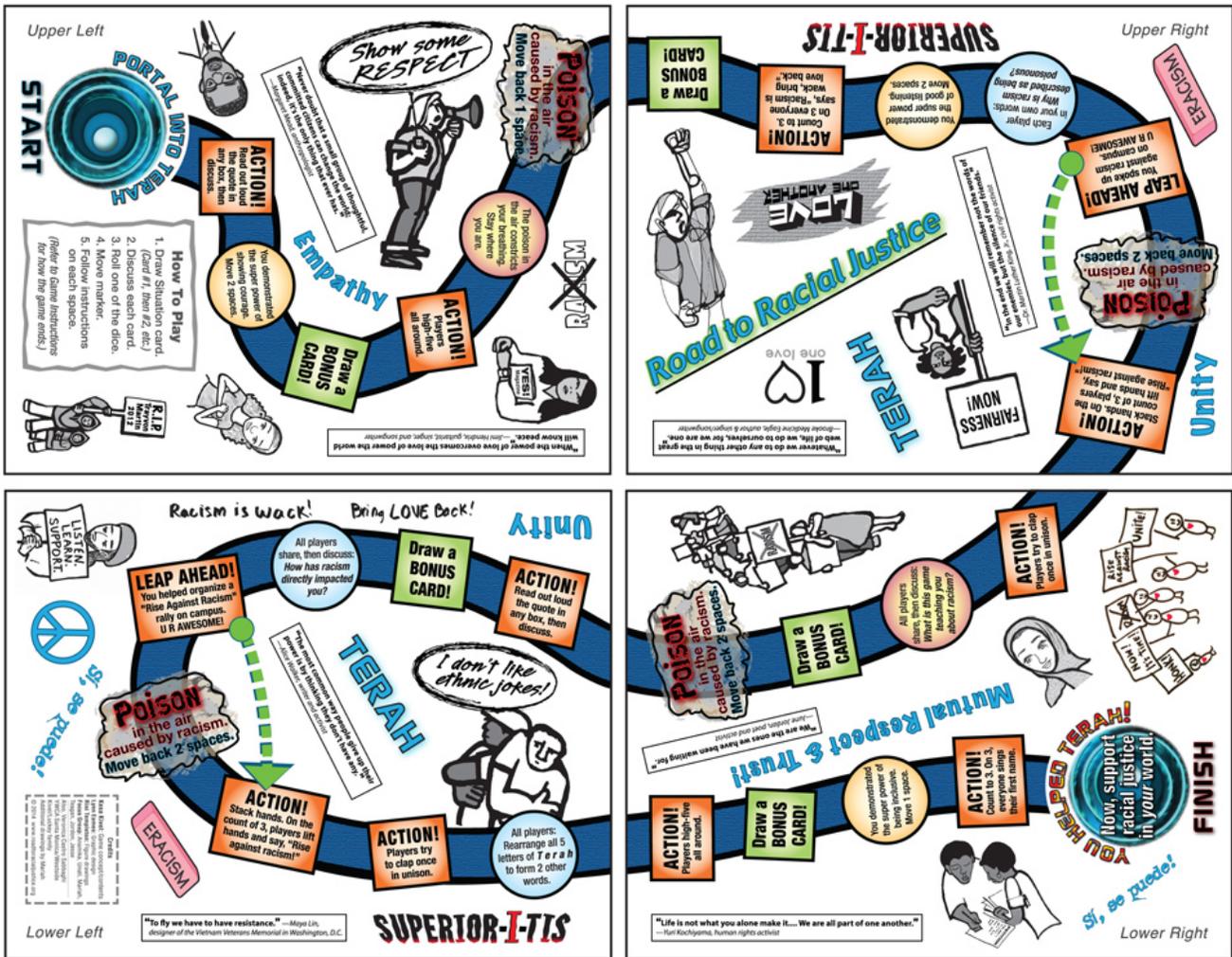


# Road to Racial Justice

## Game Instructions

Includes: Glossary, Handouts, Worksheets, and Debriefing Options



Four 8 1/2" x 11" printouts taped together comprise the free game "board."

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[www.roadtoracialjustice.org](http://www.roadtoracialjustice.org)

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### **Other Game Materials (Separate; Free)**

The link you received to download this document also provides you with other free game materials, including **Helpful Tips**.

**Helpful Tips** includes Pre-Game Prep for Players, information on how to respond to challenging situations, writing assignments, a resource list, acknowledgments, etc.

**Note:** You will need to provide dice and sticky notes (such as Post-its) to use as game markers.

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*"Not everything that is faced can be changed,  
but nothing can be changed until it is faced."*

— James Baldwin, African American novelist, poet, and social critic

## WHY SHOULD YOU PLAY?

***Why on earth would you want to discuss racism and white privilege in your classroom when it might lead to contentious, frustrating, or confusing conversations?***

- ◆ Racism exists in these forms: internalized, interpersonal, and institutional. Whatever the form, racism denies equal opportunities to people of color and privileges white people. It is traumatic to the individuals targeted and to our society as a whole. Related to racial inequities and the harm caused by it, white people live longer than people of color.
- ◆ Many people, if they believe that racism exists at all, are only aware of incidents of racism reported in the news – for example, race-related graffiti, shootings, riots, and egregious racial remarks by politicians and celebrities. The effects of “everyday” kinds of racism (those not normally mentioned in the media) are often minimized or denied — for example:
  - a) Racist jokes (interpersonal racism)
  - b) Discriminatory banking practices (institutional racism).
- ◆ Because the issue of racism is played down in the larger culture, effective models of interventions by ordinary people in real-life situations can be difficult to find.
- ◆ Intentional conversations about racism, which could lead to interventions, are often avoided because they can be contentious and frustrating.

***So why should you play the “Road to Racial Justice” game?***

- **BECAUSE IT PROVIDES INFORMATION:** Without accurate information on racism and white privilege, which the game offers, most students won’t realize how widespread and harmful racism is, and they also will not know how to interrupt it.
- **BECAUSE IT IMPROVES GRADES:** Learning about race and racism and about power and privilege through critical analysis has been *shown to improve the grades and graduation rates of all students, and especially students of color.*
- **BECAUSE IT LESSENS DISCOMFORT:** Providing students with a supportive structure for discussions on race and white privilege, as the board game does, lessens both the potential revictimization of students of color and the potential defensiveness of white students.

The purpose of the “Road to Racial Justice” board game is to provide a supportive environment for players to discuss racism and learn ways to interrupt it. The game offers one additional tool in the antiracism movement to help people identify, discuss, and interrupt racial injustice in our world. *Thank you for joining in!*

## WHY THE GAME USES A STORYLINE

The game follows a fictional storyline ("**Zee's Blog: the Beginning**," p. 14).

I created the story in response to the comments of several teenage members of a focus group for the game, who said they would not intervene in any racist situation in a realistic game because:

1. *Low priority*: The teens know they would not actually do so in real life. They explained that they already have personal challenges and concerns to deal with (e.g., extending their curfew, earning money, and getting driving privileges), and that intervening in a racist situation — especially against a person of authority — would be low on their list of priorities.
2. *Not necessary*: They did not think their personal racist behavior would affect anyone if they were just "joking around" or if the target of their remarks was not in the room.
3. *Lack of courage*: They claimed they honestly did not have the courage to do most of the interventions, regardless of their own personal beliefs about the situation.

With these things in mind, and after I had been working on the game for over two years, I went home feeling extremely discouraged. The next morning, the idea came to me of having the game take place on an alternate world, which eventually became Terah.

To get to the world of Terah, players pass through a portal: *"Each of you is arriving on Terah as yourself (your same age, name, etc.). The only difference is — going through the portal has fully activated your courage to do good so you can stand more strongly against racism. Thank you for coming to help us."*

That newly ignited courage, the urgent element of the quickly spreading disease of Superior-I-tis (racism) on Terah, and the knowledge that the poison caused by the disease affects others beyond the targeted person make the story work for some players. One player wrote that she favored the storyline format because she found it "less confrontational and more accessible—kind of like one step removed."

**Prefer not to use the story?** Some players have found the storyline distracting. *Teachers can offer the game without the story by removing the "Zee's Blog" story cards from the deck (about every fifth card) and by not reading the story out loud in advance of playing the game. "Terah" then becomes just the name of a fictional U.S. city instead of an alternate version of Earth.*

Modify the game in any way necessary to meet the needs of your group of players!

## USING THE GAME IN THE CLASSROOM

The game and related activities align with **Common Core State Standards**.

### COMMON CORE STATE STANDARDS (CCSS) FOR THE GAME

#### ***CCSS.ELA-Listening and Speaking Standards.1a, 1b, 1c, 1d***

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
  - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
  - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
  - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

#### ***Art: Anchor Standard #11***

Relate artistic ideas and works with societal, cultural and historical contexts to deepen understanding.

**Suggestion for Art Anchor Standard:** Students can play “Road to Racial Justice” as a prototype, then create their own board game around a social issue important to them by designing a game board, creating cards, and developing game rules. This activity would promote critical thinking and problem solving, technical and artistic proficiency, and collaboration and communication of ideas. Subject matter could include: famous women during a particular time frame; the Vietnam War; the Civil Rights Movement, etc.

### COMMON CORE STATE STANDARDS FOR THE GLOSSARY

#### ***CCSS.ELA-LITERACY.L.11-12.4a, c, d;***

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

#### ***CCSS.ELA-LITERACY.L.11-12.4.A***

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

#### ***CCSS.ELA-LITERACY.L.11-12.4.C***

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

#### ***CCSS.ELA-LITERACY.L.11-12.5***

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**Objective for Glossary (p. 16):** Students review and understand the glossary words and terms related to racism and social justice activism and are able to define and use them in context.

**Activity:** Students define words, write sentences using each word, and use worksheets.

## IN WHAT CLASSES/SITUATIONS CAN THE GAME BE USED?

- **Art:** Provides a prototype to inspire players to design and create their own games revolving around social, cultural, or historical subject matter. (See Art: Anchor Standard, p. 5)
- **African American Studies:** Teaches players about racism and how to interrupt it.
- **Civics and Government:** Empowers players to speak out and take innovative actions on racial issues as steps toward broader social change.
- **Communications:** Encourages cross-cultural understanding. Teaches different communication styles, social dynamics, and conflict resolution. Supports students in standing up for both themselves and others in appropriate and safe ways.
- **Current Events:** Connects current race-related events in the news with descriptions of racist situations described in the game.
- **English/Language Arts:** Creates in-depth learning opportunities if paired with reading and writing assignments (*Helpful Tips*, "Research, Writing, and Action Assignments," p. 14).
- **Ethnic Studies:** Enriches talks on ethnicity/race. Creates bridges between cultures.
- **History:** Creates opportunities to link historic and contemporary racism. Through research and writing assignments (*Helpful Tips*, "Research, Writing, and Action Assignments," p. 14) and through reading the diverse situation cards from the game, students will reflect on the legacy of racism in the here and now.
- **Psychology:** Develops effective communication and critical thinking skills and fosters the ability to take risks; develops knowledge of group process and team building; and helps students reflect on the issues of motivation, values, and behavior.
- **Social Issues:** Examines the topic of racism as an important, ongoing, widespread issue; identifies types of racism; and shows students how they can stand against it.
- **Sociology:** Teaches about empathy, compassion, diversity, group process, race, ethnicity, and cross-cultural understanding, as well as civic responsibility and social change.
- **Black History Month, National Hispanic Heritage Month, Asian-Pacific American Heritage Month, etc.:** Augments discussions on racism and the consequences of racism in contemporary life.

### Where Else Can I Use the Game with Youth?

The game would also be appropriate for use in after-school clubs, community centers, summer camps, and religious school programs.

### Can Adults Also Use the Game?

The game is equally valuable for adult players, including:

- Family and/or friends at a game night
- Students in college or graduate school
- Teachers at meetings, retreats, and trainings
- Racial literacy facilitators with community organizations
- Facilitators in work settings
- Other adults interested in learning about racism

## INCORPORATING THE GAME INTO A CLASSROOM SETTING

**VERY IMPORTANT!** Before presenting the game to students:

- Play the game yourself with a friend or colleague.
- Review the pre-game prep for facilitators (*Helpful Tips*, p. 3) and for players (*Helpful Tips*, p. 11), as well as the "Potentially Difficult Situations/Responses" section (*Helpful Tips*, p. 5).
- Explain to students why there are no situations about white people in the game (*Helpful Tips*, p. 6, and PowerPoint slides 7 & 8).

### If You Only Have One 90-Minute Session:

**Note:** Not recommended, but if necessary you can follow this process:

- Use the Guided format of the game in order to closely monitor student interactions.
- Explain the game's goal and purpose (*Game Instructions*, p. 11).
- **Present the mandatory section "Framing the Content for Success with the Game"** (*Game Instructions*, p. 9).
- **Do the mandatory "White Privilege" activity** (*Game Instructions*, p. 10).
- **Follow the mandatory "Pre-Game Prep for Players" guidelines** (*Helpful Tips*, p. 11).
- Define these key words and terms from the glossary (*Game Instructions*, p. 16):
  - *boycott, ethnicity, NAFTA, 9/11, petition, race, racial profiling*
  - *racism* (broad description only)
  - *white privilege* (*Game Instructions*, p. 16).
- Conduct a student read-around of the "Racism Handout" (*Game Instructions*, p. 13). Then, read out loud to students: "Zee's Blog: The Beginning" (*Game Instructions*, p. 14).
- Students play the game for at least 40 minutes.
- The story continues in the deck as the game is played. If students don't finish the game, read any unread parts aloud from "Zee's Blog: The Conclusion" (*Game Instructions*, p. 15).
- Hold a debriefing discussion or ask each player to share one *feeling* word, depending on time constraints (*Game Instructions*, p. 29). Assign students to fill in the feedback forms (*Game Instructions*, p. 30) as homework.

### If You Only Have Three 50-Minute Sessions:

*Session 1:*

- Explain the game's goal and purpose (*Game Instructions*, p. 11).
- **Do the following three mandatory activities:**
  - (1) Present the mandatory section "Framing the Content for Success with the Game" (*Game Instructions*, p. 9).
  - (2) Do the mandatory "White Privilege" activity (*Game Instructions*, p. 10).
  - (3) Follow the mandatory "Pre-Game Prep for Players" guidelines (*Helpful Tips*, p. 11).
- Define same key glossary words/terms listed in section above (*Game Instructions*, p. 16).
- Conduct a "Racism Handout" read-around with students (*Game Instructions*, p. 13).

*Sessions 2 and 3:*

- Read "Zee's Blog: The Beginning" out loud (*Game Instructions*, p. 14).
- Play the game for 20 to 25 minutes in each session.
- The story continues in the deck as the game is played. If students don't finish the game, read any unread parts aloud from "Zee's Blog: The Conclusion" (*Game Instructions*, p. 15).
- Use the "share one *feeling* word" debriefing idea after each session (*Game Instruct.*, p. 29).

**If You Can Use the Whole Semester:**

**NOTE:** The more multidimensional and interactive the approach, the more meaningful and impactful the discussions will likely be.

Because of this, I suggest pairing game play with different CCSS-aligned assignments, such as those mentioned below.

**Suggestions for Other Activities****Glossary Activities**

- Post large sheets of paper with key glossary words (*Game Instructions*, p. 16) to use as a point of reference when racism comes up in other subjects or a racist incident occurs on campus.
- Students define glossary words, write sentences using each word, and use glossary worksheets.

**Focus Questions** (*Helpful Tips*, p. 12)

**Journal Writing** (*Helpful Tips*, p. 15)

**Pair Game with a Book** (*Helpful Tips*, p. 16)

**Writing Inspired by Quotes**

Give students the "Quotes Activity" (*Helpful Tips*, p. 22). Ask them to select a quote they believe inspires a solution to the issues presented in the situations described on a game card. Then ask students to write at least a full paragraph explaining why they have chosen that quote.

**Writing Inspired by Situation cards**

Ask players to create a backstory and conclusion for a character in one of the Situation cards.

**Poetry**

Assign the "Paired Poem" activity (*Helpful Tips*, p. 19) with themes or topics that relate to the game or to something from "Research, Writing, and Action Assignments" (*Helpful Tips*, p. 16).

**Research and Writing**

Assign the "People and Organizations for Racial Justice" assignment (*Helpful Tips*, p. 18) early on so that students can present their research about various allies of racial justice as the game is being played.

The resisters and allies listed will be people the student might identify with, and student awareness of these individuals can help balance the demoralizing effect of the multiple situations of racism exposed in the game.

Assign other activities from "Research, Writing, and Action Assignments" (*Helpful Tips*, p. 16).

## FRAMING THE CONTENT FOR SUCCESS WITH THE GAME

**\*\* Mandatory Reading for Facilitators and Players! \*\***

### Knowledge Is Power

It may seem overwhelming to hear about so many different kinds of racism when you play the game, but we need this knowledge in order to be able to take action against it.

People of color are especially devastated by racism because of such things as the racial wage gap and the unequal access of people of color to health care and to a good education. But racism harms everyone.

Imagine a room full of brightly burning candles. Some are white, and the rest are all different colors. Now imagine the same room, but this time none of the colored candles are lit. Many areas cannot be seen at all, and the whole room looks much dimmer. In the same way, when people directly affected by racism have less opportunity to shine, all of us are diminished.

### Resistors and Allies

**We are not the enemy. None of us in this room is personally responsible for causing the racism that we will be learning about.** The institutions and ideas that forged this injustice developed over a long time. However, we can take responsibility and intervene in positive ways to change the situation now. Throughout time, many people of color have courageously resisted the laws, practices, and policies that create the racist situations you will be learning about — people such as César Chávez and Frederick Douglass.

Many brave white people, such as Lucretia Mott and Myles Horton, have been allies — that is, supporters of people of color who have worked together with them throughout history for racial justice.

### Discomfort: A Springboard for Change

Discomfort in the form of shame, guilt, depression, and denial are natural reactions to new information that challenges deep-seated beliefs. *How will you respond to the discomfort you may feel in playing the game?*

You might, for instance:

- Push down any uncomfortable feelings and deny that racism is so serious and so widespread.
- Get upset with the person who gave you the information that makes you uncomfortable, as if they were to blame.
- Feel angry and stuck because you think you can't do anything to make a difference.
- Feel angry, then put your "emotions into motion" to help create a more just world.

In the process of taking action, you may feel disheartened at times, but you may also:

- Meet interesting, caring people whom you normally might not meet.
- Bring new purpose and meaning into your life.
- Feel proud of who you're deciding to be.

*You choose how you will respond to any emotions you may feel while playing the game or during the discussion afterward.*

*Will you choose to activate the courage you were born with and help create a more just and equitable world? You CAN make a difference.*

## WHITE PRIVILEGE ACTIVITY

**Objective:** All players will be able to define and understand the terms *privilege* and *white privilege*; white players will be less likely to be defensive as they play the game.

**NOTE:** In order not to make white players feel defensive when you define *white privilege*, talk about *privilege* in a general way first.

**PRIVILEGE:** A special advantage available only to a particular person or group of people.

### Activity

Ask your group to name the privileges a person might have – for example, their wealth, health, social connections, sexual orientation, or gender. For example: Men are less likely than women to be sexually harassed, and they are more likely to be paid more and to be in positions of leadership.

Summarize: We all have advantages in some areas and disadvantages in others.

Whether or not *white privilege* has just been mentioned as an advantage, define it now.

**WHITE PRIVILEGE:** A term coined by white antiracist activist Peggy McIntosh that refers to unearned advantages that white people have because of societal racism, **even if they are poor or uneducated** and don't seek out these advantages. For example, if people of color don't get jobs because of racial discrimination, white people have more job opportunities (an advantage).

*White privilege* also means that there are some things that white people will probably never have to experience or worry about.

### Activity

Have students brainstorm examples of white privilege. For example:

- White people are less likely than people of color to be stopped and frisked by police.
- White parents are less likely to worry that the police might shoot their children.
- If a white person gets into trouble, they are more likely to face a white police officer and a white judge, who may be more sympathetic toward white people.
- White people are more likely to see their race represented in the media.
- White people often have more social connections and wealth to leave to their children because they have not experienced the historical oppression that deprived people of color of these things and of the opportunities to obtain them.

### VERY IMPORTANT TO SHARE!

- **None of us in this room is personally responsible for causing racism.** However, those with unearned advantages can choose to work together with people of color to help create a more just world.
- **Having white privilege does *not* mean that white people never have to struggle in life.** Hurtful acts against white people are absolutely wrong and not to be tolerated. It's okay and natural for white people to be upset about them. Everyone should be treated with respect!
- **However,** there is a difference between the rare but hurtful acts against a white person because of their skin color and the **systemic** — or *ongoing and widespread* — oppression of people of color that has occurred throughout U.S. history as a result of racist laws, practices, and policies.

## BASIC GAME INFORMATION

***The game is intended for teens 13 and older, as well as for adults of all ages.***

The downloadable game materials are free. You will only need to provide dice and sticky notes (such as Post-its) to use as game markers.

### GAME BOARD CONSTRUCTION

The free, downloadable game "board" is provided as a computer printout: the four 8.5 x 11-inch game panels are printed out and taped together so that the actual playing board is 17 x 22 inches. (If you need a larger game board, you can print the four panels out in a tabloid size of 11 x 17-inches per panel, with the final game board being 22 x 34 inches.)

If the edges of the game board get cut off when you print at 100% size, use the "fit" or "scale to fit" setting in your print window.

To construct the game board, simply note the Upper Left, Upper Right, Lower Left, and Lower Right markings on the corner of each game panel, indicating the placement of each one, and tape them together accordingly (see cover art).

### GAME PLAY

#### ***Goal***

After responding to "Situation" cards that each describes a specific incident of racism, players move markers on the game board toward the finish line.

#### ***Purpose***

Players will become more aware that racism exists in many everyday kinds of situations, learn why each situation is racist, and acquire tools to interrupt these situations.

***Number of Players:*** 3-5 players per team

***Time Needed:*** Options are one session; several weeks/units; or semester-long use.

### MATERIALS

#### **Materials Included Free:**

- Downloadable *Game Instructions* (includes handouts) and *Helpful Tips*
- Downloadable Situation and Bonus game cards
- PowerPoint (needed for *Guided* format, only)
- Downloadable game "board" comprised of four computer printouts

#### **Other Materials You Will Need:**

- Transparent tape, scissors, dice
- Game markers, such as 1/2" x 1 3/4" sticky note page markers (such as those made by Post-it) for the Self-Directed format, or 7/8" x 2 7/8" sticky notes for the Guided format
- Large envelopes to store each team's game materials (optional but recommended)

**NOTE:** I recommend using sticky notes as markers because if you have to wrap up the game and resume another day, you can fold and store the game board in a large envelope and the sticky notes will stay intact.

## ABOUT THE GAME CARDS

The Situation/Bonus game cards (also free) can be downloaded separately as a PDF file when you request the game at [www.roadtoracialjustice.org](http://www.roadtoracialjustice.org).

**NOTE (ON ORDER OF CARDS):** Each card is numbered. Keep the Situation deck stacked in order from 1-44 with #1 on top, to be drawn first for both formats.

This will ensure a good mix of

- interpersonal and institutional situations
- races/ethnicities
- Choice, Thumbs Up/Thumbs Down, and "Racism Handout" cards
- entries from *Zee's Blog* (which are in sequential order in the Situation deck, so that players can follow the story as it evolves)

### **Breakdown of Situation Cards by Race/Ethnicity**

6 Latino/a, 10 African American, 4 Native American, 4 Asian American, 2 Middle Eastern, 7 people of color, 1 biracial

### **Bonus Cards**

There are also 12 Bonus cards. Players only pick cards from the Bonus deck if they land on a "Draw a Bonus Card" space.

## ABOUT THE HANDOUTS

The next two pages, "Racism Handout" (*Game Instructions*, p. 13) and "Zee's Blog: The Beginning" (*Game Instructions*, p. 14), will be for the two-sided handout you will print out for each student.

Next comes "Zee's Blog: The Conclusion" (*Game Instructions*, p. 15), which continues the "Zee's Blog: The Beginning" story. The same conclusion is also revealed on about every fifth card in the deck as the game is played. (Note: If you end the game before the story concludes, you can use page 15 as a handout and have students take turns reading the unread parts of the story out loud.)

**Note:** The name "Terah" was purposely chosen for this imaginary world because it is an anagram of both "Earth" and "heart." Later, I realized that "hater" can also be spelled from "Terah" and is appropriate because *hate* exists on both Earth and Terah. The point is to acknowledge what *is*, as James Baldwin says in the quote on page 3, in order to change it.

**Note:** The name Zee for the story's narrator is inspired by the word *ze*, a gender-neutral pronoun referring to he/she. The words *ze* and *hir* (for his/her) can refer to male, female, and transgender individuals, as well as to people of any other gender identity. The game's creator intended the game to be inclusive in as many ways as possible.

**SIDE ONE: PLAYER HANDOUT****RACISM HANDOUT**

**The terrible disease called SUPERIOR-I-TIS (that is, racism) has taken hold. Racism = discrimination based on race by people or groups in power.**

Below are some symptoms of the disease:

- **STEREOTYPING:** Making a statement, usually offensive, based on the mistaken belief that all people of a particular gender, age, race, ethnicity, etc. are the same. Examples of racial/ethnic stereotypes include statements that begin with:  
*"All Blacks are...." "All Asians are...."*
- **PREJUDICE (an attitude):** Disliking someone based on gender, age, race, etc. Racial prejudice is usually based on physical characteristics such as skin color, nose shape, eye shape, or hair texture. If you act on your *prejudice*, it becomes *discrimination*.
- **DISCRIMINATION (an action):** Unequal treatment of someone because of the person's gender, age, race, etc. Examples of racial discrimination include:
  - a) *Individuals harassing another person just because of their skin color.*
  - b) *Institutions (such as the government, the military, religions, or the media) that are mostly controlled by white people and that create policies, practices, and laws that are unfair to people of color.*
- **CULTURAL APPROPRIATION:** The use — without permission or proper context — of the dress, music, art, traditions, or social behavior of an oppressed people by a group that is in a position of greater power. For example:  
*Although headdresses are sacred to American Indian tribes in the Great Plains region and elsewhere, a clothing store dressed a fashion model in a "Native American" headdress for its fashion show.*
- **JOKING OR TEASING:** Some examples:
  - a) *Telling a joke about the Holocaust in front of Jewish people.*
  - b) *Wearing a Halloween costume that makes fun of a certain race/ethnicity.*
- **ONE-SIDED PRESENTATION OF HISTORY:** The presentation of history from only one point of view instead of from multiple historical perspectives.  
 For example: *Most school textbooks leave out the point of view of the Taíno people and other Native American tribes whom Christopher Columbus and his men enslaved and killed.*
- **TOKENISM:** Including someone as a "token" (a symbol) to represent their race rather than valuing that person as an individual with unique talents and skills.  
 In this way an "image" of diversity is constructed, but a white norm is maintained.  
 For example: *In an attempt to appear diverse, a TV or movie director casts one black person as the sidekick in an otherwise all-white cast.*

***Note: You will be referring to this handout during game play!***

**SIDE TWO: PLAYER HANDOUT****ZEE'S BLOG: THE BEGINNING**

We desperately need your help! My name is Zee — I live on Terah, an alternate version of your Earth. Our two worlds exist at the same time and have the same kinds of cities and citizens, geography and history. Envision us if you can. Save us if you're able—for a horrible virus has swept through Terah, infecting people with a disease called Superior-I-tis.

People who have been infected suddenly feel superior to those with a different skin color, nose shape, eye shape, or hair texture and mistreat them in terrible ways. This abuse triggers the release of poisonous vapors into the air, which makes breathing difficult for everyone.

*There's no time to lose!*

All of us have more courage to do good than we think we have. At the starting point of the game is the entryway into Terah. When you Earthlings pass through this portal, *every ounce* of your courage to do good will be fully activated. You can help us stop the mistreatment and build our resistance to this destructive disease. *Will you?*

Your task: Identify and interrupt the situations described in the cards you will be given. Each one describes how Superior-I-tis has taken hold.

Working together is the cure. Superior-I-tis cannot last long in a place where people stand up for each other as equals.

Warning: *We must intervene before it's too late!*

I have begun a blog to spread the word about the urgent need to stop Superior-I-tis. What will **you** do to stop this terrible disease?



## ZEE'S BLOG: THE CONCLUSION

*The story continues in the Situation cards as the cards are drawn and the game is played. The narrator is Zee, who is providing blog entries. If you end the game before the story is concluded, have players pass this page around and each take a turn reading the remaining parts of the story out loud.*

- a)** A multiracial band of you, Earthlings, has entered the portal to Terah—supposedly to help us stop the spread of Superior-I-tis. Each of you is arriving on Terah as yourself (your same age, name, etc.). The only difference is — going through the portal has fully activated your courage to do good so you can stand more strongly against racism. Thank you for coming to help us. *What will happen?*
- b)** Some citizens of Terah deny the existence of Superior-I-tis. They have grown used to the poisonous vapors in the air and the difficulty in breathing caused by the disease. I wonder if you Earthlings realize how much your interventions matter, just as ours do. Yesterday, I stopped someone from finishing a racist joke they were telling, and I told them the joke was culturally insensitive. Every single intervention helps to stop the spread of the disease. *What will happen?*
- c)** Superior-I-tis continues to spread. Racist actions appear so normal now — such a part of ordinary life — that many people don't realize the disease even exists. I'm very worried. We need to work together and be quick about it! There's no time to lose. *What will happen?*
- d)** More and more citizens of Terah have become infected. Those who had been in denial can no longer close their eyes to the tragedy of Superior-I-tis. But awareness is not enough. We must act before it's too late. A few people have courageously intervened in racist situations, but everyone must join in. And I must do more. *What will happen?*
- e)** Emergency alert! A citizen of Terah has overheard an Earthling tell an offensive joke about the citizens of Terah, as if we were inferior to you Earthlings. It seems that no one — from any world — is immune to Superior-I-tis.
- And now, because of the behavior of *one* Earthling, some citizens want ALL Earthlings to leave. I'm angry. Stereotyping, and the conflict that has started because of it, will prevent us from achieving our goal of stopping the disease. *What will happen?*
- f)** What a relief! You Earthlings and some of the citizens of Terah have come together to discuss the conflict. Everyone agrees to try to see each other as unique individuals instead of stereotyping.
- Speakers will be brought into classes and community centers to give presentations on conflict resolution, as well as on race, racism, and white privilege. I can't wait!! *The more I know, the more effective I can be.*  
*What will happen?*
- g)** Besides learning a lot, I'm discovering a lot of positive things on the road to racial justice. I now have goals that are bigger than my own personal needs, which has brought new meaning and purpose to my life. And, as I've worked together with the Earthlings and with the other citizens of Terah, I've made new friends that I'm excited to get to know better. *What will happen?*
- h)** News of the meeting uniting the Earthlings and citizens of Terah has spread. More and more people are taking their first steps down the road to racial justice, interrupting racist situations and making plans to challenge racist laws, policies, and practices. Today I joined a campaign to stop the use of racist mascots. I'm so proud to be one of the people taking action!! *What will happen?*
- i)** Because many people have been standing up for each other as equals, the balance has shifted, and Superior-I-tis has been contained. Celebrations occur. BUT because racist laws, policies, and practices still exist, the virus could re-emerge, anywhere, at any time!!
- I hope that people in both worlds stay alert and active—not out of fear, but because we value equality, diversity, and justice. *What will happen?*

**GLOSSARY****GLOSSARY**

- **Boycott:** a refusal to buy a product or service from someone, usually as part of an organized protest effort.
- **Ethnicity:** a grouping of people who share a similar culture, language, geography, and values, etc. Example: *Filipino* describes someone's ethnicity (not race).
- **Intersectionality:** A concept coined by Black legal scholar Kimberlé Crenshaw that says we need to look at how different types of discrimination (such as those involving gender, race, and class) intersect with one another. For instance, Latinos receive less money on average than white people for the same types of work, and Latina women receive even less pay on average than Latino men.
- **9/11** refers to a series of coordinated attacks by the Islamic terrorist group al-Qaeda that took place in the U.S. on September 11, 2001. Among the targets were the World Trade Center, in New York City, and the Pentagon, in Arlington, Virginia. As part of its response, the U.S. created anti-terrorism legislation and expanded law enforcement powers. *Negative stereotyping and hate crimes against all Muslims increased dramatically afterward and remain high today.*
- **North American Free Trade Agreement (NAFTA):** In 1994, the United States, Canada, and Mexico entered into a trade agreement known as NAFTA, which was designed to remove trade barriers among the three countries. Under NAFTA, the U.S. sends cheap, government-subsidized grains to Latin America, a practice that competes with local farmers there and undermines the economy. *In Mexico, tens of thousands of farmers — many of them from small rural farms — were put out of business because of NAFTA. Many had no choice but to leave their families and migrate north, at great risk, to seek work in the U.S.*
- **Petition:** A list of people who have signed a written or online request in support of a cause.
- **Race:** A grouping of people who seem to share similar physical characteristics, such as skin color, nose or eye shape, and hair texture. The idea of separate groupings of human beings by "race" is a concept invented in the 19th century by some white people to create the idea of a superior white race. Scientists agree that there is no biological foundation for the concept of race, and that we are — regardless of outward physical characteristics — more alike than different.
- **Racial Profiling:** The targeting of a group of people solely because of their race or ethnicity. For example, people of color are more likely than white people to be followed by a retail clerk at a clothing store to see if they are shoplifting.
- **Social/Economic Class:** A grouping of people by similar levels of money, education, status, and influence. Related terms include *upper class* (most money/influence), *middle class*, and *lower class* (least money/influence).
- **White Privilege:** A term coined by white antiracist activist Peggy McIntosh that refers to unearned advantages that white people have, **even if they are poor or uneducated** and don't seek out these advantages. It means that there are some things that white people will probably never have to experience or worry about. It does *not* mean that white people never have to struggle in life. (More information can be found in the "White Privilege Activity," p.10.)

**GLOSSARY**

- **Racism:** Discrimination based on race by people or groups in power. Below are different forms of racism, with examples:

***Internalized Racism***

Bombarded by racist messages, a person of color may believe, consciously or unconsciously, that they are less worthy or less capable than white people.

- a) Believing their Spanish accent is ugly, a student refuses to speak up during class.
- b) A person of color bleaches their skin to appear lighter because they think lighter skin is more attractive.
- c) A student of color who is highly qualified for Advanced Placement classes does not apply because they think they don't belong and won't do well.
- d) A person of color gets a top job but secretly wonders if they are really qualified to do the work, and will fit in.

**NOTE:** Remind players to try not to make assumptions about why a person of color acts the way they do. An individual's actions may in fact be based on genuine personal preference and NOT taken because of internalized racism, in which people consciously or unconsciously put their own race/ethnicity down.

***Interpersonal Racism***

A person with power in a given situation discriminates against someone of a different race.

- a) A teacher doesn't call on students of color in the classroom.
- b) A police officer stops and frisks people of color more often than white people.
- c) A store cashier only asks people of color — never white people — for more than one form of identification in order to pay by check.
- d) An employer doesn't promote people of color to management positions.

***Institutional Racism***

Businesses, organizations, the government, and other institutions with racist policies, laws, and practices.

- a) State textbooks that don't include the contributions made to society by people of color.
- b) Banking policies that deny bank loans to people of color or require them to pay higher rates of interest.
- c) Environmental organizations that choose to campaign against pollution only in white neighborhoods. For example, many of these organizations would not think about dealing with the high radiation levels that exist on Native land due to uranium mining.
- d) Unfair court decisions and laws that favor white people. For example, Blacks represent only 12 percent of the U.S. population but make up half of the prison population in the country, because white people often get lighter sentences for the same kinds of offenses.

**GLOSSARY WORKSHEET**

On the line beside the word or term, write the letter of the description that matches.

___ <b>BOYCOTT</b>	<b>a)</b> Discrimination based on race by people or groups in power.
___ <b>ETHNICITY</b>	<b>b)</b> A concept coined by Black legal scholar Kimberlé Crenshaw that says we need to look at how different types of discrimination (such as those involving gender, race, and class) relate with one another. For instance, Latino men receive less money on average than white people for the same types of work, and Latina women receive even less pay on average than Latino men.
___ <b>INTERSECTIONALITY</b>	<b>c)</b> A term coined by white antiracist activist Peggy McIntosh that refers to unearned advantages that white people have, <b>even if they are poor or uneducated</b> and don't seek out these advantages.
___ <b>9/11</b>	<b>d)</b> The targeting of a group of people solely because of their race or ethnicity. For example, people of color are more likely than white people to be followed by a retail clerk at a clothing store to see if they are shoplifting.
___ <b>RACE</b>	<b>e)</b> This refers to a series of coordinated attacks on the Twin Towers buildings in New York and elsewhere by the Islamic terrorist group al-Qaeda on the morning of Tuesday, September 11, 2001.
___ <b>PETITION</b>	<b>f)</b> A grouping of people who share a similar culture, language, geography, and values, etc.
___ <b>RACISM</b>	<b>g)</b> A refusal to buy a product or service from someone, usually as part of an organized protest effort.
___ <b>RACIAL PROFILING</b>	<b>h)</b> A grouping of people by similar levels of money, education, status, and influence.
___ <b>SOCIAL/ECONOMIC CLASS</b>	<b>i)</b> A grouping of people who seem to share similar physical characteristics, such as skin color, nose or eye shape, and hair texture.
___ <b>WHITE PRIVILEGE</b>	<b>j)</b> A list of people who have signed a written or online request in support of a cause.

**TYPES OF RACISM WORKSHEET**

On the line below the term, write the letter/s of the correct description(s).

**INTERNALIZED RACISM**

Bombarded by racist messages, a person of color may believe, consciously or unconsciously, that they are less worthy or less capable than white people.

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**INTERPERSONAL RACISM**

A person with power in a given situation discriminates against someone of a different race.

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**INSTITUTIONAL RACISM**

Businesses, organizations, the government, and other institutions with racist policies, laws, and practices.

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a) A student of color who is highly qualified for Advanced Placement classes does not apply because they think they don't belong and won't do well.

b) Unfair court decisions and laws that favor white people.

c) A police officer stops and frisks people of color more often than white people.

d) State textbooks that don't include the contributions made to society by people of color.

e) Banking policies that deny bank loans to people of color or make them pay higher rates of interest.

f) A store cashier only asks people of color — never white people — for more than one form of identification in order to pay by check.

g) Believing their Spanish accent is ugly, a student refuses to speak up during class.

h) Environmental organizations that choose to campaign against pollution only in white neighborhoods.

i) A person of color gets a top job but secretly wonders if they are really qualified to do the work, and will fit in.

j) A teacher doesn't call on students of color in the classroom.

k) An employer doesn't promote people of color to management positions.

l) A person of color bleaches their skin to appear lighter because they think lighter skin is more attractive.

**HOW TO PLAY THE GAME/SELF-DIRECTED****HOW TO PLAY THE GAME**

**Before playing the game:** Be sure to present the mandatory **"Framing the Content for Success with the Game"** section (*Game Instructions*, p. 9)," facilitate the **"White Privilege"** activity (*Game Instructions*, p. 10), and follow the **"Pre-Game Prep for Players"** guidelines (*Helpful Tips*, p. 11).

**Select the appropriate format:** There are two formats for the game, **"Self-Directed"** (*Game Instructions*, p. 20) and **"Guided"** (*Game Instructions*, p. 23).

**After playing the game:** Please fill out the **online evaluation form** at [www.roadtoracialjustice.org](http://www.roadtoracialjustice.org). I am eager to see how useful the game is in different settings and to know whether I can improve it in any way.

**GAME INSTRUCTIONS I: SELF-DIRECTED FORMAT**

**In this format, each team plays on its own and at its own pace, with little supervision.**

The self-directed format is suggested for more mature students and will help develop teamwork, trust, and good communication skills.

With this format, each team has its own game board and situation cards and is working on whatever card has been drawn by a teammate. Players take a great deal of responsibility for how they communicate with their teammates on the difficult topic of racism.

**Getting Ready To Play**

Create teams of 3-5 players based on the knowledge you have of your class.

**Suggestion:** In advance, choose students to serve as team leaders (one per team), or ask for volunteers. Review with them beforehand the "Potentially Difficult Situations/Responses" section (*Helpful Tips*, p. 5) and "Notes on Specific Situation Cards" section (*Helpful Tips*, p. 8).

**Printing Game Cards**

Situation/Bonus game cards (also free) can be found separately at [www.roadtoracialjustice.org](http://www.roadtoracialjustice.org). Depending on your printer, you will need to use either the "actual size" or "scale to fit" setting in your print window to print the cards.

You'll need one set of Situation and Bonus cards per team (see below). If players need to refer back to a card after it has been initially read, they can pass it around.

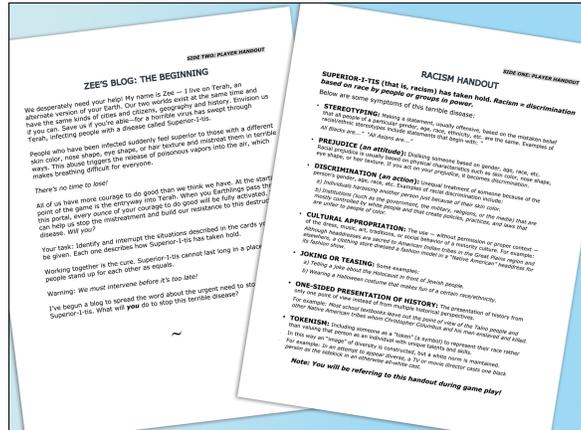
- a) Print out Situation cards on pages 1-11 of the separate Situation/Bonus PDF file. Flip the pages over and use page 12 to print the word "Situation" on the reverse side of all 11 sheets.
- b) Print out Bonus cards on pages 13-15 of the separate Situation/Bonus PDF file. Flip the pages over and use page 16 to print out the word "Bonus" on the reverse side of the sheets.
 

**Option:** To avoid printing sheets on both sides, print the Situation card sheets in one color and the Bonus card sheets in another color. Let players know which color is for which purpose.
- c) Cut out the four cards per sheet using the "cut" lines.
- d) Each card is numbered. Keep the Situation deck stacked in order from 1-44 with #1 on top, to be drawn first (the NOTE on p. 12 in *Game Instructions* explains why).

## SELF-DIRECTED SET-UP INSTRUCTIONS:

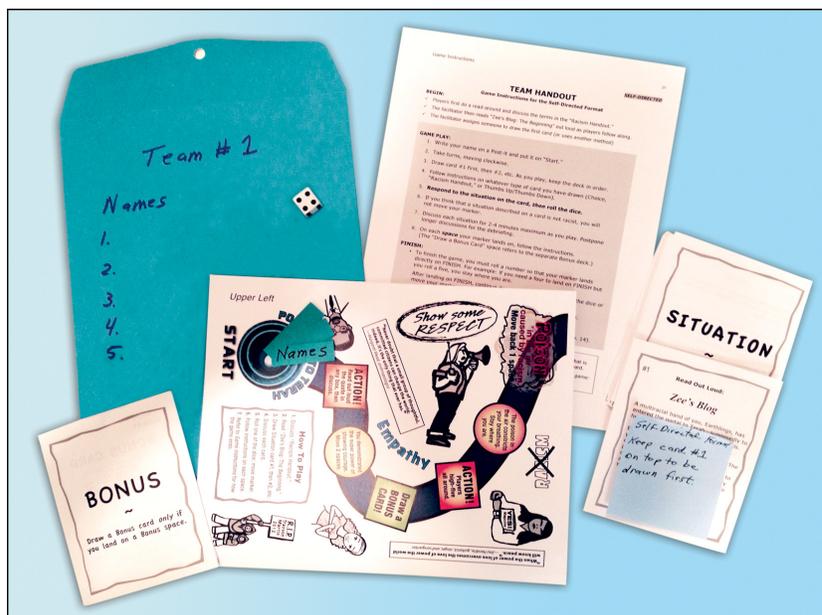
### Each player has:

- A two-sided handout with the "Racism Handout" (*Game Instructions*, p. 13) on one side and "Zee's Blog: The Beginning" (*Game Instructions*, p. 14) on the other.



### Each team has:

- A *Self-Directed Team Handout* (*Game Instructions*, p. 22)
- A Bonus card stack and a Situation card stack, text-side down (card #1 is on top).
- One *folded* game board (so students are not distracted as you review rules).
- A die; 1/2" x 1 3/4" sticky notes (such as Post-its) for players to use as their markers.
- (Optional) One large envelope per team for storing handouts, etc., if playing over several sessions. Mark the outside of each with: team number (e.g., Team #1), number of last card drawn, names of team members, and name of the last person to take a turn.



## TEAM HANDOUT

### Game Instructions for the Self-Directed Format

#### FACILITATOR:

- ✓ Players first do a read-around and discuss the terms in the "Racism Handout."
- ✓ The facilitator then reads "Zee's Blog: The Beginning" out loud as players follow along.
- ✓ The facilitator assigns someone to draw the first card (or uses another method).

#### PLAYERS:

1. Write your name on a Post-it and put it on "Start."
2. Take turns, moving clockwise.
3. Draw card #1 first, then #2, etc. As you play, keep the deck in order.
4. Follow instructions on whatever type of card you have drawn (Choice, "Racism Handout," or Thumbs Up/Thumbs Down).
5. **Respond to the situation on the card, then roll the dice.**
6. If you think that a situation described on a card is not racist, you will not move your marker.
7. Discuss each situation for 2-4 minutes maximum as you play. Consensus is not required! Postpone longer discussions for the debriefing.
8. On each **space** your marker lands on, follow the instructions. (The "Draw a Bonus Card" space refers to the separate Bonus deck.)

#### To Finish:

- To finish the game, you must roll a number so that your marker lands directly on FINISH. For example: If you need a four to land on FINISH but you roll a five, you stay where you are.

After landing on FINISH, continue drawing cards, but do not roll the dice or move your marker.

- The game is over when *all* teammates have crossed the finish line.
- If your *team* finishes early, you can start discussing the game.
- Read any unread blog entries from "Zee's Blog: The Conclusion" (p. 15).

**NOTE:** By responding to the racist situation described on the Situation card that is drawn, you EARN your right to roll one of the dice and advance on the game board.

While in many other games, you roll the dice first and then draw a card, *in this game:*

***DRAW A CARD FIRST, RESPOND, THEN ROLL THE DICE.***

## GAME INSTRUCTIONS II: GUIDED FORMAT

**In this format, the facilitator draws a card, and all teams work on that particular card at the same time.**

The Guided format is suggested for large classrooms or for situations in which you want to more closely monitor players. The Guided format helps to create a united force to interrupt racism.

The teacher reads a Situation card out loud to the class. All the teams respond to the card at the same time, within their own teams. After a few minutes, the facilitator calls on one member of one team (or one member of every team, time permitting) to report their individual responses to the larger group. Rotate who responds each time that a new card is drawn.

### Getting Ready To Play

Create teams of 3-5 players based on the knowledge you have of your class.

**Suggestion:** In advance, choose students to serve as team leaders (one per team), or ask for volunteers. Review with them beforehand the "Potentially Difficult Situations/Responses" section (*Helpful Tips*, p. 5) and "Notes on Specific Situation Cards" section (*Helpful Tips*, p. 8).

### Options for Cards

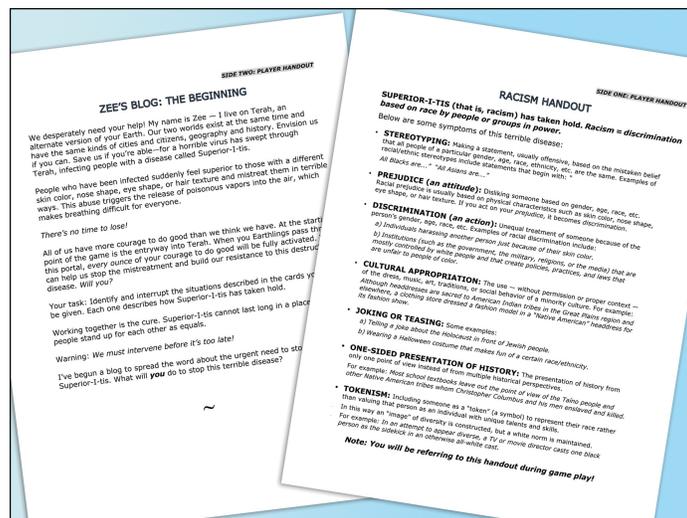
**(1) Project the Cards Using PowerPoint** If you have a projector, project the image of a Situation card onto the wall. PowerPoint images of the Situation cards are provided free on the website. For this option, no sets of cards are needed. It may be helpful, however, to print out just the Bonus cards; this way, you won't have to go back and forth on the PowerPoint when a player lands on a Bonus space and you need to "draw" a Bonus card.

**(2) Print Out the Cards** Don't have a projector? Just print out and staple together the Situation sheets (pp. 1-11) with the Bonus sheets (pp. 13-15 of the separate PDF file). *There's no need to cut the sheets of Situation/Bonus game cards into separate cards for the Guided format.* Distribute one set per team, and keep one set for yourself. Each card is numbered so players can easily refer to them.

## GUIDED SET-UP INSTRUCTIONS:

**Each player has:**

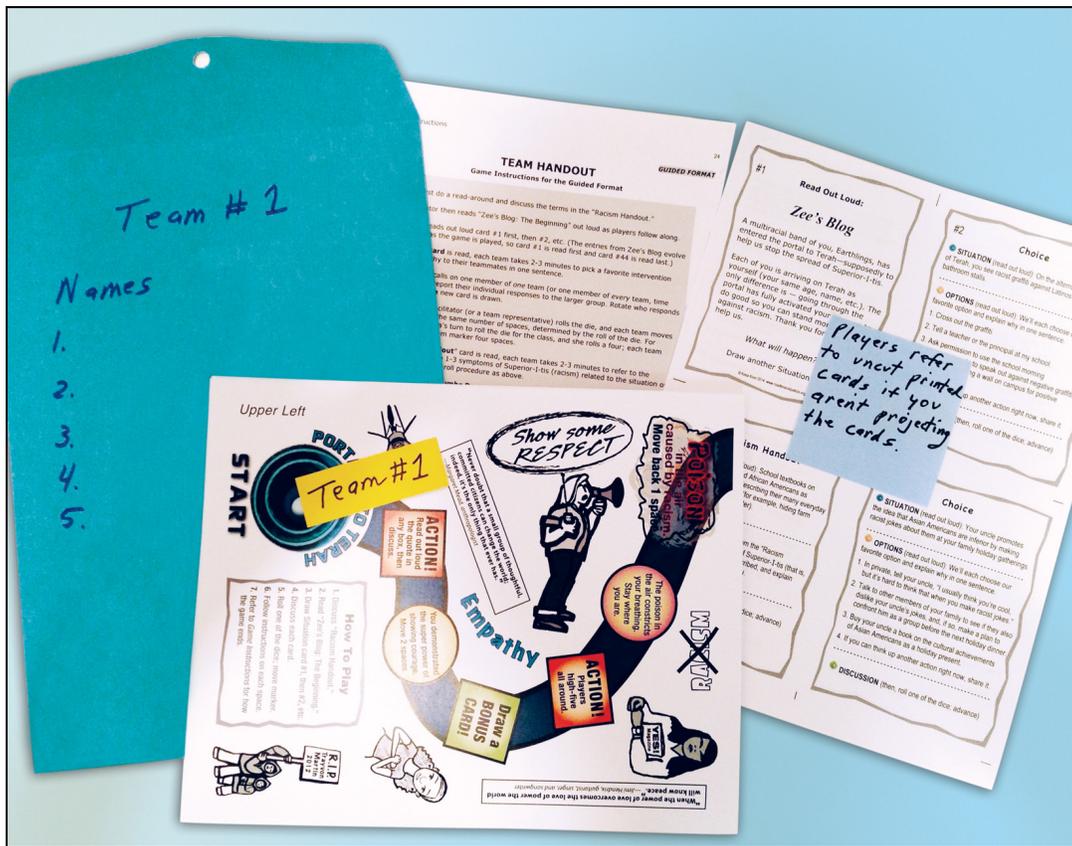
- A two-sided handout with the "Racism Handout" (*Game Instructions*, p. 13) on one side and "Zee's Blog: The Beginning" (*Game Instructions*, p. 14) on the other.



**GUIDED FORMAT**

**Each team has:**

- Guided Team Handout (*Game Instructions*, p. 25)
- Printed set of uncut Situation and Bonus cards, stapled together, if you're not using a projector. (If a projector is available, the cards can instead be shown via PowerPoint.)
- One *folded* game board (so students are not distracted as you review rules).
- One team marker such as a 7/8" x 2 7/8" sticky note page marker
- One large envelope to store each team's handouts, etc. if playing over several sessions (optional). Mark the outside of each team's envelope with:
  - Team number (such as Team #1); number of last card drawn
  - Names of team members and the last person who took a turn



**The facilitator has:**

- One die (only) for you or a team representative to roll for all the teams
- Printed set of uncut Situation and Bonus cards, stapled together, if you're not using a projector. (If a projector is available, the cards can instead be shown via PowerPoint.)

## TEAM HANDOUT

### Game Instructions for the Guided Format

#### PLAYERS:

1. Players first do a read-around and discuss the terms in the "Racism Handout."
2. The facilitator then reads "Zee's Blog: The Beginning" out loud as players follow along.
3. Facilitator reads out loud card #1 first, then #2, etc. (The entries from Zee's Blog evolve in the deck as the game is played, so card #1 is read first and card #44 is read last.)
4. If a **Choice card** is read, each team takes 2-3 minutes to pick a favorite intervention and explain why to their teammates in one sentence. Consensus not required!
5. The facilitator calls on one member of *one* team (or one member of *every* team, time permitting) to report their individual responses to the larger group. Rotate who responds each time that a new card is drawn.
6. **Dice roll:** The facilitator (or a team representative) rolls the die, and each team moves its team marker the same number of spaces, determined by the roll of the die. For example: it's Preta's turn to roll the die for the class, and she rolls a four; each team then moves its team marker four spaces.
7. If a "**Racism Handout**" card is read, each team takes 2-3 minutes to refer to the handout and choose 1-3 symptoms of Superior-I-tis (racism) related to the situation on the card. Same dice roll procedure as above.
8. If a **Thumbs Up/Thumbs Down** card is read, every student gives a thumbs up/thumbs down for each proposed intervention.  
  
For this activity, students do not break back into teams, but instead respond as members of the large group. Ask students to pause and look around to see who is/is not in agreement with them for each intervention. Then, ask a few students to explain to the large group why they responded the way they did. Same dice roll procedure.
9. The teams follow the instructions on each **space** the marker lands on. (The "Draw a Bonus Card" **space** refers to the separate Bonus deck.) If the marker lands on a Bonus space, the facilitator picks a Bonus card and reads it out loud.

#### To Finish:

- To finish the game, you must roll a number so that your marker lands directly on FINISH. For example: If you need a four to land on FINISH but you roll a five, stay where you are. After landing on FINISH, continue drawing cards, but don't roll the dice or move marker.
- The game is over when **all** teammates have crossed the finish line.
- If your *team* finishes early, you can start discussing the game.
- Read any unread blog entries from "Zee's Blog: The Conclusion" (p. 15).

**NOTE:** While in many other games, you roll the dice first and then draw a card, **in this game: DRAW A CARD FIRST, RESPOND, THEN ROLL THE DICE.**

**GUIDED FORMAT****Add Variety/Enhance Critical Thinking/Slow Down the Game (optional)**

If you (a) would like to add variety to the playing of the game, (b) want to enhance the critical thinking process, or (c) are advancing too quickly on the game board toward the finish and want to slow the game down:

- For the Situation cards, Option #4, "If you can think up another action right now, share it": Put up butcher paper to write down original, viable interventions that students come up with during game play. During the debriefing section, identify and reward the best interventions. Possible rewards could be extra credit, pens/pencils, or stickers.
- Have a representative from every team, not just one team, share their responses to a Situation card.
- Draw and respond to two cards per roll of the dice, instead of one card per roll to slow down the advance on the game board.
- Ask players to share whether they have heard about, witnessed, or experienced something similar to what has been described on a card, if they feel comfortable doing so.
- Have one team (Team A) position themselves with their bodies (living statues, so to speak) to show a scene described in a Situation card. Team A provides background information to the watching teams about why they chose to position themselves the way they did. Then another team (Team B) intervenes by repositioning the members of Team A to reflect a positive outcome, or *ideal image*. Team B explains to the larger group why they chose to reposition Team A the way they did. Other teams or individuals can make further changes to the *ideal image* until consensus is reached for the best outcome. Group discussion follows.

(For more on this activity: *Games for Actors and Non-Actors*, by Augusto Boal)

**Important:** *Do not revictimize people of color by asking them to play the part of the oppressed.*

**SUPERVISION****SUPERVISION: BOTH FORMATS****Supervision During Game**

Before and during the game, as appropriate, remind students that:

- Every situation described in the cards is based on a real event.
- *None of the interventions in the cards are wrong.* The way you choose to intervene in each situation will depend upon your upbringing, personality, education, and other factors.
- It's okay to have a different response to the situations than your teammates.

**Time spent in discussion**

- Some discussion is essential and beneficial, but if players spend too much time discussing any one situation, it might lead to a serious, disheartening discussion on racism. The game is intended to give students an opportunity to learn *and* to feel excited, uplifted, and hopeful.

You can say periodically to the teams using the Self-Directed format, "If no one on your team has moved their marker for a while because of a long discussion, let the next player take a turn." They can make a note of the card number of anything they would like to discuss further during the debriefing.

*Note to Facilitator:* This is important so that players can learn how pervasive racism is by drawing many cards and hearing about a variety of racist situations.

**Other suggestions for supporting players:**

- Pay attention to nonverbal communication, including facial expressions, posture, and gestures, as well as for awkward silences, which may indicate discomfort. These things, as well as verbal comments, may need to be addressed.
- Stay openhearted as much as possible if a player says something offensive. Try to address the player gently, in a neutral way, so the person does not get defensive and close down. Loving attention may resonate deeply even when words do not.
- If players seem timid in how they choose to intervene in any situation, remind them that they are in a new landscape, and that they should be brave and take risks!
- Model how you would like your players to behave. For instance, if you find yourself feeling angry, you can say, "I'm angry right now, so I'm going to pause and count to ten before I respond."
- If things get too heated, ask everyone to pause and take a deep breath.

**Debriefing**

The Guided format ends with a very important large-group discussion (*Game Instructions*, p. 28) and player feedback form (*Game Instructions*, p. 30).

*Debriefing is an integral part of the game experience.*

## DEBRIEFING: PURPOSE AND OPTIONS

### Purpose of Debriefing

#### Ideally, during the debriefing the players will:

- Reflect on how they acted during the game, and why.
- Process any emotions that may have arisen.
- Ask questions on the issues brought up during game play.
- Share their own experiences of racism if they feel comfortable doing so.
- Plan how they might incorporate the interventions mentioned in the game into their own lives.

**NOTE:** Some sort of feedback is always desirable, even after just one session.

### Debriefing Options

Congratulate the players for helping to stop Superior-I-tis from spreading on Terah. Choose one or more of the debriefing options for your students.

I suggest using the feedback forms first so that participants will have a chance to think things through on their own before perhaps being influenced by others in a large-group discussion.

**Two-Page Player Feedback Form** (*Game Instructions*, p. 30).

### Large-Group Discussion

For the large-group discussion, ask the same questions that are on the feedback forms, as well as other questions such as these (in any order you choose):

- Remind the players that all of the racist incidents in the Situation cards — without exception — are based on actual occurrences. Ask them:  
Was it difficult to believe that any particular incident actually happened? Which one(s)? Why?  
What kinds of things can prevent us from seeing that racism is so widespread?  
What kinds of things help us to recognize racism?
- Ask players to briefly share a time when they experienced racism.
- Did the game cause them to change their views on race or racism? Why or why not?
- Discuss what would constitute a racist situation where it might be unsafe to personally intervene, and what might be done instead. If it isn't mentioned, explain that perhaps students can get together with others to address a person causing harm. Or, they might choose instead to work indirectly on larger issue/s, such as advocating for changes in school policies.
- Players could share situations they've already experienced where they wish they could have done something and may be feeling conflicted about whether they should have intervened.
- Who else, if anyone, do they feel should be playing this game? Why might it be difficult for those people to engage in a discussion about racism? What might make the discussion easier?
- Invite players to suggest different ways the "Zee's Blog" story might have ended.

**DEBRIEFING****One "Feeling Word"**

A way to quickly debrief is for each player to share one *feeling* word.

**Focus Questions**

If focus questions were used (*Helpful Tips*, p. 12), players compare their responses before and after playing the game to see how these may differ. *This is a great opportunity for players to think about what they've learned and reflect on their feelings about this.*

**Journal Writing**

If journal writing was assigned (*Helpful Tips*, p. 15) and the players were informed that their work would be shared, players can come up by team to the front of the class and read aloud from their entries.

**Other Debriefing Ideas**

- Brainstorm with players about ways they can continue to process emotions and thoughts about playing the game — for example, through journal writing, social media, or writing an article for the school newspaper or other news outlet.
- Invite players to download and play the game with friends and/or relatives. Emphasize the importance of the three mandatory sections "Framing the Content for Success with the Game," "White Privilege Activity," and "Pre-Game Prep for Players."
- Have a follow-up "check-in" one month after playing the game. *Did players initiate or participate in conversations about racism recently because of the game? Have they noticed or interrupted any racist situations since playing the game? Have they joined with others in working for racial justice, such as by signing a petition, making a donation, attending an anti-racism protest, or going to a meeting that promotes racial justice? If yes, please explain.*

## PLAYER FEEDBACK FORM

Name \_\_\_\_\_ Date \_\_\_\_\_ Age \_\_\_\_ Class/Subject \_\_\_\_\_

1) Time to play was: just right \_\_\_\_\_ needed *more* time \_\_\_\_\_ needed *less* time \_\_\_\_\_

2a) **Circle *all*** the words that describe your experience playing the "Road to Racial Justice" game.

fun            engaging            frustrating            powerful            interesting  
boring            educational            confusing            emotional            challenging

2b) What other words, if any, describe your experience?

3) Was the board game a good way to learn and/or to teach about racism? Why or why not?

4) Are you **more or less** likely to speak out against racism after playing the game?  
more likely \_\_\_\_\_ same as before \_\_\_\_\_ less likely \_\_\_\_\_ Please explain.

5) Were there any racist situations or ways to interrupt racism that stood out for any reason?  
If so, please explain why.

**Back** →

6) What, if anything, did you learn **about racism** from playing the game?

7) What, if anything, did you learn **about yourself** from playing the game?

8) Did any questions or concerns arise during or after playing the game? Please explain.

9) Would you recommend that other people play this game? yes \_\_\_\_ no \_\_\_\_.  
Please explain.

10) Please share any additional thoughts/comments/suggestions you may have about the game and about your experience playing it.