

HEART OF FLORIDA UNITED WAY
PRESENTS

KNOW YOUR PLACE

FEATURING THE EXPERIENCES OF CENTRAL FLORIDIANS WHO LIVED IT:

NICK AIKEN MABLE BUTLER JERRY DEMINGS VAL DEMINGS
KAT GORDON BELVIN PERRY ALZO REDDICK TEE TAYLOR
GERALDINE THOMPSON CLARA WALTERS ANNETTA WILSON

FACILITATOR GUIDE

KNOW YOUR PLACE

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ABOUT US: HEART OF FLORIDA UNITED WAY

Who We Are

- Founded in 1939, Heart of Florida United Way improves the lives of individuals and families, building strong communities by uniting people and organizations to create measurable results and a lasting impact.
- Heart of Florida United Way stands up for the education, health, and financial stability of every person in Central Florida.
- We firmly believe in the power of collective action to drive positive change in our community. This conviction underpins the mission of Heart of Florida United Way, an organization dedicated to addressing the most urgent challenges facing Central Florida. Our approach is rooted in bringing together individuals, groups, and institutions to tackle these issues strategically and efficiently.
- We strive to represent diversity, equity, and inclusion in all that we do to create a culture that represents every person in our community.
- Heart of Florida United Way is committed to creating a rich, diverse, and supportive community that not only accepts differences but also embraces and celebrates them. We are committed to being a health and human service leader that meets the needs of our diverse community.

Why We Commissioned the Film

- On May 25, 2020, George Perry Floyd, Jr., a 46-year-old African American man and father of five, was murdered by a white police officer in Minneapolis, Minnesota. Floyd was detained after a store clerk suspected he may have used a counterfeit twenty-dollar bill. One of the four police officers who arrived on the scene knelt on Floyd's neck and back for 8 minutes and 46 seconds, which caused a lack of oxygen, leading to his death. (Stanford Libraries, Stanford University; <https://exhibits.stanford.edu/saytheirnames/feature/george-floyd>)
- Floyd's death led to protests in the United States and across the world. For a time, the realities of racial inequity were being discussed everywhere.
- Heart of Florida United Way's President and CEO, Jeff Hayward, was concerned that as the case faded from the headlines, conversations about racial inequity would lose urgency. Heart of Florida United Way commissioned this film to ensure the conversation continues in the community.
- To build a thriving community, we must confront the realities of our past. This film is not about assigning blame or seeking punishment. And while the stories are told through the lens of race, it is about how we collectively – as a community – can face hate and divisiveness. We believe this film is for everyone and can serve as a catalyst for meaningful conversation and tangible action.

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BACKGROUND: KNOW YOUR PLACE

What the Film is About

- Know Your Place is a deeply introspective film that explores Central Florida's recent history, sharing the untold personal stories of community leaders who faced the harsh realities of racism, segregation, and bias.
- Central Florida is home to a number of inspirational leaders in our community who, through courage, passion, and perseverance, overcame numerous obstacles to break barriers and shape our community today. As part of this film, we shared the stories of just a few of these leaders.
- Know Your Place was designed to capture memories of just a few Central Floridians who experienced discrimination because of the color of their skin. The film aims to deliberately remind us of a painful past to prevent it from happening again.

Who Was Involved (Alpha Order)

Nick Aiken, Jr. is the owner of Nikki's Place restaurant in Orlando, Florida. Chef Aiken has been in the food and restaurant industry since 1952 when he began work in his aunt's restaurant. After graduating high school, he attended Johnson Junior College and upon graduating continued in the food service business as it has become what his life is about and each dish is a masterpiece.

Former Orange County Commissioner **Mable Butler** blazed a historic career in public service in Orlando and Orange County. The first African American woman to serve on Orlando's City Council from 1984 to 1990, she was also the first African American member of the Orange County Commission, where she represented District 6 from 1990 to 1998.

Orange County Mayor **Jerry L. Demings** was sworn in on December 4, 2018, as the 5th elected Mayor of Orange County and re-elected in 2022. He is the first African American to serve in the role. Always a trailblazer, Mayor Demings became Orlando's first African American police chief in 1998 and was elected the first African-American Orange County Sheriff in 2008. He was re-elected in 2012 and again in 2016.

Former U.S. Representative **Val Demings** served in the U.S. House of Representatives for Florida's 10th District from 2017-2023. Demings was appointed chief of police in December 2007, the first woman to lead the department, and served until her retirement in June 2011.

Dr. Kathleen "Kat" Gordon was elected to the Orange County School Board in November 2000. During her 20 years of service on the School Board, she served as Vice Chair from November 2013 - 2015 and again from November 2018 - 2019. Dr. Gordon served as a librarian at Bonds-Wilson High School in 1967 and was also a librarian and counselor in Orange County for 25 years. She became "Teacher of the Year" in several schools where she served.

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Who Was Involved (Alpha Order) (Continued)

In 1989, Former Chief Judge **Belvin Perry, Jr.** became the first African American to be elected to the circuit bench of the Ninth Circuit without first being appointed. While serving as a judge for nearly 25 years, he has served as Administrative Judge in Osceola County and served nine terms as Chief Judge of the Ninth Judicial Circuit.

Dr. Alzo Reddick was the first African American male to teach at Winter Park High School, the first black chairman of the Orange County Democratic Executive Committee, the first black administrator at Rollins College, and the first Black man from Orlando elected to the state legislature since the Reconstruction Era after the Civil War and while there, he became the first Black man to see two bills he sponsored become law.

Lorenzo “Tee” Taylor was hired at News 6 in 1970, becoming the first Black photojournalist at the station. Decades later, he is considered a pioneer in the Orlando market and is easily recognizable from his appearance in promos and his work in the field.

Florida State Senator **Geraldine Thompson** is an American politician and member of the Democratic Party who currently serves as a Member of the Florida State Senate from the 15th district. She served as a Member of the Florida House of Representatives, representing the 44th District from 2018 to 2022.

Dr. Clara Walters is a distinguished educator who is well known for transforming classrooms and schoolhouses into safe havens where children behave and learn, and for trailblazing for women and African Americans in Orange County Public Schools secondary level. In her career with Orange County Public Schools, she was a teacher, a middle school and high school principal, the first African American female secondary school principal, the first permanent female high school principal, and she retired as the senior director of secondary education.

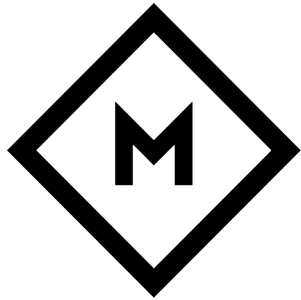
An award-winning journalist, **Annetta Wilson** logged over three decades in the broadcast industry as a television news anchor, reporter, producer, talk show host and writer. She holds the distinction of being the first African American weekday evening news anchor in Central Florida history. Her work placed her in the top 20 on the “Golden 50”, a list of broadcasters whose work made a significant impact in Central Florida.

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ABOUT MACBETH STUDIO

As an Orlando-based photography and film studio, Macbeth Studio has consistently contributed to advancing impactful issues and championing causes that drive positive change within the Central Florida community.

Jim Hobart is the owner and photographer of Macbeth Studio. Behind the camera since middle school, it was Jim's desire to fund his expensive hobby of flying that got him into the photography business professionally. (<https://macbethstudio.com/our-team>)



**MACBETH
STUDIO**

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PURPOSE OF THE KNOW YOUR PLACE FACILITATOR GUIDE

The purpose of this facilitator guide is to be a resource for community conversations that occur after watching the Know Your Place film. This document provides guidance on the goals of community conversations and how facilitators should manage them. It is recommended that community conversations occur with a group of no less than ten (10) participants.

Facilitator Best Practices

- The Facilitator must have seen the Know Your Place film at least twice prior to leading a community conversation. The Facilitator's first time viewing the film should not be with the group participating in the community conversation.
- The main responsibility of a Facilitator is to create a safe and inviting environment that enables participants in community conversations to engage, listen to each other, and work together.
- The Facilitator guides the conversation while remaining neutral and refrains from sharing their personal views. The Facilitator welcomes attendees, explains the process, keeps track of time, moves the dialogue along.
- Facilitators do not need to be experts on the issues. Facilitators are there to guide, not participate in, the conversations.
- An effective Facilitator:
 1. Explores ideas with people and displays a genuine sense of curiosity.
 2. Listens to people and builds trust.
 3. Helps people reconcile conflicting remarks in a non-confrontational manner.
 4. Has experience leading or facilitating community conversations.
 5. Stays focused on the goal of the conversation.
 6. Prepares for each conversation by reviewing this guide.
- Reinforce that the purpose of the conversation is to explore, listen, and learn from each other.
- The Facilitator should steer participants away from blaming or belittling statements. Participants do not need to all agree or find an antidote to racism.
- Immediately after the film screening, allow participants a minute or two for quiet reflection.

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PURPOSE OF COMMUNITY CONVERSATIONS

- Community conversations create the capacity for us to engage in perspective-taking, empathy, critical thinking, and nuanced ways of understanding the world.
- Community conversations are a process that convenes participants to exchange information, share personal stories and experiences, express honest perspectives, and clarify viewpoints.
- The goal of these conversations is to move people into awareness, deeper understanding, and empathy leading to a commitment to change thoughts and behaviors.

Sample Community Conversation Agendas

Time	Intimate Audience <i>10 to 20 Participants</i>	Large Audience <i>College, Association, Corporate,</i> <i>20+ Participants</i>
10 min	Welcome and Introduction	Welcome and Introduction
60 min	Film Screening	Film Screening
35 min	Moderated Small Group Discussions	Panel Discussion or Moderated Small Group Discussions
10 min	Open Mic Reflection/Sharing	Q&A or Open Mic Reflection/ Sharing
5 min	Call-to-Action, Closing Remarks, and Thank You	Call-to-Action, Closing Remarks, and Thank You
	Survey	Survey

Length: 2 Hours

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CONVERSATION MODIFIERS

Corporate Partners

- The corporation's senior leader or other representative can provide opening and closing remarks, sharing why the company thinks it is important to share the film and thanking attendees for their participation.
- A representative from the corporation could share the company's diversity, equity, and inclusion (DEI) statement, DEI efforts, and successes/failures.
- A representative from the corporation could share how the company plans to be a part of writing the next chapter for our community.
- A few resources that Facilitators could use to tailor the conversation in a corporate/professional setting include: (SHRM, diversity in the workplace, etc.)

How to have productive conversations about race at work, by Meredith Sloan and published by the MIT Sloan School of Management (<https://mitsloan.mit.edu/ideas-made-to-matter/how-to-have-productive-conversations-about-race-work>)

- Conversations about race and racism can be uncomfortable, but they're necessary for an equitable and inclusive workplace.

- Ownership and openness are at the heart of having uncomfortable but productive conversations at work about race and racism.

- MIT Sloan lecturer Malia Lazu, a social justice and inclusivity expert, recommends leaders make three social agreements to foster those conversations: listen to be changed, call in don't call out, and question your first assumptions.

How to talk about race at work, published by the Chartered Institute of Personnel and Development (<https://www.cipd.org/en/knowledge/guides/conversations-race-work/>)

- The killing of George Floyd and the Black Lives Matter protests brought into sharp focus the extent of racial disparity across all walks of society, and introduced less familiar concepts such as anti-black racism, allyship, anti-racism, white advantage and black lives matter.

- Our relationship with race is teemed with pain, inequity, injustice and discomfort, and so these conversations can evoke strong emotions.

- But, while they have the potential to become divisive, if handled sensitively, they can prove to be liberating, and help to connect people as they explore lived experiences, understand the historic and current context of race, whilst committing to work towards a fair and equal society together.

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The National Day of Racial Healing Event and Activity Ideas for Professional Settings, published by the W.K. Kellogg Foundation (<https://dayofracialhealing.org/about-ndorh/>)

- Facilitate a brainstorming session with staff or consumers on actionable steps your company or organization can take to create greater equity.
- The business sector plays a pivotal role in creating an equitable community, society and country. Companies and corporations decide whom to hire, whom to advance and whom to retain.
- Health equity describes a world in which “everyone has a fair and just opportunity to be as healthy as possible. This requires removing obstacles to health care such as poverty, discrimination and their consequences, including powerlessness and lack of access to good jobs with fair pay, quality education and housing, safe environments and health care.”

Children & Youth

- There is no perfect way to talk to children about race and racism. These topics are complex issues that can be hard for younger children to grasp.
- In order for children to thrive, it is essential that they have opportunities to learn about diversity.
- It could be helpful if the Facilitator is known to the children and youth who participate in the community conversation, which may help create a safe space for open discussion.
- A few resources that Facilitators could use to help tailor the community conversation to children and youth include:

10 Principles for Talking About Race in School, by NEA Center for Social Justice and published by the National Education Association (<https://www.nea.org/professional-excellence/student-engagement/tools-tips/10-principles-talking-about-race-school>)

- Everyone, regardless of race, can have unconscious racial bias. Be willing to examine your own bias and the ways you may be privileged or unaware.
- Discussions can begin by giving students an opportunity to share their experiences, perspectives or stories. Identify and appreciate points of connection, as well as differences.
- Be willing to lead the uncomfortable conversations and turn them into teachable moments. Learn to break through your own discomfort to embrace the tensions and unknowns.

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The National Day of Racial Healing Event and Activity Ideas for Children, Youth, and Communities, published by the W.K. Kellogg Foundation (<https://dayofracialhealing.org/about-ndorh/>)

- In order for children to thrive, it is essential that they have equitable opportunities to learn about diversity and to see themselves reflected in school curricula and textbooks.
- Organize a conversation to find out what your students know about race or about Asian, Latinx/Hispanic, Black, American Indian/Alaska Native and White people. Emphasize caring about and respecting people of different races.
- Hold a visioning exercise for students to imagine their community beyond racism.

Talking to children about race and racism: An age-by-age guide, by Dr. Sheila Modir and published by the Children's Hospital of Orange County (<https://health.choc.org/talking-to-children-about-race-and-racism-an-age-by-age-guide/>)

- Clarify the goal of the conversation – what do you hope your child will understand that they didn't before?
- Ask open-ended questions to elicit a more engaging dialogue and to allow the conversation to feel more welcoming.
- Leave space for feelings.

Talking to Young Children About Race and Racism: A Discussion Guide, published by PBS Kids (<https://www.pbs.org/parents/thrive/talking-to-young-children-about-race-and-racism-a-discussion-guide>)

- There is no perfect way to talk to children about race and racism. These topics are complex issues that can be hard for younger children to grasp.
- [We] can start by using our voices to celebrate our similarities and differences, talking and asking questions about racism, and standing up for ourselves and each other when we see someone being treated unfairly.
- It's natural to notice race and recognize differences in race. What makes us different? What makes us the same?

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GROUND RULES

The following ground rules should be shared by the Facilitator with the group:

1. Anyone who has seen the film and wants to participate in the conversation can, but no one should dominate the conversation.
2. Respect the person who is speaking.
3. Share from your own perspective using “I” statements.
4. Draw on your own experiences, views, and beliefs. You do not need to be an expert.
5. Keep an open mind. Listen carefully and try to understand the views that are shared with you.
6. Help keep the discussion on track.
7. No sidebar discussions.
8. It is okay to disagree, but not to be disagreeable.
9. Practice self-care and attend to your personal needs. If the conversation becomes overwhelming for you, it is okay to step out of the room.
10. Respect confidentiality. Personal information that is shared should remain in the meeting room.
11. Respect the conversation by not speaking disparagingly about other participants.

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MODERATING THE COMMUNITY CONVERSATIONS

Someone Brings Up Another Issue (race, ethnicity, gender, etc.)

- Acknowledge the other issues, but remind participants of the purpose of this community conversation.

Someone Seems Angry About the Issue

- Remind the person what the group is trying to talk about. Ask them to respond to the question at hand.
- Acknowledge the person and move on. Say, "I can understand where you are coming from, but we need to move on." If the person continues to be disruptive, interrupt them. Say, "We heard you, but we are just not talking about that right now."

People Argue

- Stop to review the ground rules.
- Try de-escalating the argument, acknowledging the feelings of each person, and validating the issue being discussed using one or more of the following discussion prompt: This is a really important issue that we need to talk through openly. It appears you are coming at this from very different perspectives. Here is what I heard...
- Redirect by identifying what led up to the point of escalation and clarifying miscommunication or misunderstood intentions.

Someone Gets Emotional or Upset

- Acknowledge the person and quietly provide them options (it's okay to stay, you can leave the room, etc.).

A Few People Dominate the Conversation

- Engage each person from the start. Make sure everyone says something early on. Ask, "Are there any new voices on this issue?" or "Does anyone else want to jump in here?" Be direct and say, "We seem to be hearing from the same people. Let's give others a chance to talk." Call on people by name to answer.

The Group Gets Off On a Tangent, or A Person Rambles

- Ask them to sum up what they think in a few words.
- If you cannot get a person to focus, interrupt them when they take a breath and move to another person or question. Then, bring them back into the conversation later.

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A few resources that Facilitators could use to help prepare for de-escalation include:

6 Ways to De-Escalate a Heated Argument, by Dan Bates and published by Psychology Today (<https://www.psychologytoday.com/us/blog/mental-health-nerd/202101/6-ways-de-escalate-heated-argument>)

- Conflict is an aspect of every healthy relationship and organization. It's unavoidable, but when done right, can lead to growth, and to change that wouldn't be possible without it.
- Don't get caught in the escalation and respond when heated or caught up in the intensity.
- When people are escalated, they are not cognitively able to think critically. If you shift into problem-solver mode, this will not be a helpful match to the situation and could exacerbate the intensity.

When an Argument Gets Too Heated, Here's What to Say, by Liane Davey and published by Harvard Business Review (<https://hbr.org/2016/03/when-an-argument-gets-too-heated-heres-what-to-say>)

- Although productive conflict is a hallmark of high-performing teams, many teams struggle to communicate dissenting opinions without triggering resistance and defensiveness.
- It may be difficult in the moment, but if you can validate your teammate's perspective, expertise, and feelings, you will keep the conflict focused on the issue, avoiding the pitched battle that comes when you intentionally or inadvertently invalidate someone.
- Rather than negating the other person's perspective, you accept two things: 1) it's valuable to hear different perspectives and to ensure the team is thinking an issue through fully, and 2) the person you're arguing with is adding value by presenting a unique point of view.

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KEY QUESTIONS TO ASK AT EVERY FACILITATED SESSION

The five questions below should be asked at every community conversation. If time permits, additional questions are provided below.

1. What is your reaction to the film?
2. How have you experienced being stereotyped, whether in a positive or a negative light? What did you wish that person knew about you?
3. What happens when someone is excluded from a community?
4. What did you learn from listening to the stories shared in the film?

To set up the final question, the Facilitator should refer to the end of the film, where Jeff Hayward challenges the viewer to write the next chapter of race relations in Central Florida:

5. What is Central Florida's next chapter, and what is your role?

Additional Questions (When Time Permits)

- How can you best serve as an ally to any marginalized population?
- Whose story in the film surprised you the most?
- What kind of community do you want?
- How do we create positive change?
- What do you think is keeping us from making the progress we want?
- What kinds of things could be done that would make a difference?
- What kinds of stories can raise our consciousness and support our ability to speak and act against instances of racism?
- What are our community's greatest strengths for overcoming these issues?
- How can others' stories help us to create new stories about a community where differences are valued?

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CLOSING THE COMMUNITY CONVERSATION

- Extend gratitude to everyone for their courage and willingness to participate.
- If you would like more information about Heart of Florida United Way or the Know Your Place film, please contact: knowyourplace@hfuw.org or kyp@hfuw.org

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ADDITIONAL RESOURCES

6 Ways to De-Escalate a Heated Argument, by Dan Bates and published by Psychology Today (<https://www.psychologytoday.com/us/blog/mental-health-nerd/202101/6-ways-de-escalate-heated-argument>): Provides six ideas to keep in mind if you find yourself in a heated argument. They could help you de-escalate the situation and get back on track.

10 Principles for Talking About Race in School, by NEA Center for Social Justice and published by the National Education Association (<https://www.nea.org/professional-excellence/student-engagement/tools-tips/10-principles-talking-about-race-school>): Creating space to talk about race can open powerful learning for you and your students. These tips can help you make race conversations normal, constructive and successful.

Community Conversation Workbook, published by Libraries Transforming Communities, the American Library Association, and the Harwood Institute (<https://www.ala.org/tools/librariestransform/blog/new-resources-available-community-conversations-and-theming>): In the “turning outward” approach, community conversations are a way to tap into your community’s aspirations and concerns. These conversations consist of 10 questions, last 90 minutes to two hours, and are designed for groups of 6 to 15 people. The goal is to authentically engage members of the community and generate public knowledge that can be used to inform decision-making of all kinds.

Conversation Guide: Talking about Race, Racism, Care, and Caregiving, published by Caring Across Generations (<https://caringacross.org/blog/talking-about-race/>): Open conversation can bring people into a racially just framework that acknowledges racism and its oppressive, disparate manifestations, and deadly outcomes. This site provides guidelines to consider when holding a dialogue on racism.

Dialogue on Race Program Guide, published by Community Relations Services, United States Department of Justice (<https://www.justice.gov/crs/our-work/facilitation/dialogue-on-race>): The Dialogue on Race program is an interactive, facilitated process that opens lines of communication and fosters mutual understanding to help address racial conflict and decrease racial tensions. The program convenes participants from as many parts of the community as possible to exchange information face-to-face or virtually, share personal stories and experiences, honestly express perspectives, clarify viewpoints, and develop solutions that address community concerns.

Facilitating Difficult Race Discussions, by Derald Wing Sue, Ph.D. and published by Wiley (<https://www.wiley.com/en-us/network/education/instructors/teaching-strategies/facilitating-difficult-race-discussions>): The infographic examines ineffective strategies, followed by a link to download a white paper covering the successful ways to bring this crucial topic into the classroom.

How To Have Helpful Conversations About Race In The Church, by Inez Torres Davis and published by Women of the Evangelical Lutheran Church in America (<https://www.womenoftheelca.org/blog/post/helpful-conversation-race>): Guidance on having respectful conversations about race. It suggests using terms like “people of color” rather than “non-whites” and allowing individuals to self-identify their race. It explains the origins and history of the concept of “whiteness” and how racial divisions were legally codified in the United States to the detriment of other groups.

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How to have productive conversations about race at work, by Meredith Sloan and published by the MIT Sloan School of Management (<https://mitsloan.mit.edu/ideas-made-to-matter/how-to-have-productive-conversations-about-race-work>): Discusses three social agreements that companies can make to foster productive conversations about race at work: agree to listen to be changed, agree to call in (not call out), and agree to question your first assumptions. Listening to be changed means preparing yourself through education before listening to others share their experiences.

How to talk about race at work, published by the Chartered Institute of Personnel and Development (<https://www.cipd.org/en/knowledge/guides/conversations-race-work/>): Principles, steps and considerations for organizations on how to have conversations about race with their employees.

I'm a professor who studies protests and activism. Here's why the George Floyd protests are different, by Dana Fisher and published by Business Insider (<https://www.businessinsider.com/protests-activism-professor-why-george-floyd-movement-is-different-2020-6>): An opinion column that discusses the protests over the killing of George Floyd and why the size and length of the continued protests made the moment feel different.

Inclusion Takes a Community: Community Conversation Toolkit, prepared for the Inclusionary Practices Professional Development Project by Roots of Inclusion, a member organization of the Family Engagement Collaborative (<https://www.fecinclusion.org/community-conversation-toolkit.html>): The Inclusionary Practices Community Conversation Toolkit is a comprehensive tool that will provide you with step by step guidance allowing you to bring together a team to host your own Inclusionary Practices Community Conversation.

Lessons learned from the post-George Floyd protests, by Dana R. Fisher and published by Brookings (<https://www.brookings.edu/articles/lessons-learned-from-the-post-george-floyd-protests/>): Commentary on the broadest protests in U.S. history that erupted across the country after George Floyd was murdered by a Minneapolis police officer.

The National Day of Racial Healing Event and Activity Ideas for Children, Youth, and Communities, published by the W.K. Kellogg Foundation (<https://dayofracialhealing.org/about-ndorh/>): Provides racial healing activities for educational settings, including libraries, parks and recreation, and faith communities.

The National Day of Racial Healing Event and Activity Ideas for Professional Settings, published by the W.K. Kellogg Foundation (<https://dayofracialhealing.org/about-ndorh/>): Provides event and activity ideas for professional settings as well as additional resources for learning and discussion.

Racial Healing Conversation Guide, published by the W.K. Kellogg Foundation (<https://dayofracialhealing.org/about-ndorh/>): The National Day of Racial Healing – always held the Tuesday after Martin Luther King, Jr. Day – centers around experiences rooted in truth-telling, offering people, organizations and communities a day set aside for racial healing, bringing people together to take collective action for a more just and equitable world. This guide can help you begin to have a conversation – either in person or virtually, despite these very real challenges.

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Restoring to Wholeness: Racial Healing for Ourselves, Our Relationships and Our Communities, published by the W.K. Kellogg Foundation (<https://wkkf.issuelab.org/resource/restoring-to-wholeness-racial-healing-for-ourselves-our-relationships-and-our-communities-trht.html>): This brochure offers insights about how the W.K. Kellogg Foundation defines racial healing and information about the approach and practices required for leading racial healing in communities.

Talking to Young Children About Race and Racism: A Discussion Guide, published by PBS Kids (<https://www.pbs.org/parents/thrive/talking-to-young-children-about-race-and-racism-a-discussion-guide>): Some simple and age-appropriate ideas on continuing these conversations about race and racism.

Telling Our Own Story: The Role of Narrative In Racial Healing, by R. D. Godsil and B. Goodale and published by the W.K. Kellogg Foundation (<https://perception.org/publications/telling-our-own-story/>): This report explores the role of narratives in shaping racial bias. Narratives are a powerful mechanism to challenge ongoing racial discrimination.

The diversity of the recent Black Lives Matter protests is a good sign for racial equity, by Dana R. Fisher and published by Brookings (<https://www.brookings.edu/articles/the-diversity-of-the-recent-black-lives-matter-protests-is-a-good-sign-for-racial-equity/>): Data on the protests that erupted across the US and spread around the world since George Floyd's murder.

Truth, Racial Healing & Transformation Implementation Guidebook, published by the W.K. Kellogg Foundation (<https://wkkf.issuelab.org/resource/truth-racial-healing-transformation-implementation-guidebook.html>): This revised Truth, Racial Healing & Transformation (TRHT) Implementation Guidebook will help communities, organizations and individuals plan, implement and evaluate TRHT efforts. It includes specific guidance on implementing the different areas of the TRHT framework and ensuring inclusion of a decolonization agenda in the work. It has been updated based on learnings from the first five years of TRHT implementation.

When an Argument Gets Too Heated, Here's What to Say, by Liane Davey and published by Harvard Business Review (<https://hbr.org/2016/03/when-an-argument-gets-too-heated-heres-what-to-say>): Recommendations to help approach a conflict by validating rather than invalidating.