THAT GOT WEIRD

EDUCATIONAL CONTENT GUIDE

True stories of racism experienced by Indigenous, Black, Asian, Latine and other people of color in Minnesota

A guide to using select media to navigate conversations around racism and microaggressions.

TWIN CITIES PBS

THAT GOT WEIRD

PROGRAM DESCRIPTION

That Got Weird confronts the uncomfortable in hopes of bridging the divides. This series reveals true stories of racism experienced by Indigenous, Black, Asian, Latine and other people of color in Minnesota. Along with a promise of anonymity, each subject interviewed has a hand in designing their own character and giving it a pseudonym. *That Got Weird* is part of a greater initiative, *Racism Unveiled*, aiming to call out racism.

Racism. A word that stings. A force that bites. With every step we take toward some form of equity, the deep roots of systemic racism hold us back, stagnating well-intentioned progress. Whether we put our justice, public health, education or housing systems under a microscope, racism is so entwined in the workings of our society that some folks believe it no longer exists at all. *Racism Unveiled* is a digital storytelling project that aims to call out racism and to highlight how we can pull up this weed once and for all. This work is generously funded by a lead grant from the Otto Bremer Trust, with additional support from HealthPartners, the Saint Paul & Minnesota Foundation and US Bank.

Total Run Time: Varies
Available in multiple languages? No
Captions? Yes
Recommended Audience(s): 9-12, Young Adult, Adult,
Content Warnings: Coarse or crude language, violence, hate speech

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EPISODES

- **EPISODE 1: A TRUE STORY OF A RACIST DOCTOR.** Safiya shares her experiences and when she pushes back or puts up with microaggressions. *5min 35sec*
- **EPISODE 2: HIGH SCHOOL RACISM: A TRUE STORY OF BEING THE TOKEN.** Blackest Night talks about being "the diversity" in high school. *4min 52 sec*
- **EPISODE 3: A TRUE STORY OF INTERNALIZED RACISM.** Internalized Racism is real and harmful. Jo shares her opinions and experiences. *5min 26sec*
- **EPISODE 4: A TRUE STORY OF BEING BIRACIAL.** Virgo discusses what it's like to be biracial in different settings. *5min 24sec*
- **EPISODE 5: A TRUE STORY OF SECOND-GENERATION IMMIGRANT.** Mavis is caught between two cultures and feeling like she doesn't fit into either. *5min 36sec*
- **EPISODE 6: A TRUE STORY OF BEING SEEN AS A THREAT.** Prophet discusses eye contact as a Black man and the impact of a shift of wardrobe. *5min 24sec*
- **EPISODE 7: A TRUE STORY OF ONE MAN PROFILED FOR BEING AN IMMIGRANT.** Papi recounts how others deemed him guilty of a crime for simply looking like an immigrant. *6min 46sec*
- **EPISODE 8: BIAS AND INJUSTICE AGAINST AFRICANS.** Waqoo talks about coded language, racism, and bias as an Oromo immigrant. *5min 57sec*
- **EPISODE 9: WHAT PEOPLE SAY WHEN THEY LEARN THAT YOU'RE NATIVE.** Wolf discusses the weird things people have said when they find out he's native. *5min 37sec*
- **EPISODE 10: EVERYDAY RACISM AS A SOMALI TEACHER.** Moallin talks about what it's like to dal with racism as a Somali-American teacher. *5min 19sec*

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FACILITATOR GUIDE

Before you begin...

It is important to know

Microaggressions are subtle statements or actions that put down marginalized groups of people. They happen intentionally or unintentionally. These are the small, everyday occurrences that have a big impact on the groups affected, and often precede greater acts of racism. Sparking dialogue on this topic is extremely important in breaking down harmful stereotypes and prejudices. Additionally, talking about microaggressions builds an awareness of these daily slights and validates those that have experienced them.

While watching these stories of racism and microaggressions, challenge yourself to reflect on these experiences. Identify microaggressions that occur in your daily life, school, or work place. Ask challenging questions about the impact they have on you and those around you. What are strategies you can use to deal with these microaggressions and commit to making a change?

Please note that this series intentionally uses humor while sharing these difficult stories with the hope of bringing levity to the situation and allowing the viewer to connect with the content more easily. Additionally, each of the stories are told from a first-person narrative. These are the individual's personal experiences of racism and do not reflect the experiences of all people of color.

Remember

Racism itself is about ideas and systems, *not* individuals. Reflect on the systems that you are part of. The tools provided in this guide are meant to identify microaggressions, talk about their impact, and discover ways to make a change. This is *not* a guide to be used to solve racism.

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FACILITATOR GUIDE

Prepare

Please review the following best practices for facilitation before engaging in discussion. It is important to take the time to prepare yourself and the group before engaging with the media together so that productive conversations can occur. Additional articles on effective strategies for facilitating conversations specifically on race can be found in the "Additional Resources" on page 19.

As the facilitator, you know your audience the best! Carefully review the episodes and thoughtfully choose the stories and topics best suited for your audience and purpose. If you are using this material with young people, consider where they are at in the stages of their development. What knowledge do they have about racism and microaggressions? How are they processing their emotions differently than adults?

Plan

Consider the amount of time you have to engage in the material with your audience. Start with the "Options to Engage" below and modify to fit the needs of your group and your schedule.

* *Keep journal responses confidential. Any personal stories of experiencing microaggressions should only be shared by the individual if they choose to do so during discussion.*

Options to Engage

- Watch *three or more* episodes then provide time for individual reflection before engaging in small group and/or large group discussion including "Continue the Conversation" on page 17
- Watch *one or two* episodes and engage in small group and/or large group discussion
- Watch *one* episode and provide the discussion questions as a journal prompt for individual reflection

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FACILITATOR GUIDE

People who feel safe, encouraged, respected and challenged are likely to share openly and thoughtfully. Here's how you can encourage that kind of participation as a facilitator.

Prepare yourself

Identify your own hot-button issues. View the media before your event and give yourself time to reflect so you aren't dealing with raw emotions at the same time that you are trying to facilitate a discussion.

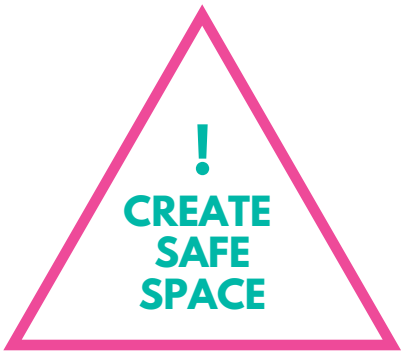
Preview it. Watch the media ahead of time to assess age-appropriateness and conversation starters. Think about the key points you would like your audience to take away.

Activate prior knowledge. Help your audience determine what they already know about the video's content.

Be knowledgeable. You don't need to be an expert on a certain culture or history to lead an event, but knowing the basics can help you keep a discussion on track and gently correct misstatements of fact. Prior to your event, take time to check the out background information and local resources or partners.

Make it meaningful. Across multiple platforms and virtually every setting, most of your audiences are constantly consuming media. So why is this particular video important, unique or special? Share why you are showing *this* video. Ask them to think about questions or ideas that relate to their own lives or communities for a post-viewing discussion.

Be clear about your role. Being a facilitator is not the same as being a content expert. For instance, an expert's job is to convey specific information. In contrast, a facilitator remains neutral, helping move the discussion along without imposing his or her views on the dialogue.



Know who might be present. It isn't always possible to know exactly who will attend a screening, but you may be able to predict who might be represented. You can also keep in mind that issues can play out very differently for different groups of people. Factors like geography, age, race, religion and socioeconomic class can all have an impact on comfort levels, speaking styles and prior knowledge. Take care not to assume that all members of a particular group share the same point of view.

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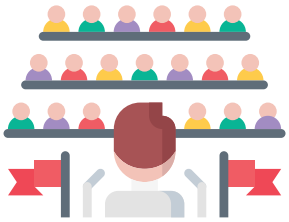
FACILITATOR GUIDE

Preparing the group

Agree to norms around language. Prior to starting a discussion or panel Q&A, remind the audience of basic ground rules to ensure respect and aid clarity. Typically such rules include no yelling or use of slurs and asking people to speak in the first person ("I think...") rather than generalizing for others ("Everyone knows that..."). If a speaker breaks a ground rule, gently interrupt, remind them of the norms and ask them to rephrase.

Ensure that everyone has an opportunity to be heard. Be clear about how people will take turns or indicate that they want to speak. Plan a strategy for preventing people from dominating the discussion.

Talk about the difference between dialogue and debate. In a debate, participants try to convince others that they are right. In a dialogue, participants try to understand each other and expand their thinking by sharing viewpoints and listening to each other actively. Remind people that they are engaged in a dialogue.



Remind participants that everyone sees through the lens of their own experience. Everyone in the audience may have a different view about the content and meaning of the film they have just seen, and all of them may be accurate. Inviting speakers to identify the evidence on which they base their opinion can help people to understand one another's perspectives.

Watch-Think-Share: After viewing, use this method to spark lively discussion. Begin by fostering first reactions with general, open-ended questions. What did you like? What didn't you like? What was the best part? Why do you feel that way? Then break into small groups to explore the questions provided for each clip, with members jotting notes on the discussion. These notes help each group talk about their impressions and ideas with the full cohort.

Write On!: Another way to encourage active viewing and prompt discussion is to have audiences write down a question they have during and after watching the video. Then they can share their questions individually or in groups, generating answers and insight from their peers.

Take care of yourself and group members. If the intensity level rises, pause to let everyone take a deep breath. Think carefully about what you ask people to share publicly so that you are not asking people to reveal things that could place them in legal or physical danger. Let the audience and invited speakers know whether or not the press will be present.

Resources adapted from Indie Lens Facilitator Guides, KQED's Tips for Using Videos, and Common Sense Media's Watching Videos article.

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DISCUSSION QUESTIONS

WHAT PEOPLE SAY WHEN THEY LEARN THAT YOU'RE NATIVE

Video Description: Wolf discusses the weird things people have said when they find out he's native, what it's like playing heavy metal music in Northern Minnesota, and how land acknowledgements and the #landback movement are bringing Indigenous issues to the forefront.

BEFORE ENGAGING IN CONVERSATION:
Be sure to prepare yourself and the group. See "Facilitator Guide" on pages 3-6 for tips and best practices.

Be sensitive to the experiences of others in the group. Have resources available to support those who may need them.

AFTER WATCHING DISCUSS THE FOLLOWING:

1) What did you find surprising about Wolf's story?

2) Wolf talks about how Native people are often characterized as warriors. What other examples have you seen Native people depicted as? What impact do these characterizations have on how society views Native people?

3) Wolf explains that Native people have been "screaming about their issues since the 1700s." What issues have you heard or not heard of? Why do you think that is? What is the media's role in amplifying their voices?

4) Research the tribal nations in your area. What are the Native organizations in your community and how can you support their mission and their work?

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DISCUSSION QUESTIONS

CONTINUE THE CONVERSATION

WATCH *THREE OR MORE* VIDEOS FROM THE SERIES AND DISCUSS THE FOLLOWING:

1) What patterns emerge between the different stories?

2) How does resilience show up in these stories?

3) Microaggressions are everyday statements or actions that put down marginalized groups and they happen intentionally or unintentionally. Outside of race, where else do you see microaggressions occur? What are the intersectionalities between racial microaggressions and other microaggressions?

4) What have you learned about microaggresions? Why are they important to talk about?

5) What actionable steps can you commit to to bring awareness to and reduce microaggressions in your friend group, classroom, community, or work place?

ACTIVITY: SOCIAL STORIES

Use the videos in the collection to practice identifying microaggressions and discuss ways to correct the statement or action. Utilize the "Additional Resources" on page 19 to learn and apply effective strategies.

1) Watch a video from the collection, *That Got Weird.*

2) Identify the microaggressions that took place in the video.

3) What could have been said or done differently in these scenarios? How would that have changed the outcome?

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ACTIVITY PROMPTS

There are lots of ways to learn. Whether you're talking, writing, thinking, activating, or getting creative, make sure you consider what might work best for your classroom or your community group. Do they like working alone or working together? Do they like making something or talking in small groups? How could they make a plan for next steps - big or small?

TALK. Host discussions using the media as a starting point.

THINK. Reflect on what you learned. What surprised you?

WRITE. Journal out your thoughts, feelings, and questions.

ACTIVATE. Make a personal action plan. What are your next steps?

SHARE. Start a conversation in your own networks by sharing on social media.

Optional:

- Find a relevant organization in your community and attend a meeting.
- Ask to interview community members working in this field.
- Create a piece of art that reflects on the topic and key themes.
- Write your legislators about this topic.

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ADDITIONAL RESOURCES

A Guide to Responding to Microaggressions

This article by Kevin Nadal discusses how different types of microaggressions affect people's lives, and provides hands-on strategies, approaches, and interventions to address microaggressions. Nadal is an award-winning professor, psychologist, performer, activist, and author, who received his doctorate in counseling psychology from Columbia University in New York City.

Disarming Racial Microaggressions: Microintervention Strategies for Targets, White Allies, and Bystanders

This article from the American Psychological Association provides actionable steps to begin the process of disrupting, dismantling, and disarming the constant onslaught of micro- and macroaggressions.

Facilitating Difficult Race Discussions

Derald Wing Sue, PhD, shares five ineffective strategies and five successful strategies to facilitate dialogue about race in a productive manner.

Talking to Young children About Race and Racism

PBS provides a collection of resources to help parents and caregivers have meaningful conversations with children about race, racism, and being anti-racist.

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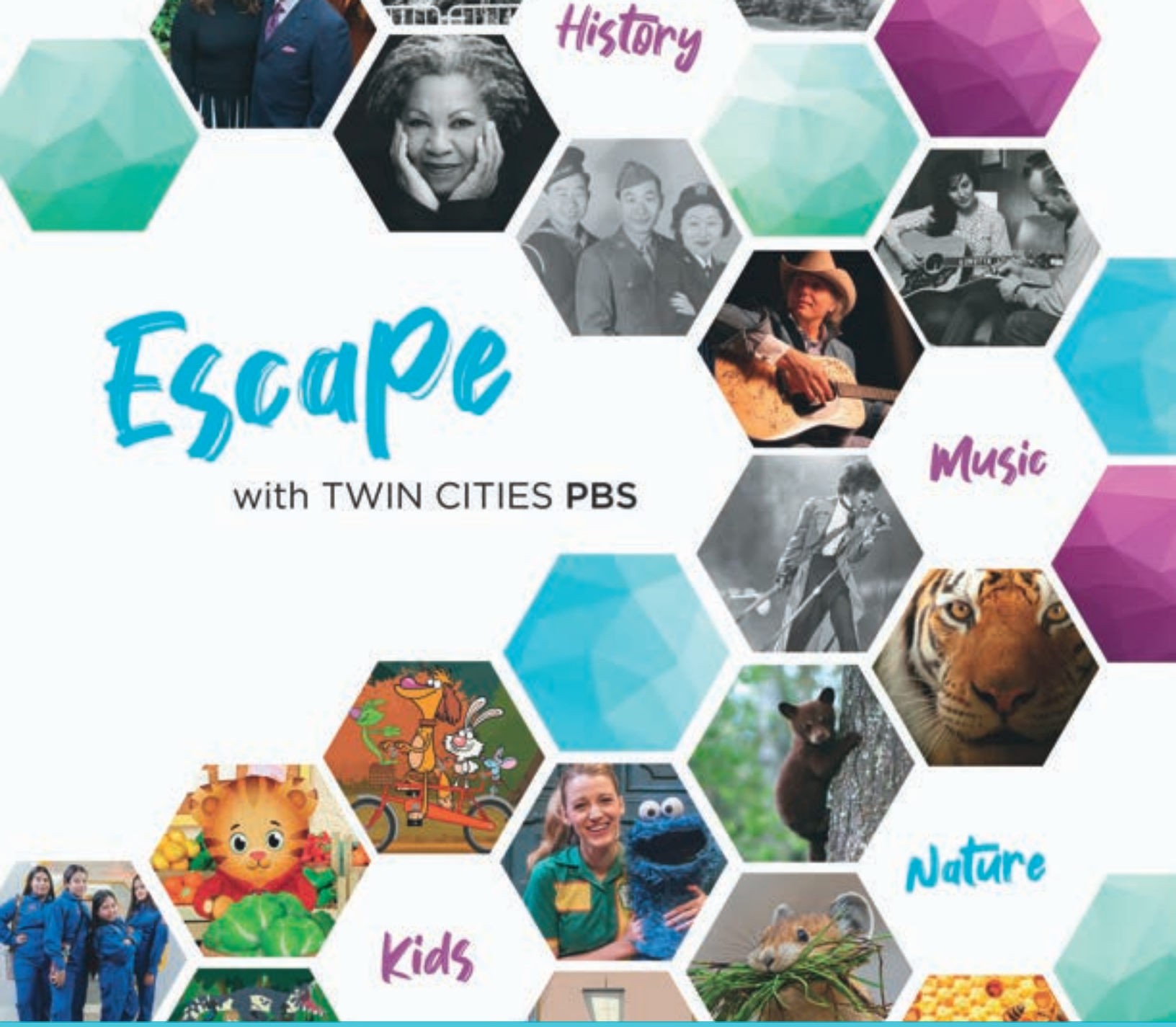

CREATING CONTENT FOR EVERY AGE & STAGE OF LEARNING

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