



American Friends Service Committee

Area Office of the Carolinas

AALBBA HANDBOOK



Photo by José Vázquez

AFRICAN AMERICAN - LATINX BRIDGE BUILDING & AWARENESS Project (AALBBA)

Spring 2016

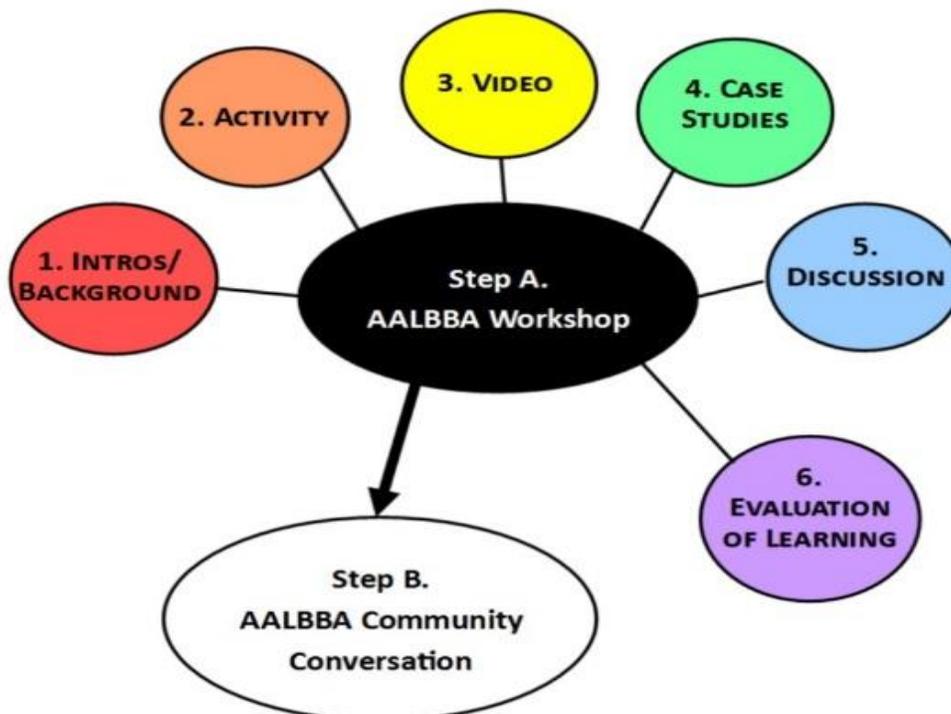
A collaboration between AFSC's
NC Immigrant Rights Program and NC Peace & Economic Justice Program

With consultant Kali Ferguson, Cultural Educator

www.afsc.org/AALBBA

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INTRODUCTION TO AALBBA

American Friends Service Committee (AFSC)

AFSC is a Quaker organization founded in 1917 that promotes lasting peace with justice, as a practical expression of faith in action. Drawing on continual spiritual insights and working with people of many backgrounds, we nurture the seeds of change and respect for human life that transforms social relations and systems. AFSC's North Carolina office has two programs, one focusing on immigrant rights and one focusing on peace & economic justice with youth.

Use of the term “LATINX” (pronounced “La-teen-ex”)

In Spanish, every word has either a masculine or feminine gender. Using the term *Latinx* rather than *Latino* or *Latina/o* or *Latin@* is more inclusive of all people, regardless of how they identify.

Development of the AALBBA Workshop Curriculum

In the summer of 2015, AFSC-NC staff worked with Charlotte cultural educator Kali Ferguson to develop a workshop curriculum to engage African American and Latinx youth in conversations about relations between the two communities. This project is now called the African American – Latinx Bridge Building and Awareness project, or AALBBA. You can see a promotional video on the AALBBA Resource site: www.afsc.org/aalbba (“Promo Video”).

Real tensions exist between Latinx and African American communities. However, the goal of the workshop we developed is not to gloss over differences or create unity in a day. Rather, we hope to spark an interest in building relationships across communities and to feel some stake in each other's struggle. In the shorter workshops, we merely start this important conversation and begin to break open some of the many misconceptions held. In the longer workshops, we create a safe space where young people have the opportunity to explore these tensions, learn some about each other's history, and learn about contemporary movements for justice and equality.

The interactive workshop allows young people to examine stereotypes of each group, gain an understanding of historical struggles of each group, and explore similarities of those struggles. Through the use of a professionally filmed short video, participants get to see Black and Latinx community members talk openly and authentically about race and identity. At the end of the workshop, the group brainstorms actions they can take to share the information and support both African American and Latinx communities in gaining full human rights.

Using the Workshop with Black and Latinx Communities & Adapting the Workshop to your Needs

We originally intended for this workshop to be used in mixed groups of African American AND Latinx youth (high school and college aged) in 2-4 hour settings. However, the opportunities for us to conduct this workshop usually came in the form of one-hour time blocks with youth groups composed almost entirely of African Americans OR Latinx. We began to realize that this reflects the reality of our country: the majority of young people, especially those from low-income families, are largely steered into segregated spaces.

So, we adapted. We frequently conduct a 1-hour version of the workshop to a predominantly Latinx or African American group of youth. After conducting several of these workshops, we plan to hold a larger gathering we call a “Community Conversation,” to which we invite anyone who has attended the initial workshop. The Community Conversation is intended to be a space for both Latinx and Black youth to come together to share experiences after first having participated in the workshop just with peers of their own background.

The curriculum is adaptable for various time constraints and for the make-up of the group. For example, if working with an all Latinx group for an hour long workshop, we would choose to use just one case study instead of all four, and we would choose one from the African American experience. All of the activities benefit from spending more time, rather than less. So if your group has all day, each of the activities can be delved into deeply for a rich conversation.

Importance of Skilled Black and Latinx Facilitators

We are making this curriculum available to anyone who wants to use it. However, it is imperative that the workshop be led by skilled Black and Latinx facilitators. We recognize that in a school or other mixed race setting, there may be participants who are not Black or Latinx. It is important to acknowledge and affirm the experiences of these communities. However, this workshop is designed specifically to address issues between African American and Latinx communities because of specific tensions that exist. We have seen the real openness and authenticity that emerges when people of color are able to engage without “the white gaze”. A great show of solidarity for white allies can be to step aside to allow these conversations to occur without being in the room (we are referring to facilitators and community participants here- obviously in a classroom, students and teachers of all races will be present).

Community Agreements

Establish a safe space by suggesting some group guidelines, like: **1. One Mic-** One person speaks at a time. / **2. Step up, step back-** If you feel you are talking a lot step back and give the others the chance to talk. / **3. Personalize-** Speak from your own (not others’) experiences. / **4. Safe space-** What is *said* in this room, stays in this room. What is *learned* in the room can be shared later.

Follow up

Ideally, this workshop is one of a series that would include the Community Conversation and a broader discussion of how young people can get involved in local movements for social and racial equity. This workshop can be an opportunity to enhance & develop activism skills, as well as leadership development, basic organizing and effective communication. It should spark discussion (and local activism) on social issues and support creative ways to approach policy problems with effective solutions.

Pre and Post Survey

Facilitator distributes a one page front/back survey. Front side is the **pre**-survey. The pre-survey should be filled out **prior** to the ice-breaker activity. The **post**-survey (back side) is filled out at the end of the workshop. You can use the surveys to gauge some initial impact of the workshop.

AALBBA WORKSHOP OUTLINE

For a 90 minute workshop

You cannot get through all of this in one hour and allow for sufficient discussion. If you only have one hour or less, you can break it down into parts--one with the video/discussion as the primary activity and one with the case studies as the primary activity--and come back to the same group two times.

15+ minutes: Greetings, Introductions, Goals, Guidelines

- As participants arrive, ask them to fill out PRE-survey
- Introductions: Staff/Interns/Volunteers & AFSC History – Overview
- Program goals: Engage African Americans and Latinx in rich dialogue about some of the tensions that exist between the two groups; Explore stereotypes, struggles and similarities between the two groups; Spark an interest in building relationships across communities; Seek ways to support each other's struggles around policy issues like policing, education, etc.
- Community Agreements (See Introduction for ideas)

15 minutes: STEP UP activity

- Follow instructions for STEP UP activity for participants to begin to recognize the different aspects of privilege. (This activity works best in a diverse group.)
- Take a brief time to reflect on this activity.

20 minutes: Video and reflection

- Set the tone for the video
- Show the video – 5 minute run time (www.afsc.org/aalbba - “Workshop Video”)
- Group discussion about the video

25 minutes: Case Study activity

- Introduce the case study activity and explain the instructions
- Each case study takes at least 10 minutes. If time is limited, choose a case study that represents the opposite community from who is reflected in the room (i.e. if you have a room of Latinx participants, choose one of the case studies from the African American community and vice versa)
- Discuss contemporary movements for social justice and what ideas participants have for responding and getting involved

15 minutes: Wrap Up: (closing)

- **Connect the dots:** Ask group to identify the significance in STEP UP activity or case studies?
- Distribute resources related to understanding racism
- Answer additional questions from participants
- To close, go around the room and ask participants to share one word of how they are feeling after the workshop.
- Ask participants to fill out post-survey (collect surveys)

STEP UP - ACTIVITY

Goal: To illustrate in real time participants' social disadvantages (and advantages), creating an opportunity for young people to examine privilege and the "unequal playing field." This can contribute to a discussion of systemic conditions that exist and operate in poor communities.

Instructions: In a large room with space to move around (or outside), youth participants are asked to form a single line. The activity facilitator will explain there is no talking other than the voice of the person reading the statements. Participants listen to the statement and if the question is relevant to their personal experience, based on the facilitators instruction, participants "step up" or move forward. In some cases the instruction may be to not move at all or step back. At the end, you have a visual representation of who has been allowed to move up in society and who has been held back.

[Variation: If you do not wish to illustrate the gap between participants or if you have a more homogeneous group, you may choose to do this activity in a circle, having participants step into the circle if the statement applies to them and then step back to their original spot each time.]

Full activity description: www.tinyurl.com/StepUpStepBack (from UNC Student Wellness Cultural Competency Activity)

Below is a short example of "Step-Up" ice breaker Statements: Feel free to develop more statements; 15 is a good number.

- Step BACK... If the primary spoken language in your home growing up was NOT English.
- Step BACK... If you have ever tried to change the way you speak to sound smart or smarter.
- Step BACK... If your race is considered a minority.
- Step UP... If you always had healthy food on the table growing up.
- Step UP... if you were born a U.S. citizen.
- Step BACK... If one or both of your parents are or were unemployed while you were growing up.
- Step UP... if most of the people on TV look like you.
- Step BACK.... If you consider your community to be poor.
- Step UP... if your family could afford to go on vacation each year.
- Step UP... If you and members of your community generally feel protected by the police.
- Step BACK... If you frequently see police patrolling your neighborhood.

ALBBA VIDEO

Youth participants are asked to watch the AALBBA workshop video. This video contains interviews and footage from a powerful gathering of African American and Latinx community members in July 2015 who came together for an honest and authentic dialogue about relations between the two communities. The facilitator should provide a brief overview about the conversations. These conversations are based on personal experiences.

AALBBA workshop video link: www.afsc.org/aalbba - “Workshop Video”

After watching the video, the facilitators can open up the conversation for general comments and reflection.

Suggested discussion questions:

- What was surprising to you about what was said in the video?
- Have you heard similar stereotypes to what were expressed in the video?
- Are there stereotypes/ struggles/similarities that were not mentioned?
- Where do you think those come from? How do they start?
- What have you observed about what is said about Black folks/ Latinx in your own community?



YMCA Greensboro Youth Participants Fall 2015

There is also an AALBBA promotional video which can be used to talk about the project, but is not intended for use within the youth-oriented workshop.

AALBBA promotional video link: www.afsc.org/aalbba - “Promo Video”

CASE STUDY EXPLANATION & INSTRUCTIONS

The Case Study activity is intended to allow participants to learn about historical and contemporary African American and Latinx struggles through engaging scenarios. Using the stories of actual people and their experiences revolving around issues of education and law enforcement, we created four Case Studies featuring two women, two men, two Latinx, two African Americans, two contemporary cases and two historical cases.

Our goals are to:

1. Familiarize participants with real- life examples of historical and contemporary civil rights struggles.
2. Give the participants actual people and issues they could relate too.
3. Allow participants to place themselves in these scenarios and select an outcome based on what they know.

Each Case Study takes a minimum of 10 minutes. You should choose which Case Study you use based on the group present. For Example, if working with an all Latinx group for an hour long workshop, we would choose to use just one case study instead of all four, and we would choose one from the African American experience.

Instructions:

1. Begin with a short explanation of the case studies. “These cases studies are based off of the experiences of real people, and with each case study we want you to put yourself in their situation or their shoes and answer truthful what YOU would do in those circumstances.”
2. Facilitator or participant volunteers read the Case Study out-loud, including the description of the story and then each possible option of an outcome.
3. Designate corners/ areas around the room as Option 1, Option 2, and Option 3 for each answer choice. Allow participants to physically move to those locations based on how they think THEY would respond to that scenario.
4. Once participants have selected, ask two or three participants from each Option to share why they selected that option.
5. Reveal the option the individuals from the Case Study selected.
6. Debrief the Case Study as a full group to get thoughts and reactions. You can also ask for alternate responses to the scenarios. For example, in Bree’s Case Study, we have talked about how you do not have to physically bring the flag down, and how you can do different forms of advocacy and social change, that they feel comfortable with.)

Case Study -1 Moises Serrano

The facilitator explains the Case Study exercise to the group, then the Facilitator or a Participant reads the short biography of the individual and the options for responding to the situation. The rest of the participants move to the corner of the room that corresponds with the option that they choose. They discuss with the others in their corner why they made that choice, then discuss it with the full group. Finally, the Facilitator announces what option was chosen by the actual person in the Case Study.

You were born in Mexico and your parents migrated to the United States when you were only 18 months old in search of a better life. They crossed the border without papers because there was no authorized way to enter the country for so-called “un-skilled” workers. This means that you are undocumented in the U.S.

You have lived in North Carolina for 16 years, and this is the only country you know. Your parents pay taxes, just like your friends’ families. You’ve gone to school since Kindergarten with all of your friends who were born here. You have good grades and you want to go to college after graduation.

However, you realize that being undocumented in North Carolina means you must pay out-of-state tuition for college, even though you’ve got the grades and lived in the state almost your whole life. Out-of-state tuition is around four times as much as in-state tuition.

No teacher or counselor seems to know how to help you, but you know that no matter what, you must first get a job. The only job you can get is in a factory, where they don’t care about immigration papers, working third shift from 7pm-7am, getting paid minimum wage.

You begin to sink into a depression, losing hope about your future.

WHAT DO YOU DO NEXT?

- A. You decide that you are going to find a job and start saving up money. It may take you up to three years to save up enough for two classes at a community college.
**Getting paid 7.25 per hour, 40 hours a week = \$15,080 a year*
- B. You decide to focus on working and forget about going to college. There is no way the system is going to change and you do not have time to worry about school; you’ve got bills to pay.
- C. You decide enough is enough. You decide to finally come out of the shadows and go public with your undocumented status. You immerse yourself in activist movements for in-state tuition for undocumented students and humane immigration reform!
(This is the correct answer.)

Case Study - 2 Bree Newsome

The facilitator explains the Case Study exercise to the group, then the Facilitator or a Participant reads the short biography of the individual and the options for responding to the situation. The rest of the participants move to the corner of the room that corresponds with the option that they choose. They discuss with the others in their corner why they made that choice, then discuss it with the full group. Finally, the Facilitator announces what option was chosen by the actual person in the Case Study.

You were born in 1985 and immersed yourself in the performing arts at a young age. You get a scholarship to study film at New York University, after making your first film in high school. You were steeped in pride in your culture. Once you realize the challenges you face as a black woman film maker, you begin to identify as an activist.

You move to Charlotte from New York around 2012 and get involved with several activist movements, including the Moral Mondays protests for voting rights and rights of poor people and people of color.

On June 17, 2015, nine black people worshipping in a South Carolina church were brutally murdered by a young white man who had previously posted photos of himself draped in the confederate flag. You say, "I realized that now is the time for true courage the morning after the Charleston Massacre shook me to the core of my being. I couldn't sleep. I sat awake in the dead of night. All the ghosts of the past seemed to be rising." You realize you have to DO something.

WHAT DO YOU DO NEXT?

1. You move to California, where confederate flags are rarely seen.
2. You begin a petition to bring down the confederate flag from the South Carolina state Capitol.
3. You climb to the top of the flagpole in front of the South Carolina state Capitol and physically bring down the flag.
(This is the correct answer.)

Case Study - 3 Ezell Blair

The facilitator explains the Case Study exercise to the group, then the Facilitator or a Participant reads the short biography of the individual and the options for responding to the situation. The rest of the participants move to the corner of the room that corresponds with the option that they choose. They discuss with the others in their corner why they made that choice, then discuss it with the full group. Finally, the Facilitator announces what option was chosen by the actual person in the Case Study.

You are born in Greensboro, NC in 1941. You live in a completely segregated community in which your friends and family interact and socialize only with black folks, unless someone is working for a white person. The textbooks, classrooms, and buildings in the black schools are not nearly as nice as those in white schools.

When you need to use a public bathroom, you must look for the sign labeled “COLORED” because you will be in big trouble if you use the white bathrooms or water fountains. Your dad, who teaches at Dudley high school, has always been vocal when it comes to discrimination.

At 17, you hear Dr. Martin Luther King speak at Bennett College about nonviolent protests to earn equal facilities and rights for black folks. Hearing King’s speech energizes YOU!

You attend North Carolina A&T State University and hang out with other young activists. You also see a documentary about Mohandas Gandhi’s nonviolent protests in India. This too inspires you to act against the unfair treatment of your people.

You plan a sit-in at Woolworth’s in downtown Greensboro, a lunch counter that won’t serve African Americans. You and your roommates meet days before February 1, 1960 and decide to sit down at the counter until they serve you.

The Woolworths Manager gets up in your face and yells at you to get out. All the customers in the store stop and stare at you with angry faces and comments. You are scared it will get violent.

WHAT DO YOU DO NEXT?

1. Sit quietly and ignore the manager and the mob of angry faces.
(This is the correct answer.)
2. Tell the manager that you have the right to be there and to please step back because he is crowding your space.
3. Pack your bags and leave quietly. You don’t want to put your family and college career in danger.

Case Study – 4 Dolores Huerta

The facilitator explains the Case Study exercise to the group, then the Facilitator or a Participant reads the short biography of the individual and the options for responding to the situation. The rest of the participants move to the corner of the room that corresponds with the option that they choose. They discuss with the others in their corner why they made that choice, then discuss it with the full group. Finally, the Facilitator announces what option was chosen by the actual person in the Case Study.

You are born in New Mexico in 1930 but spend most of your life in California. Your father is a farmworker, but you grow up with your mom, who works very hard to give you experiences like dance lessons and exposes you to people of all races and backgrounds.

When you graduate from high school, you get an Associate's Degree in teaching and start to work with children of farmworkers. It hurts you to see them come to class without shoes or without having eaten. They can't learn when they are distracted by these hardships.

You decide that you can better help the children by working for fair treatment and social justice for their parents. With Cesar Chavez, you help to found the first farmworker union in the country, the United Farm Workers. You help organize a grape strike that lasts for years and finally results in a union contract granting workers better pay, conditions and treatment.

In the late 1980s when you are 58 years old, during a protest, you are brutally injured by the police and end up in the hospital with a ruptured spleen and broken ribs, in excruciating pain.

WHAT DO YOU DO NEXT?

1. Give up this activism stuff. You're too old for this.
2. Appeal the police department peacefully to give a public apology and press to get someone to fire the police officer who beat you.
3. Lobby your government contact to change the conduct code for all police officers in San Francisco. **(This is the correct answer.)**

Additional Activities

Depending on the time you have available, you can add additional activities, like Racial Justice Bingo or a True/False Activity. The below activity was created for a workshop with primarily Latinx participants that focused on education. Facilitators created a True/False activity to help the participants gain more understanding about challenges that African Americans have faced in the educational system. Feel free to create your own to suit your needs.

Tuition Equality Prezi

In the North Carolina campaign for tuition equality for undocumented students, organizers have highlighted a few of the similarities between challenges faced by undocumented, (primarily, but not exclusively) Latinx students and some history of educational oppression of African American students. You can utilize this online Prezi or create your own: www.tinyurl.com/TuitionEqualityPrezi.

African American Education: True/False Activity

Instructions: Before the activity begins, Facilitator tapes to one end of the room a “TRUE” sign and the other end of the room a “FALSE” sign. During the activity, the Facilitator reads out the statement. Participants move to TRUE or FALSE side of the room depending on what they think the answer is. If time, participants share why they think that and if they have comments. Then the Facilitator reads the explanation and takes questions.

- 1. Education of African Americans was forbidden under slavery. (True)**
Education was forbidden under slavery, slaves risked life and limb to educate themselves. Slaves who were discovered to have learned to read were subjected to beatings and amputations.
- 2. Due to gains in access to higher education, most colleges have become diverse. (False)**
Creating equal opportunity in higher education has been and remains a slow and uneven process. Despite gains in access to higher education, colleges and universities remain disproportionately white and the goal of equal opportunity remains unfinished business.
- 3. In recent years colleges and universities have increasingly used an applicant’s prior criminal conviction as a basis to deny admission. (True)**
The growth of this practice threatens to undermine the gains achieved through the hard-fought efforts of the civil rights movement. Because racial disparities infect every aspect of the criminal justice system in the U.S., the use of a criminal conviction to bar admission to college has a disproportionate racial impact on communities of color.
- 4. After the Civil War, opposition to the education of African Americans ended. (False)**
Education was a primary focus of reconstruction efforts undertaken immediately after the Civil War. More than 3,000 freedman’s schools were established in the South and the first black colleges were also established during this period. Nonetheless, opposition to the education of African Americans continued with the burning of schools and the beating and whipping of students and teachers.
- 5. The Supreme Court case Brown vs. Board of Education in 1954 declared that separate public schools for black and white children were unconstitutional and illegal. (True)**
Brown v. Board of Education of Topeka, 347 U.S. 483, was a landmark United States Supreme Court case in which the Court declared state laws establishing separate public schools for black and white students to be unconstitutional.
- 6. Guilford County, NC public schools were not integrated until 1971. (True)**
Guilford County Schools were integrated in 1971 after federal lawsuits and a lot of community organizing.

Sources: “Education.” *Unchaining Civil Rights*: <http://www.unchainingcivilrights.org/education.html>
http://www.gcsnc.com/pages/gcsnc/District/History_of_Education_in_Guilfo/History_of_Education_in_Guilfo

Racial Justice Bingo

Give each participant a Bingo sheet and a pen or pencil. Have them mill around and talk to each other to try to fill out their sheet, writing names of people to whom the description applies. Give a prize to the first person who gets Bingo by filling in 5 squares in a horizontal, diagonal or vertical line. Bonus to anyone who can fill in their whole sheet!

B	I	N	G	O
I have been confused as a member of a different race.	I am/was the first in my family to go to college.	I have people of different races/ethnicities in my family.	I am or have a family member who is an undocumented immigrant.	I have heard gunshots in my neighborhood.
I have been called a racial slur.	I have an example of a positive portrayal of someone of my race/ethnicity on TV or in a recent movie. Share: _____	I am concerned about police violence.	I was born in North Carolina.	I have a close friend or family member who is gay, lesbian, bisexual, transgender and/or queer.
I have or have a family member who has a physical disability.	I speak a language other than English. [OR I speak more than one language.]	I believe in justice for all.	I have mixed racial heritage in my family.	I identify as Latino/Latina / Latinx.
I have been to another country. [Where? _____]	I have a close friend of a different race/ethnicity than myself.	I have health insurance.	I identify as Black/ African American.	I have someone in their family struggling to get by on their paycheck.
I grew up hearing negative messages by your family about other races/ethnicities	I identify as Black AND Latina/o (Latinx).	I have lived on a farm.	I feel pride in my race/ethnicity.	I have been followed while shopping.

Community Conversation Outline

	Activity	Materials needed
20 min	Arrival, snacks, pre-survey, Greetings & Announcements: How AALBBA came together. Being ready to discuss the tensions, stereotypes, struggles, similarities. Introductions: Name, how you identify , and why you are here	Snacks nametags
10 min	Icebreaker—Racial Justice Bingo Quick debrief: What did you learn? How did it make you feel?	Bingo sheets, Pencils, prize
25 min	AALBBA Video, then debrief www.afsc.org/aalbba - “Workshop Video” (5 min) Suggested debrief questions <ul style="list-style-type: none"> ○ What was surprising to you about what was said in the video? ○ Have you heard similar stereotypes to what were expressed in the video? ○ Are there stereotypes/ struggles/similarities that were not mentioned? ○ Where do you think those come from? How do they start? 	Video link Computer, Screen Projector, Speakers
10 min	Break & snacks	Snacks
15 min	Partner conversations Break into pairs, preferably Black and Latinx mixed groups. Respond to 3-5 prompt questions to get more in depth, e.g. <ul style="list-style-type: none"> ○ What were your first experiences with people of “the other race”? ○ What are the stereotypes that you have heard about both your own community and the other community? ○ What questions do you have for the other community? ○ What are the similarities you see between the two communities? ○ What are the biggest current struggles you see in both communities? 	Write questions on flip chart in advance.
25 min	Large group discussion <ul style="list-style-type: none"> ○ What did you learn from conversations with your partner? ○ How is your partner’s experience similar or different than your own? ○ How is it different talking to each other with or without the presence of white folks? ○ What are some of the current movements for change within each community? 	Flip chart and markers
10 min	Next steps <ul style="list-style-type: none"> ○ Where do we go from here? ○ How can we support each other in our struggles? 	Flip chart, markers
10 min	Closing <ul style="list-style-type: none"> ○ Freedom fighter video (until min 1:05): https://www.youtube.com/watch?v=IXAG5h9SBVc ○ Closing words by facilitators, then each person share a word that describes how you are feeling ○ Fill out Evaluation 	Video link, etc. evaluation

Word Glossary

Definitions taken from the Racial Equity Resource Guide (<http://www.raciaequityresourceguide.org/about/glossary>), Immigration Equality (www.immigrationequality.org), RaceRelations.about.com, *Teaching for Diversity and Social Justice*, NCCJ, Dismantling Racism Institute, and other sources.

Colorism: a practice of discrimination by which those with lighter skin are treated more favorably than those with darker skin.

DACA: Refers to “Deferred Action of Childhood Arrivals”, a program initiated by Pres. Obama in 2012 to protect certain Dreamers (see below) from deportation. With DACA, eligible young people can get a drivers’ license and work permit for 2 years, impossible for most undocumented people.

DREAMer: Term that refers to a young person brought to the U.S. at a young age by their parents without lawful immigration status. In most cases, there is no way for these Dreamers who have grown up in the U.S. to obtain legal status.

Ethnicity: A social construct that divides people into smaller social groups based on characteristics such as shared sense of group membership, values, behavioral patterns, language, political and economic interests, history and ancestral geographical base. Examples of different ethnic groups are: Haitian, African American (black); Chinese, Korean, Vietnamese (Asian); Cherokee, Mohawk, Navaho (Native American); Cuban, Mexican, Puerto Rican (Latino); Polish, Irish, Swedish (white).

Immigrant: A person who moves from one country to another.

Latinx: In Spanish, every word has either a masculine or feminine gender. Using the term *Latinx* rather than *Latino* or *Latina/o* or *Latin@* is more inclusive of all people, regardless of how they identify.

Race: A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly color), ancestral heritage, cultural affiliation, cultural history, ethnic classification, and the social, economic and political needs of a society at a given period of time. Racial categories subsume ethnic groups.

Racism: Racism is a complex system of beliefs and behaviors, grounded in a presumed superiority of the white race. These beliefs and behaviors are conscious and unconscious; personal and institutional; and result in the oppression of people of color and benefit the dominant group, whites. A simpler definition is racial prejudice + power = racism. .

Undocumented / unauthorized/ without papers: Terms to describe people who were born in another country but live in the U.S. without lawful immigration status. It can refer to people who crossed the border without permission or people who came here lawfully but overstayed their visa. It is very difficult- and often near impossible- for an undocumented person to gain legal status.

Examples of Undocumented Status

A human being (adult or child) who may have travelled to a new country without a passport or visa. The word “illegal alien” is a derogatory term. Most prefer to use undocumented instead.

A human being who received approval to enter new county with a visa, but visa has expired. This would change the individuals’ status to undocumented.

Workshop Pre-Survey

Date:
Location:
Trainers:

AFSC AFRICAN AMERICAN – LATINX BRIDGE BUILDING & AWARENESS (AALBBA) PROJECT WORKSHOP EVALUATION

Please fill out this **BEFORE** the workshop.

1. How do you identify your ethnicity? (Circle all that apply): Black/African American
Latinx/Hispanic White/Caucasian Asian Native American Biracial/ multiracial
other:

2. How much contact do you have with:
The African American community? A lot Some A little Almost none
The Latinx community? A lot Some A little Almost none

3. In general, how similar are your life and your experiences to the lives and experiences of:
The African American community? A lot Some A little Almost none
The Latinx community? A lot Some A little almost none

4. How much do you know about the struggles for social justice within the:
The African American community? A lot Some A little Almost none
The Latinx community? A lot Some A little Almost none

5. How similar do you think African American and Latinx struggles for social justice are?
Very similar Somewhat similar A little similar Not similar at all

6. Growing up, what were the main messages you receive from friends, family, and the media about:
The African American community? Very positive somewhat positive somewhat negative
Very negative
The Latinx community? Very positive somewhat positive somewhat negative
Very negative

7. How would you characterize your current feelings about:
The African American community? Very positive Somewhat positive Somewhat negative
Very negative
The Latinx community? Very positive Somewhat positive Somewhat negative
Very negative



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