is important to start exposing children more to STEM in middle school.**

**According to Dr. Dubroy, how old are girls when they start saying “I can’t?”**  
**The answer is age 10.**

**Why is this significant to the development of scientists that are women?**

**5) List the benefits of early exposure to youth to math and science?**

**5a) List the disadvantages of not having early exposure to math and science?**

**6) After viewing and listening to Dr. Dubroy’s story about she became a scientist, what societal factors do you think influence the low representation of minorities and women in Science, Technology, Engineering and Math (STEM) fields?**

**7) What suggestions did Dr. Dubroy share about how to enhance creativity in youth?**

A couple of answers can be:

***She discussed letting them speak, let them create, don't shut down their questions? Promote their curiosity. Listen and engage with your children.***

- 8) What is the difference between a mentor and a sponsor?  
Why are both important to having a successful career?
- 9) What kind of spirit is important to have when approaching challenges in life?  
**She says that having a thankful spirit is very important. (1:10:00-1:10:36)**
- 10) Why is this important for kids to be successful?  
**Dr. Dubroy explains personality traits that transcend to any profession (1:11:00)**
- 11) If you are a teenager (youth):  
**After answering these questions, do you think everyone has access and opportunity to go to college? Why or why not?**

If you are an adult:

**11a) After answering these questions, do you think everyone has access and opportunity to go to college?**

**11b) What role can you play to ensure that more minorities and women get better access and opportunities to pursue STEM or other viable careers?**

## **(W)rap on Race: Where Do We GO from Here?**

Forty years after Margaret Mead (anthropologist) and James Baldwin (author) met to have a “Rap on Race,” we bring their conversation into the 21st Century. Guest speakers will reflect on what the future holds for public education and race, the role of race in medicine, the potential dangers in using biology to explain the behaviors of certain racialized groups, and where do we go from here? Speakers include:

- Dr. Yolanda Moses, co-author of *Race: Are We So Different?* and associate vice chancellor for Diversity, Equity and Excellence at University of California, Riverside.
- Dr. Jay S. Kaufman, Canada Research Chair in Health Disparities Department of Epidemiology, Biostatistics, and Occupational Health at McGill University.
- Dr. Joseph Graves, Jr., associate dean for Research and Professor of Biological Sciences in the Joint School NC A&T and UNC Greensboro) of Nano sciences and Nanoengineering.

This episode addresses the scientific justification of dismantling the social construct of race. This outstanding panel also has one of the co-authors of the exhibit, Dr. Yolanda Moses. This panel explores how race is prevalent in the development of policies and education. The panelists give historic, personal and professional accounts on why looking through the lens of race is not an adequate method to make decisions of assess communities.

You may want to take notes during this episode.

**START THE VIDEO**

**(W)rap on Race: Where Do We GO from Here?  
QUESTIONS**

- 1)** Write down new ideas that you learned after viewing this episode.
- 2)** While race is not real biologically, it is real socially. Identify different social systems that have been constructed with race as a major component (i.e. judicial, education).

**2 a)** How have these systems been used to marginalize specific populations?

- 3)** Identify groups of people that have been discriminated against because of their ethnic identity.

**3 a)** What is the commonality between these groups? How has discrimination impacted the community's ability to be upwardly mobile?

- 4)** What does it mean to live in a color-blind society?

**4a)** What are the challenges with being color blind in the US Society?

- 5)** Get in a small group. Discuss what you know and/or about the transatlantic slave trade.

**How does it feel discussing this topic? Describe how you feel.**

- 6)** When the student is giving an account of what the transatlantic slave trade was, write down any new information you learned. (1:01:43-1:03:28)

**6 a)** Have you ever had difficulty talking about this subject? Why or why not?

**6 b)** What can we learn from the student as he delivers the response about the transatlantic slave trade?

7) After listening to the panel, identify the differences in ways communities of people have been treated based on race.

8) Have you or someone you know been discriminated against because of their race?

8 a) What short-term or long-term effects did this experience have on the person?

9) According to Dr. Yolanda Moses, why do we need special recognition months and cultural centers for minority groups (1:21:00-1:24:55)?

9 a) What will it take for our country to not need special recognition months and cultural centers for minority groups?

10) What will it take for our country to not need special recognition months and cultural centers for minority groups?

### **Supplemental Questions**

- How do you feel talking about race?
- Do you think you can discuss this topic more comfortably? Why or why not?

## **THE FUTURE OF STEM: BACK-TO-SCHOOL MINORITY OPPORTUNITY FAIR**

Some children of diverse backgrounds with aspirations to pursue STEM fields rarely meet professionals working in these fields that look like them. This opportunity fair, featuring a panel discussion with minority professionals in STEM fields and facilitated by filmmaker Andre Robert Lee, brings an assortment of nearly 20 private and nonprofit organizations together to provide information for students (grades 5–12) as they prepare to return to school.

This video focuses on youth development and mentorship. These questions are for you to focus on yourself and the development of others. However, with this discussion focusing on youth and recognizing that everyone is unique with their own understandings/biases, you are encouraged to answer some of these questions in groups. A group can two or more people.

Remember when you are engaged in a group setting, that everyone is sharing their perspective, and that everyone is sharing what they have learned.

During this video and question session, listen attentively by letting each person complete their sentences and wait to respond. Remember that when you respond to reply to each person. Repeat what they said and use “I” statements to explain yourself.

### **START THE VIDEO**

## THE FUTURE OF STEM QUESTIONS

- 1) What does it mean to be other?
  - 1 a) Do you consider yourself to be other?
  - 1 b) How has identifying as other impacted your self-confidence, self-esteem, and self-efficacy?
  
- 2) If you do not identify as “other,” consider the experiences of a person that does identify as other.
  - 2 a) Do you have a relationship with this individual?
  - 2 b) What factors do you use to identify them as “other?” Why did you choose these factors?
  
- 3) 1<sup>st</sup> clip (11:17-12:15) THEY ALWAYS TOUCH MY HAIR  
*This exercise is designed to help you think about what you heard and saw in the video. Let their stories inform you of their experience. Now answer the following questions Get in a group and share your responses to the questions.*
  - 3 a) How did you feel watching the clip?
  - 3 b) What came up for you mentally and emotionally?
  - 3 c) What was your first thought after the clip? WRITE IT DOWN
  
- 4) In your group discuss the following questions
  - 4 a) What does *Expect and Demand Equity* mean to you?
  - 4 b) Have you ever considered that you were not worthy of expecting and demanding equity?  
*This exercise is designed to allow you to hear different perspectives of equity. This exercise is also designed to allow you think about others’ life experiences compared to yours’.*
  
- 5) In your group discuss how “psychological homelessness” looks in your experience. (17:00-17:54)
  
- 6) Have you had to use the multi-language skill set by switching up how you talk in different environments? Describe an experience. (18:00-18:54)
  - 6a) What does this phenomenon indicate to you about society?



- 7) If you are a teenager (youth) consider this question:  
What elements are needed for youth to envision attending college (49:00)?
- 7 a) If you are and adult working in a discipline what are useful strategies to lead minority youth to college and your discipline?
- 8) How does diverse representation in college or a work environment help people to be successful and sustained?
- 9) How do you demand equity without playing the race card? (1:00:40)
- 10) What does success mean to you?
- 10 a) What does it look like for you?
- 10 b) Provide different ways success can look?

### **Supplemental Questions**

- 11) **How can you help students learn to network? (53:00-54:30)**  
People are treated differently based on race, age, education? People are assessed differently when they are assertive based on race and ethnicity.  
**How can you help dismantle the different ways people are treated and valued?**
- 12) **What resources do teachers need to help meet students where they are? (1:06:00)**

## **CLOSING**

This group activity and question guide is supplementing the Race: Are We So Different exhibit that the museum of Natural Sciences Hosted (April 22, 2017-October 22, 2017).

After completing this guide, we hope that you had very fruitful conversations about race as well as other identities. We hope that this guide helps you to enhance your confidence in participating in these discussions.

Remember, the guide is not designed to give you answers to complicated questions. It is developed to assist you and your group in creating your own safe spaces to construct your collective understanding around topics like "Race."

Now how are you going to continue your development and help make this world a better place?

Remember to have fun, but to also be sincere. You can view all the videos from this [website](#).