

RACIAL WEALTH GAP

Learning Simulation

Facilitator's Guide



Facilitator's Guide

TABLE OF CONTENTS

Acknowledgements	3
Welcome	4
Why this Simulation?	4
Guiding Principles Checklist	5
Instructions	6
• Simulation Snapshot	6
• Simulation Cards: Quick Table	8
Frequently Asked Questions	8
Best Practices for Facilitators	12
• Understanding Self- and Group-Identity	12
• Preparing for the Learning Simulation	16
• Opening Discussion and PowerPoint	17
• Facilitating the Learning Simulation	17
• Whole Group Discussion	18
• Next Steps	21
Biblical Study Guide	21

ACKNOWLEDGEMENTS



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Other Acknowledgements: The production team thanks Bread staff, consultants, and partners—Asma Lateef, Rev. Dr. Angelique Walker-Smith, Robin Stephenson, Jordan Teague, Margaret Tran, Judith Toni, Florence French, Adlai Amor, Minerva Delgado, Cynthia Woodside, Bridgette Leathers, Margot Nitschke, and Breanna Alexandra Holmes, as well as our Organizing and Church Relations Departments—for contributions to the simulation, facilitator's guide, policy packet, and biblical study guide. All of your support made this simulation and the support materials, that much stronger!

Facilitator's Guide

WELCOME!

The Racial Wealth Gap Learning Simulation was a joint effort from Bread for the World Institute and NETWORK. Marlysa D. Gamblin from Bread for the World Institute co-created the design and concept of this simulation, and worked closely with Emma Tacke and Catherine Guerrier from NETWORK to pilot it for the first time at Ecumenical Advocacy Days (EAD) in April 2017. Afterward, Bread dedicated a full year to piloting the simulation in the field and making adjustments as necessary, to ensure that this tool can be used by a wide variety of communities in different settings.

The purpose of this learning simulation is to help participants understand the role of racial inequity in policies and their implementation. Participants will learn how federal policies created structural inequalities in many areas, e.g., property ownership, and education, and how these policies increase hunger and poverty in communities of color. The simulation guides participants to an understanding of why racial equity is so important to ending hunger and poverty in the United States.

This guide has instructions and resources to help you prepare for, and facilitate, the Racial Wealth Gap Learning Simulation. The simulation is suitable for both small and large groups, in settings such as churches, classes, universities, non-profits, service providers, and much more. Participants could include staff, clergy, policy makers, friends, family members, or other groups.

WHY THIS SIMULATION?

There are many ways of thinking about why race is important to ending hunger and poverty. People bring their own experiences to a discussion of any subject, and race is no exception. Some people have had positive experiences, while others have had no experience or negative experiences. Feeling

uncomfortable with the topic can also be a barrier to engaging in conversation. Yet these conversations are essential.

This simulation helps break down some of those barriers. It focuses on policies, helping to debunk the idea that racial inequality is only about individual attitudes. As participants become more aware of structural levels of inequality, it will be easier to see how they can support policies that undo or reduce disparities. In addition, the simulation calls for participants to randomly select cards that assign them a racial identity that may be different from their own. This can help people feel slightly removed from their own personal experiences and see the role of policy.



Breanna A. Holmes

GUIDING PRINCIPLES

These guiding principles will enable facilitators to keep the integrity and consistency of the learning simulation, which we believe is necessary to achieving its purpose. The simulation's essential elements include carefully framing the importance of discussing race, relying on solid data and sources, and enabling people to understand why ending hunger and poverty requires improving government policies.

Each facilitator should:

- Refer to the video on Bread for the World's website, "Bringing This To Your Community," at bread.org/simulation.** This video offers training for facilitators, presents examples of people facilitating the simulation, and provides useful tips.
- Review and consider using our PowerPoint presentation with embedded talking points.** To keep the content of the simulation as consistent as possible, all participants need to have some information in common. The presentation provides this.
- Review, understand, and feel confident in referring to the policy packet for additional background on each policy featured in the simulation.** This is further discussed in later sections.
- Keep the simulation cards as they are.** Each was carefully crafted to tell a story that is backed by strong research. If you feel a change is needed, please consult Bread for the World.
- Review the list on page 19 and select some guiding questions to lead the whole-group discussion.** The goal is to ensure that participants are engaged with the simulation and come away with an understanding of how different policies work in concert to create racial disparities. You can help accomplish this by asking some of the suggested questions.
- At the beginning of the simulation, explain to participants that this is an interactive learning activity,** to clear up any confusion about what to expect from a "simulation." We also recommend not referring to the simulation as a game. The racial wealth gap and the policies that fuel it are far from the lighthearted topic that "game" might suggest; some participants might find the use of "game" offensive.
- Commit to emphasizing, throughout the simulation, the connection** between the racial wealth gap and the fact that people of color are at least twice as likely to live with hunger, food insecurity, and/or poverty.
- Encourage participants to share their experiences, thoughts, and take-aways.** Ensuring that everyone is heard, and that there is an opportunity to share ideas for potential follow-up or further learning, will help participants get more out of the session.
- Ensure that any additional statistics you choose to use during your simulation come from strong, credible sources.** Bread for the World Institute vetted all data included in the simulation, using conservative figures. To preserve the credibility of the simulation, any additional data you provide should be carefully verified and not taken out of context.
- Agree to follow up with participants in cases where you do not know an answer.** It is okay if you are not an expert! Facilitators are more than welcome to reach out to Bread for the World at 202.639.9400. We will ensure that you get the correct information.

Facilitator's Guide

INSTRUCTIONS

For advance preparations, including instructions on setting up the materials for the simulation, see p. 16.

Once everyone is in the room and you have welcomed them, divide participants into tables of 4 to 8 people each. Each table will have an envelope that contains enough “participant race” cards for everyone. Half should be “white participant” cards, and half should be “black participant” cards. Each participant should select a card without looking.

Simulation Snapshot

- **How long is the small-group table activity?** This takes about 30 minutes.
- **How long is the entire simulation?** Reserve at least an hour altogether so that you will have time to explain the instructions and hold a group discussion after the activity. Larger groups and/or groups who want to have a more detailed discussion will need more time.
- **How many participants do we need?** At least 4, and we recommend no more than 48.
- **Where can I hold this activity?** It's versatile! For example, the simulation could be part of an event, or even be its own special event; it could be in a church setting such as a Bible study class; it could be in a college classroom or another university setting. Participants could be staff members, clergy, policy makers, students, a group of friends, an extended family, or another group. We recommend, whenever possible, working with groups where people already have relationships with each other. This will add greater trust and comfort.
- **What if I have a larger audience?** Facilitate separate sessions so that each has 48 or fewer participants.
- **What if I have an entire conference?** For larger conferences, please contact Bread for the World for help with facilitation.

Optional: The facilitator can ask participants to trade cards so that more people have cards that assign them to races different from their own. We recommend this only in cases where participants already know and trust each other.

There are three types of “action” cards (“money,” “land,” and “opportunity lost”), and 13 “policy” cards. Starting with someone with a “white race” card, participants take turns picking up a policy card, reading the card to the group, and then reading the action(s) on the card. Pause so that all participants can carry out their action(s). It is then the next person's turn. Following the policy actions, each participant will either gain or lose one, two, or all three cards in each round.

Once all 13 policy cards have been read, each person should count their money, land, and opportunity lost cards. If there is time before the facilitator begins the whole-group discussion, groups should read the “policy debrief” card.

If participants want more information about a particular policy, they can read about it in the policy packet that accompanies the simulation. Facilitators can opt to print and hand these packets out, bring a few copies for reference, or email the packets after the simulation.

Once all the small groups have completed the simulation, the facilitator should start the whole-group discussion by asking: **“How many money cards did everyone end up with?”**

Those with “white participant” cards should have \$13. Half of the participants with “black participant” cards should have \$1, and the other half should have no money.

The facilitator should explain that the 13:1 ratio is the actual racial gap in median net worth for all households in the United States (in 2013 dollars). For every \$13 in net wealth that the median white household has, the median black household has only \$1. To be more comprehensive, we also included the size of the racial wealth gap among the most food-insecure households. Among households living near the poverty line, the racial wealth difference is about 18,000:0. White households have a median net worth of \$18,000, while black families have a median net worth near zero.¹ The figure for white households is most likely due to wealth by way of inheritance, such as a house or land. To show this strikingly high ratio among the lowest earners, half of the participants with black race cards conclude the simulation with zero money cards.

For further details on guiding the group discussion, see p. 18-20. For more on understanding the racial wealth gap, read the frequently asked questions section of the [policy packet](#). For more specific talking points for the whole-group discussion, see the PowerPoint presentation.

Simulation Cards

The group sizes will vary. Please see the “Quick Table” below, to learn how many of each card you will need.

For a group of 4 participants, there should be:

- One policy card set. The set includes one card with instructions, 13 policy cards that should be arranged in chronological order, and one debrief card.
- One envelope with two “white participant” cards and two “black participant” cards
- 40 money cards
- 30 “opportunity lost” cards
- 20 land cards

For a group of 8 participants, there should be:

- One policy card set. The set includes one card with instructions, 13 policy cards that should be arranged in chronological order, and one debrief card.
- One envelope with four “white participant” cards and four “black participant” cards
- 80 money cards
- 60 “opportunity lost” cards
- 40 land cards



¹ What We Get Wrong About Closing the Racial Wealth Gap. Samuel DuBois Cook Center on Social Equity, Duke University. Insight Center for Community Economic Development. April 2018. https://socialequity.duke.edu/sites/socialequity.duke.edu/files/site-images/FINAL%20COMPLETE%20REPORT_.pdf

² Umbrellas Don't Make it Rain: Why Studying and Working Hard Isn't Enough for Black Americans. New School. Duke for Social Equity. Insight Center for Community and Economic Development. April 2015. http://www.insightccd.org/wp-content/uploads/2015/08/Umbrellas_Dont_Make_It_Rain_Final.pdf

Facilitator's Guide

Printing and Cutting Cards: Quick Table

Group Members	How many tables?	How Many Policy Sets?	How many Black Participant Race Cards?	How many White Participant Race Cards?	How many Money Cards?	How many Lost Opportunity Cards?	How many Land Cards?
4 people	1 table <i>(four people)</i>	1 Set	2 Cards	2 Cards	40 Money Cards	30 Lost Opportunity Cards	20 Land Cards
5-8 people	1 table <i>(up to eight people)</i>	1 Set	4 cards	4 cards	80 Money Cards	60 Lost Opportunity Cards	40 Land Cards
9-16 people	2 tables <i>(up to eight people per table)</i>	2 Sets	8 Cards <i>(4 cards per table)</i>	8 Cards <i>(4 cards per table)</i>	160 Money Cards*	120 Lost Opportunity Cards*	80 Land Cards*
17-24 people	3 tables <i>(up to eight people per table)</i>	3 Sets	12 Cards <i>(4 cards per table)</i>	12 Cards <i>(4 cards per table)</i>	240 Money Cards*	180 Lost Opportunity Cards*	120 Land Cards*
25-32 people	4 tables <i>(up to eight people per table)</i>	4 Sets	16 Cards <i>(4 cards per table)</i>	16 Cards <i>(4 cards per table)</i>	320 Money Cards*	240 Lost Opportunity Cards*	160 Land Cards*
33-40 people	5 tables <i>(up to eight people per table)</i>	5 Sets	20 Cards <i>(4 cards per table)</i>	20 Cards <i>(4 cards per table)</i>	400 Money Cards*	300 Lost Opportunity Cards*	200 Land Cards*
41-48 people	6 tables <i>(up to eight people per table)</i>	6 Sets	24 Cards <i>(4 cards per table)</i>	24 Cards <i>(4 cards per table)</i>	480 Money Cards*	360 Lost Opportunity Cards*	240 Land Cards*

Note: (*) For groups larger than 4 people, the total number of action cards should be divided by the total number of tables listed in the table. For example, for a group of 24 people, the 240 money cards, the 180 lost opportunity cards, and the 120 land cards will each be divided by 3 tables. In this example, each table will receive 80 money cards, 60 lost opportunity cards, and 40 land cards.

FREQUENTLY ASKED QUESTIONS

Can I bring this simulation to my church, school, community, etc.?

Of course! Our goal is to share this simulation with as many people as possible. Please review this facilitator guide and go to our website bread.org/simulation to see our short video titled “Bringing This To Your Community” that shows a sample presentation and offers tips for your own simulation.

How can we get a Bread for the World representative to present the simulation at our conference or event, and/or talk about how to advocate for policies that will help solve the problem?

We encourage the organizers of larger events to request a Bread for the World representative as facilitator. Please contact your Bread organizer or call the Washington, DC, office at 202/639-9400.

Do we need a table?

No, although it's often easier to have each team sitting around a table. Another possibility is to have teams sit in a circle on the floor.

What is a policy set?

A policy set consists of one instructions card, 13 policy cards that should be arranged in chronological order, and one debrief card.

What is racial equity?

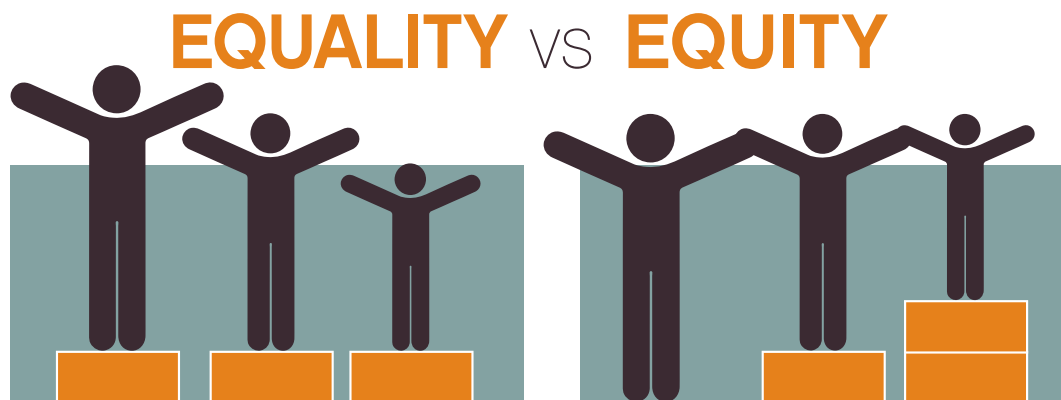
Racial equity, according to [Race Forward](#), a national racial justice organization, is “the systematic fair treatment of people of all races that results in equitable opportunities and outcomes for everyone.”

According to the [Center for the Study of Social Policy](#), racial equity would be achieved if people's racial identities no longer predicted the opportunities and barriers that they encounter. For hunger, this would mean that race would no longer predict an individual's risk of hunger or food insecurity.

Racial equity is different from racial equality. Racial equality means having equal access and opportunities, but these do not necessarily result in equitable outcomes. See the figure below:

Achieving racial equity, by definition, includes achieving racial equality.

To achieve racial equity, we must support policies, practices, attitudes, and actions that produce equitable *access, opportunities, treatment, and outcomes* for all. In this figure, the people with additional barriers received targeted support, which resulted in an equitable outcome.



Source: <https://www.washingtongrantmakers.org/racial-equity>

Is this simulation appropriate for all churches, conferences, events, and organizations?

No one tool can fit *every* setting. But we believe that this tool is versatile enough to help a variety of people learn, including people who have never thought much about race, people who are skeptical about the value of talking about race, and people who are very familiar with issues connected to race.

The language is simple, so the simulation can meet people who are new to the subject where they are. Our policy packets provide more information.

For people who are skeptical, the simulation provides solid data from credible sources that quantifies the disparate impacts of policies on people of different races.

People who are already well informed can gather more information on a broad range of policies, as well as current quantitative data on the specific costs of these policies to African American communities.

Facilitator's Guide

In our experience conducting simulations for people from each of these backgrounds, we've found that each group has been able to learn and benefit. The one common denominator is that they were all willing to learn. Without this willingness, our experience has been that it is more difficult for people to take away concrete knowledge or follow-up plans, but certainly not impossible.

To learn more about how to frame the simulation for different audiences, including incorporating the effect of your own racial identity, please refer to the Understanding Self-and Group Identity Section on p.

What other Bread resources can help us understand the link between racial inequality and hunger?

Bread's resources cover a wide range of hunger-related topics, and some go into more detail than others. We encourage you to become familiar with some of these resources and share them with your participants.

Below is a list of key resources, with URL links at the bottom of the page.

- **“Getting to Zero Hunger: Race, Poverty, and Hunger”³**
This is a 4-page background paper with a general introduction to the role of racial inequality in creating and perpetuating higher hunger rates in communities of color. We recommend reading this resource first and making it available to participants.
- **“Ending U.S. Hunger and Poverty by Focusing on Communities Where It's Most Likely”⁴**
This 22-page briefing paper analyzes the effect of racial discrimination on food security and offers snapshots of food insecurity in Native American, African American, and Latino communities. Other groups whose members are more likely to be hungry than the “average” American include families headed by a single mother, immigrants, and people who have returned from incarceration. The paper presents a framework and recommendations for policies that could help reduce hunger, including some initial steps that the administration and Congress can take now.
- **“Mass Incarceration: A Major Cause of Hunger”⁵**
This 9-page paper explains the history and the drivers of mass incarceration, as well as its disproportionate impact on hunger in communities of color.

These are just selections from our larger work around racial equity and, more broadly, communities most affected by hunger. Visit our website for more resources!

Why does this simulation focus only on the black-white wealth divide?

The simulation is simplified from the actual demographic makeup of the United States to make it easier to illustrate how policies lead to inequality. The wealth, income, and hunger gaps affect all communities of color, not just the black community. If the simulation included all these communities, however, it would become much more complex. There are many additional policies that have or had an impact on one or more communities, which would require more than 13 cards to illustrate, as well as more text to distinguish the impacts on one community from the impacts on another.

³ <http://www.bread.org/sites/default/files/downloads/briefing-paper-getting-to-zero-hunger-by-2030-july-2017.pdf>

⁴ <http://www.bread.org/sites/default/files/downloads/ending-us-hunger-marlysa-gamblin-march-2017.pdf>

⁵ <http://www.bread.org/sites/default/files/downloads/briefing-paper-mass-incarceration-february-2018.pdf>

We decided that a simplified simulation would be able to illustrate, without claiming to be the complete picture, why it's important to consider the impact of policies that affect different communities differently. Two reasons we chose African Americans and whites as the illustration are that these two groups have one of the starkest disparities in wealth, and that many of the policies that impact all communities of color were intended to target African Americans. For example, the intent of Jim Crow segregation was to prevent blacks from interacting with whites. But because the laws on segregation applied to everyone not considered white, they also segregated other groups of color, including Native Americans, Asians, and Latinos.

Why didn't the simulation include some of the policies that have empowered the African American community?

The goal is to sum up why there is a racial wealth gap, so we chose policies with that in mind. There are multiple policies that have contributed to the disparities in wealth between whites and African Americans, but we have included 13 that had the greatest impact. An example of a policy that is not on this "short list" is unequal access to credit and capital to start a small business.

Unfortunately, policies aimed at empowering the black community have had less impact than harmful policies. A large part of the problem is **lack of consistent enforcement** once a law has been passed or a court decision made.

For example, the Supreme Court ruled in 1954 on the case *Brown v. Board of Education*, the major decision that desegregated schools. But it wasn't until 1977 that all schools were formally desegregated. This compromised the intent of *Brown* for equal educational opportunities for all students. There were many forms of non-enforcement. One was the fact that many segregated schools continued to receive federal funding and so had no financial incentive to integrate. Another was the hostility and discrimination encountered by black students who tried to enroll in white schools, as well as the discrimination in hiring that prevented black teachers from working in those schools. This was the case even after 1964, when discrimination was legally barred as a result of the efforts of the civil rights movement. Even when schools were officially desegregated, two decades after the court case, lack of enforcement prevented schools from becoming fully integrated as *Brown v Board* had intended.

Lack of enforcement has also sharply diminished the impact of the Fair Housing Act, which made it illegal to discriminate against people or "steer" them to housing in particular neighborhoods based on race. In theory, this legislation should be helping to reduce the racial wealth gap. But its success so far has been mainly in theory because it has never been adequately enforced. Even the achievements of the early civil rights movement—notably the Civil Rights Act of 1964, the Voting Rights Act of 1965, and the Civil Rights Act of 1968—have had a limited impact because of lack of enforcement. This was true particularly in the early years of the legislation, but illegal practices continue today as well, as we can see in policies 12 and 13 in the simulation.

"...the problem is lack of consistent enforcement once a law has been passed..."

Facilitator's Guide

BEST PRACTICES FOR FACILITATORS

Below is additional guidance to help you be an effective facilitator. This is an important role, and we want you to have the tools to succeed. As you prepare for your simulation, consider this information on what has worked well for others.

1. Understanding Self- and Group Identity
2. Preparing for the Learning Simulation
3. Opening Discussion and PowerPoint
4. Facilitating the Learning Simulation
5. Whole-Group Discussion

1. Understanding Self- and Group Identity

Understanding the role of identity is an important aspect of effectively facilitating a discussion on this topic. What is your identity? How do others view you? What are the identities of the participants? The answers to these questions are important as you prepare, since this activity may raise intense feelings for some participants. We encourage you to use the following questions to guide you in framing the discussion.

If possible, we encourage people who already belong to the group or know some of the participants to be facilitators or co-facilitators. People are generally more comfortable if they already have rapport or trust with a facilitator.

In “Understanding Self- and Group Identity,” we discuss:

- **What is Your Identity?**
- **Acknowledging Privilege**
- **Examples of Group Identity Scenarios**
- **Building Confidence**

What is Your Identity?

Different experiences shape our identities. Before you facilitate a simulation, we encourage you to think about how your personal experience with issues related to race has shaped your identity and beliefs. Here are five questions to get you started:

1. With what racial/ethnic group(s) do I identify?
2. With what race or ethnicity would group participants identify me? Would all participants have the same answer?
3. In what ways have my experiences mirrored the privileges, or lack of privileges, that people associate with my racial/ethnic group? What experiences have not reflected these privileges or lack of privileges?
4. What are the aspects of my identity that are associated with higher status or more privilege? Some examples are race, gender, income, education, nationality, homeownership, languages spoken, family support, and social or alumni networks.

5. How comfortable am I with my understanding of the role of racial equity in ending hunger in our country? Can I explain briefly why “we can’t end hunger without it”?

Acknowledging Privilege

If you are a white facilitator, it is important to understand that this simulation centers on how our country’s history, laws, and policies have given white people an automatic advantage. Whether the group’s participants are primarily white or racially diverse, you should find a way to acknowledge this directly. It’s not a matter of individual attitudes or circumstances—we know that those vary widely within the white community as in other communities. It’s a matter of society’s structure and institutions.

Is there something in your personal experience, or the experience of a family member, that you can connect to one of the structural inequalities discussed in the policy cards? For example, your grandfather may have fought in World War II. Did the GI Bill enable your grandfather to purchase a house, go to college, or benefit in some other way? Why or why not? Talking about this could help you explain in a straightforward way why it is important to ensure that public policies embody a racial equity perspective.

“It’s not a matter of individual attitudes or circumstances... it’s a matter of society’s structure and institutions.”

Examples of Different Group Identity Scenarios

These are some scenarios you might see, along with suggestions that might help you frame the simulation:

- **White Facilitator/White Group.** Same-race groups might be the least contentious for facilitators. It is important not to generalize, however—your group may have a wide range of backgrounds and experiences. Hopefully, you are already part of the group or know some of its members. Consider how receptive the participants are to talking about race. Of the concepts in the learning simulation, which do the participants most need to absorb? What are some potential red flags?

EXAMPLE: “A lot of times, we as white people don’t feel very comfortable talking about race. Sometimes we don’t really see what it has to do with us. Sometimes we even think that we are being held responsible for things that happened a long time ago, which might make us feel guilty.

The simulation is an opportunity for us to let our guard down and learn about the bigger picture of how policies have been created in our nation. It’s not to try to make us feel guilty, but to empower us to learn how to take action in the future.”

EXAMPLE: “We live in a complicated society, and everyone has some characteristics that give us more privilege and some that reduce our level of privilege. It’s a fact whether this is fair or not, and whether we acknowledge it or not. I have privilege because I’m white. At the same time, however, I have less privilege because I’m [a woman, not a college graduate, a low-wage worker, a single father, unemployed, or whatever other trait is a good example].

This simulation allows us to learn, or deepen our learning, about the hidden ways that privilege has created different opportunities, as well as the various disparities that we see today.”

Facilitator's Guide

EXAMPLE: “I really appreciate this learning simulation because it provides the context of the race-based system into which we were born. As a white person, I have benefited from various opportunities simply because of my race. It might not be fair and it is sometimes hard to hear, but the fact is that some people have difficulties and barriers that appear automatically, based on their race.

I hope that through this tool, more people can come to see this as a system and to realize that, to end hunger, we need to talk about race on a structural level.”

- **White Facilitator/Group of Color or Mixed Group.** The facilitator can present alone, or partner with a co-facilitator of color, who may be someone participants know or with whom they can identify. Examples of how a white facilitator can acknowledge privilege when presenting on racial issues to people of color might be:

EXAMPLE: “I really appreciate this learning simulation because it provides the context—how was this race-based system created. As a white male/female, I have the privilege of my race. But this tool can help people come to see that this is a system and that to end hunger, we have to talk about race.”

EXAMPLE: “Race is a concept that is embedded in cultural assumptions about who we are. Recognizing such assumptions reaffirms that we are in a process of learning that requires open and honest dialogue. Unlearning them will help us change a system that perpetuates hunger through discrimination. This activity may be part of the learning continuum for some and a first step in understanding systemic inequities for others. The good news is that there are multiple ways of working, as individuals and as a society, to correct the policies that created the situation we have.”

- **Facilitator of Color/Group of Color or Mixed Group.** As mentioned above, facilitators and groups of the same race might be the least difficult for facilitators. If both the facilitator and the participants are people of color, we recommend affirming the lived experiences of communities of color across generations, including personal experiences in the present day. We can do this by encouraging participants to use this tool to: 1) inform younger generations to build momentum and 2) advocate for racial equity in the spaces they occupy to bring about change.

For mixed groups, we recommend making the space feel as safe as possible and using the second talking point above—the one that reaffirms that for some, this activity may be part of a learning continuum, and for others, this may be their first step.

For both scenarios, we recommend referring to the “Whole-Group Discussion” section on p. 20 for more detailed examples of how people may express disagreement and how facilitators might respond.

- **Facilitator of Color/White Group.** In this scenario, it may be best to say little at the beginning, so that participants come to understand how the racial wealth gap was constructed directly through the small group activity. That will avoid creating unnecessary barriers at the beginning. In the whole-group discussion, it will be easier to guide participants to reflect on what they have seen in their own communities and to identify racial inequalities. It is helpful to let the participants themselves generate the responses, and then affirm them, so that there is less chance that they will become defensive.

“I really appreciate this learning simulation because it provides the context—how was this race-based system created?”

You may also consider inviting a white co-facilitator with whom the group is familiar. The co-facilitator can support you in the conversation on white privilege. Hopefully, one or both of you will already be part of the group, so that there is a level of trust to start with.

Additional talking points are in the PowerPoint presentation, which can be found at bread.org/simulation.

Building Confidence as a Facilitator

Here are some suggestions for people who may not feel confident as facilitators, based on some common reasons for these feelings.

- **I don't feel qualified to be a facilitator because I am not a policy expert.**

The good news is that you don't need to be a policy expert! The goal of this learning simulation is not to make anyone into a policy expert. What is much more important is that you are able to help participants see that policies have had, and still have, impacts on racial inequality. This way, people can come to their own understanding about why race is still important and why ending hunger requires implementing racially equitable policies.

Using the facilitator's materials and the policy packets will enable you to answer many of the questions that participants may ask. Read through the 13 policy cards. Do you understand them? If you have questions, the first place to turn is to the [policy packet](http://bread.org/simulation_policypacket) that you can find at bread.org/simulation_policypacket. If you still have questions, feel free to contact your local Bread organizer or call Bread's office in Washington, DC. You could also refer participants directly to the policy packet. It is also fine to say that you don't know and will try to find out.

- **I'm not qualified to be a facilitator because I am not a person of color.**

This can be seen as a strength rather than a weakness, because white facilitators often understand the dynamics of a primarily white group in a discussion of race in a way that others may not. This can be a significant advantage when you frame the discussion and answer questions, and people may feel that they will be better understood when they give their opinions and ask questions.

If you are not a person of color and the group is racially diverse or primarily people of color, it is helpful to take the time to mention your personal experiences and acknowledge the dynamics in the room related to privilege and power. In the "Examples of Different Group Identity Scenarios," on page 13, we give more specific suggestions for different situations.

- **I am unsure if the group will be receptive to me.** If possible, carry out the simulation in environments where you already have good relationships with people—for example, a Bible study, local volunteer group, a work setting, or other group that you are already part of. This helps establish the trust that is helpful to have in discussions of difficult topics such as race.

In cases where you are an outsider and feel that the group will not be receptive to you, it may help to understand the reasons participants might not be receptive and, if possible, compensate for these reasons. For example, if all the participants are from one racial group and you are from another, it might be possible to partner with someone in the group as a co-facilitator.

Another situation might be that the group does not appear to be open to talking about race. Consider partnering with someone in the group who is more receptive and guiding him or her through the simulation ahead of time. Then this person can be a co-facilitator. She or he will already have a relationship with the other participants and can also advise you as to the best ways to get the group engaged in the simulation.

Facilitator's Guide

2. Checklist for Preparing for the Learning Simulation

Here are some important things to do to ensure a smooth start!

- Have you read through the facilitator's guide, and do you understand** the preparations needed for the learning simulation?
- Have you read the policy cards and policy packet?**
- Have you identified an assistant/co-facilitator?** If you are not already part of the group, we encourage your assistant or co-facilitator to be a group member to help establish trust between you and the group.
- Have you walked your assistant/co-facilitator (if you have one) through the presentation and learning simulation?**
- If you are facilitating a larger group, have you done at least one dry run with your assistant/co-facilitator?***
- Have you double-checked that each simulation set has the right cards?**
- Do you have a count of how many people will be present?** Having an RSVP system, or presenting at an existing group or meeting (e.g., a weekly Bible study, university class, or staff meeting) with a set number of regular participants, can help you get an accurate count.
- Do you have the correct number of tables and chairs** for your attendees?
- Do you have the space reserved 30 minutes beforehand** to set up the presentation, tables, and chairs, and to put the small group activity materials on the tables?
- Do you have extra simulation materials** to account for unexpected guests?
- Do you have a backup copy of the presentation?** It may help to email a copy to the venue's contact IT person and/or to bring a backup copy on a thumb drive in case you experience difficulties with WiFi or other technology.
- Do you have a watch or phone to keep track of time?**
- Have you highlighted the discussion questions** that you plan to ask?
- Have you printed enough policy packets** to distribute to participants as they leave, or do you plan to email them instead?

We recommend arriving at least 30 minutes prior to the start time to set up the presentation and tables. It is best to set the tables up before participants arrive to save time. Each table should look the same—see the picture at right.

We also recommend putting each simulation set in its own large folder or envelope—one per table. This is easiest because you can just take the cards out of the folder, with no need to sort or recount them. Similarly, you, your co-facilitator, or the participants can put the policy and action cards back into their envelopes at the end of the simulation.

3. Opening Discussion and PowerPoint

At the beginning, welcome everyone and give a short introduction. Remember that there are simple talking points embedded in the PowerPoint presentation for you to refer to and make your own. Please find the presentation with talking points about hunger and race here: bread.org/simulation.

The two goals of the short introduction are to briefly outline the scope of hunger in the United States and to make the point that communities of color fare worse every time. It is critical to make the connection that to end hunger, we must focus on racial equity.

When you get to the instructions slide, have your assistant, co-facilitator, or volunteer hold up the cards as you mention them. This will help participants follow along visually and minimize confusion. Before you start the small group activity, ask if there are any questions. This will give you an opportunity to clarify anything that was misunderstood.

4. Facilitating the Small Group Activity

Once you have explained what to do, prompt the groups to start the small group activity at their tables. Note what time you begin and allow 25 to 30 minutes for the activity. During this time, walk around so that you are available to answer questions and can listen to conversations. You can use insights from the small group table conversations to enrich the whole group discussion that follows.

Also, announce the time left at intervals so that groups can pace themselves rather than being rushed through the last few policies. “10 minutes left,” “5 minutes left,” and “2 minutes left” usually work well.

Use your own judgement as to whether more time is needed, but be aware of whether people at tables that have already finished are becoming less interested or engaged.

Ideally, all tables will finish at roughly the same time. People at tables that have finished will probably talk amongst themselves, but if you notice a silence, suggest that they look at the debrief card for more discussion ideas.

Remember that for help in answering questions, you can look back at the policy packet and at the “frequently asked questions” section of this guide. You can also refer people to the relevant part of the policy packet so they can find the answers to their questions.



Breanna A. Holmes

Facilitator's Guide

5. Whole Group Discussion

This segment is divided into three sections:

- **Guiding questions**
- **Affirmative statements**
- **Next steps**

We expect the whole group discussion to be full of questions and reactions. Since this is a “whole group discussion,” the key is for the facilitator to *listen to participants* and use people’s responses to guide the conversation. Listening is also important because it can help you respond to the group, focusing more time on certain topics and less on others to deepen their learning.

The point of the whole group discussion is for participants to connect the racial wealth gap with the policies that produced it. Next, the discussion should turn to what might be some next steps for the participants. What role can they play in helping our country reduce, and then eliminate, the persistently higher rates of hunger among communities of color? Remember to encourage participants to move away from approaches such as opening soup kitchens, and toward equity-based models—efforts that focus on policies and practices on a structural level.

At any given point, we encourage you to ask yourself if you are playing a listening, guiding, and support role, or if you are playing a lead speaker and presenter role. The former is the most effective approach for ensuring that people are empowered and encouraged to share in the discussion. Remember, your role as facilitator is to *guide* the conversation.

Guiding Questions

Below is a series of guiding questions. For each session, we have provided more than you are likely to need since each group will be different. Some groups will be less familiar with these topics. Some groups will be more familiar. Some groups will have more discussion time, and others less, because of participants’ schedules or the availability of the space. Some groups will be relatively large, meaning that it will take more time to hear from people. Other groups may be fairly small, allowing the facilitator to ask more discussion questions.

You can select questions that tailor the discussion to your particular group. The whole-group discussion

Important Opening Question:

How many money cards did the participants at each table end up with?

The facilitator should ask this question and wait for a response. Then the facilitator should ask if each table got the same answer, a 13:1 ratio. Next, be sure to share with the group that this outcome was planned: 13:1 is the actual ratio of the median net wealth of a white household to the median net wealth of a black household. The PowerPoint presentation has more talking points on the outcome of the small-group activity.

should begin with the foundational question (highlighted at left), because it is essential that everyone understands the message of the small-group activity. The only other necessity is to ensure that you ask at least one question from each of the four sections below: reflection, going deeper, making connections, and action. This will ensure that the flow of the conversation is fluid. Feel free to select more than one question in each of the four sections, if you have time and believe a particular question would resonate with your group. It’s helpful to include only the questions you intend to ask when you adapt the PowerPoint presentation from our website to suit your group’s needs.

QUESTIONS: Reflect, Go Deeper, Connect, and Act!

Reflection

- What did you find the most interesting in the learning simulation?
- What did you learn that you didn't know before you walked into this room?

Going Deeper

- Tell the group which participant race card you had and what your experience was.
- What were some common themes that you noticed?
- How did the various policies impact each of the two participant groups?

Making Connections

- In your own communities, have you seen the wealth gap or one of the policies you learned about “in action”? Provide examples if you can.
- How did these policies lead to impacts that lasted for generations?
- What role did credit play in the amount of wealth participants were able to accumulate?
- How do you see the role of land in building up wealth in the two groups?
- Which federal policies affected, or still affect, actions in the private sector that help create or sustain the racial wealth gap?
- What was the role of voting rights—or lack of voting rights—in creating policies? How does this connect with the goal to end hunger in the United States?
- What is racial equity? How did the absence of racial equity in these policies exacerbate racial inequality overtime?
- How did the simulation help you understand the importance of implementing a racial equity lens in all of your work (i.e. policies, practices, advocacy, etc.) moving forward?
- How does what you learned today connect with your faith?

*Please refer to the Biblical Study Guide section for resources that local churches or faith groups may considering using, either as part of the simulation discussion or in a separate follow-up discussion.

Action!

- How will you incorporate what you learned today in your daily life and your work as a ... [student, staff person, person of faith, activist, policymaker, family member, etc.]?
- What steps can you take to apply a racial equity lens to your advocacy, internal practices as an organization or church, policies you support, programs you design, etc.?
- In this simulation, we can see how policies shaped and continue to shape outcomes. Today's policies may improve or worsen the racial gaps in hunger, income, and wealth—both current and future gaps. How will you help ensure that, going forward, policies bring progress?
- How will you hold yourself and your organization/congregation accountable for working to end the racial hunger, income, and wealth gaps?

Facilitator's Guide

Affirmative Statements

Make a point of using affirmative language during the session. You can do this by using active listening strategies, repeating what speakers have said, and linking their comments to your next point or question.

It is also important to use affirmative language in cases where you may disagree with participants' comments, whether on the simulation or other topics. In these cases, try to provide positive feedback and connect it to one or more of the main goals of the simulation.

Here are three examples of skeptical comments. Each is followed by a potential response from you as a facilitator. They affirm the participant's experience and also guide the group back to one of the main issues.

EXAMPLES

EXAMPLE 1

Participant: I actually don't think that all white people have as much wealth as you are saying. My father's family didn't grow up with much money, and I didn't inherit half as much as what it says in the simulation. I even know some people of color with more money than me. I don't think it accounted for people like me.

Potential Facilitator Response: That is a really good take-away. You are right—the learning simulation aggregates data. These are median amounts of net wealth in each racial community, rather than the wealth of any particular white household. The median gives us a picture of the differences in wealth and opportunities between groups. It emphasizes how policies affect large groups of people. I am sure that if we divided the groups further—according to region, education level, or income—each of those amounts would be different. The overall wealth of whites would still be higher, though. We see this in the example of the most food-insecure households. The median wealth of food-insecure white families is \$18,000, while that of food-insecure black families is \$0.

EXAMPLE 2

Participant: In my town, I see blacks wasting their money. I think that is another reason that they have less wealth than whites, but this wasn't mentioned in the simulation.

Potential Facilitator Response: Individual behavior definitely plays an important part in the economic situations of all people across all racial groups. The simulation focuses more on systemic factors that determine what opportunities have been available and what barriers have been in place for various groups. We learned, for example, that laws treated blacks and whites differently. This is an example of structural inequality. Even if all the laws and policies were reversed starting today, the black community would still have higher hunger and poverty levels since these policies have already negatively impacted generations of people. So, while individual behavior makes a difference, systemic inequality is really a structural issue.

EXAMPLE 3

Participant: What is the point of this? I live through racism and poverty in real life—I don't need to see it in a simulation.

Potential Facilitator Response: It's certainly true that personal experience quickly gets to the heart of the matter, and you don't need a simulation to tell you what you've experienced. [Optional for people to whom this applies: I too knew that racial disparities existed because my life and the opportunities I had were the product of these disparities]. The bottom line is that we as a society and as individuals need poverty and racism to stop. What the simulation provides is an outline of the laws, policies, and structures that led to racial wealth gaps in the first place. There is empowerment in understanding how these gaps came to be, because then we know how best to position our communities to stand against systemic injustices.

Next Steps

After participants have reflected on their experiences, the facilitator should turn to the “action” section on page 19 and ask the suggested questions.

In addition, the facilitator can encourage participants to do some of the following:

- **Connect** with a Bread for the World organizer or local Bread Team. People can contact Bread’s organizing department (organizing@bread.org) for the most urgent action.
- **Sign Up** for Bread for the World’s action alerts.
- **Join us** on Facebook/Twitter.
- **Become** a Bread for the World member.
- **Lobby** senators and representatives to introduce and support legislation that moves the country toward racial equity and an end to hunger.
- **Stay informed** at Bread’s Activist Corner.

BIBLICAL STUDY GUIDE

As a Christian organization, Bread for the World would like to invite you to put your faith into action to end hunger. The nations of the world, including the United States, agreed in 2015 to work toward a set of human development goals by 2030. One of them is to end hunger and all forms of malnutrition.

The Biblical Study Guide provides some biblical principles and Bible studies, informed by a racial equity lens, to help frame your actions. You can find these resources on our website at bread.org/simulation. Feel free to incorporate these biblical texts, questions, and Bible studies at the beginning and/or end of your simulation, and/or to use them as resources for follow-up sessions. You are welcome to adapt these resources as needed.

Please download the [Biblical Study Guide](#) and give it to participants so they can follow along. We encourage group leaders to print the passage(s) out and make sure there are pens or pencils for participants. The group might decide to read the verses aloud and then allow time for people to read the passage for a second time individually, write down or highlight themes they see as they read, and respond to the discussion questions.

