



21-Day Racial Equity Habit Building Challenge

2017 Daily Prompts

1. *This year's Challenge offers a few opportunities to reflect on spiritual and religious practice as connected to food and justice in the food system. Today as we kick off, we are offering two prompts, the second in recognition of the Jewish holiday of Passover which begins tomorrow and goes until April 18. We invite you to respond to either prompt, or both.*

What are you hoping to gain from the 21-Day Racial Equity Habit Building Challenge?

Read the "Backgrounder" from Food First, "[Dismantling Racism in the Food System: From Mistreatment to Transformation.](https://foodfirst.org/wp-content/uploads/2016/03/DR1Final.pdf)" Reflect on why you signed up for the 21-Day Racial Equity Habit Building Challenge. Name at least 3 reasons why. What are you hoping to gain from this experience? What are you hoping to give to this experience by participating? If you have participated previously in the Challenge, what are you hoping to gain and give that is different from the last time you participated?

<https://foodfirst.org/wp-content/uploads/2016/03/DR1Final.pdf>

And, in recognition of Passover:

How can you bring justice to the table?

Tomorrow is the first night of Passover, a Jewish holiday observed with a ritual meal called a seder. Seders feature storytelling and asking questions. Whether you're sitting down to a seder or any other meal, in the next couple of days or any time during the Challenge, consider how you might talk with others over food about issues of injustice.

- If you are attending a seder, use this supplement for the Haggadah: [Pass the Cues, Please: Passover Seder edition \(Having conversations about race this Passover\)](http://bit.ly/TalkingAboutRaceAtPassoverSeders). <http://bit.ly/TalkingAboutRaceAtPassoverSeders>
- For any shared meal, consider this question for discussion: How does our experience (lived or through our families/ancestors) influence our capacity for empathy for others who may be experiencing oppression or cause us to separate from them?
- For further exploration, check out: the book [How Jews Became White Folks and What That Says About Race in America](https://www.rutgersuniversitypress.org/how-jews-became-white-folks-and-what-that-says-about-race-in-america), the [Love & Justice in Times of War Haggadah](https://www.rutgersuniversitypress.org/how-jews-became-white-folks-and-what-that-says-about-race-in-america), and/or HIAS' Passover materials including [This Passover, Take A Stand for Refugees](https://www.rutgersuniversitypress.org/how-jews-became-white-folks-and-what-that-says-about-race-in-america). <https://www.rutgersuniversitypress.org/how-jews-became-white-folks-and-what-that-says-about-race-in-america/9780813525907> •

http://uuja.org/holidays/lit/Love_and_Justice_haggadah.pdf •
<https://www.hias.org/passover2016>

2. How do you think about your racial identity and its relevance to your work/volunteerism/ studies in the food system?

How do you identify racially and how does this impact your perspective on and work/studies in the food system? As background for your reflections on this question, watch some of the [The New York Times series of short films on racial identity](#), including [A Conversation About Growing Up Black](#), [A Conversation With Latinos on Race](#), [A Conversation with Asian-Americans on Race](#), [A Conversation With White People on Race](#). <https://www.nytimes.com/interactive/projects/your-stories/conversations-on-race> • <https://www.nytimes.com/video/opinion/100000003670178/a-conversation-about-growing-up-black.html?playlistId=100000003465947> • <https://www.nytimes.com/2016/02/29/opinion/a-conversation-with-latinos-on-race.html> • <https://www.nytimes.com/2016/04/05/opinion/a-conversation-with-asians-on-race.html> • <https://www.nytimes.com/2015/07/01/opinion/a-conversation-with-white-people-on-race.html>

3. How do you approach conversations about race and racism in your food system-related work/volunteerism/studies?

If you have not already seen it, or even if you have, watch the Jay Smooth TEDx Talk – [“How I learned to stop worrying and love discussing race.”](#)
<https://youtu.be/MbdxeFcQtaU>

Then on a scale of 0-5, rate how comfortable you are talking about race and racism:

- 0 = I would rather not talk about race/racism.
- 1 = I am very uncomfortable talking about race/racism.
- 2 = I am usually uncomfortable talking about race/racism.
- 3 = I am sometimes uncomfortable talking about race/racism.
- 4 = I am usually comfortable talking about race/racism.
- 5 = I am very comfortable talking about race/racism.

How comfortable are you talking about race with those with whom you work most closely in the food system? (If you did the Challenge last year, how does your answer this year compare with your response last year? If different, what has contributed to that difference?) What are the implications? How might you become more comfortable talking with others about race and racism?

Also take a look at the [Courageous Conversations Compass](#) from Glenn Singleton, which was created to help people understand how we each process and engage with information about race. It is a way to understand one another’s opinions and beliefs. According to the compass, there are 4 ways that people deal with race: Emotional,

Intellectual, Moral, and Social. How do you typically deal with and enter into conversations about race and racism?

https://www.nsrharmony.org/system/files/protocols/courage_compass_0.pdf

4. **What is your relationship to personal privilege and what does this have to do with your work/volunteerism/studies in the food system?**

Consider this definition of privilege – *“Advantage that is granted based on race, gender, socioeconomic status, sexual orientation, or other dimensions of diversity, regardless of individuals’ personal characteristics or efforts.”*

With this in mind, watch this short (4 min) video – [What is Privilege?](#) Then complete this [Personal Privilege Profile](#). Note where you fall as being “dominant” (or advantaged) in a given aspect of identity and where you are “non-dominant” (disadvantaged).

Do you think about this in your daily work/volunteerism/studies in the food system? How does your awareness, or lack of awareness, about your privilege/advantage impact your work? How could greater awareness and leveraging your privilege/advantage in appropriate ways impact your work? What might this look like? https://www.buzzfeed.com/dayshavedewi/what-is-privilege?utm_term=.deGO9w5vP •

http://www.racialequitytools.org/resourcefiles/PERSONAL_PRIVILEGE_PROFILE.pdf

5. **Are you focused on equality or equity and why does this matter?**

Look at [this graphic](#) and [read the associated text](#) that explains the difference between equity and equality. As you think about addressing racism in the food system, are you thinking in terms of equality (everyone getting the same) or equity (everyone getting what they need to succeed)? How might a shift here impact the results of your work? Also, take a look at the images in this [brief post](#) and [this exercise](#) to see how the equality vs. equity graphic has been adapted in different ways to enhance the conversation about power, privilege, oppression, disparity and transformation. How might you incorporate and play with this image in your work/volunteerism/studies? <http://interactioninstitute.org/illustrating-equality-vs-equity/> • <http://interactioninstitute.org/equality-vs-equity-the-gift-that-keeps-on-giving/> • <http://interactioninstitute.org/the-4th-box-sparks-imagination/>

6. *Today we are offering two prompts, the second in recognition of the Christian Holy Week, with inspiration from Pastor Sara Garrard of Old West Methodist Church in Boston. We invite you to respond to either prompt, or both.*

How does racism operate at different levels in your organization/school/community?

Watch this [TEDTalk by Dr. Camara Jones](#) featuring her “Gardener’s Tale” (especially from minutes 6:00-17:15). Also look at the image [in this post](#) on the four levels of racism. Do an analysis of your organization/community/school with the levels of racism in mind. Where does/might racism live in your organization/community/school/network? Does anything come up that you had not previously considered? <https://youtu.be/GNhcy6fTyBM> • <http://oppressionmonitor.us/2014/01/31/four-types-racism/>

And, in recognition of the Christian Holy Week:

How do you connect spirituality with racial justice in the food system?

If spirituality or religion is important to you, how do you connect your spiritual/religious practice to racial justice? How does your faith or practice guide you in considering racial injustice? And for those who identify as Christian: In his book, “The Cross and the Lynching Tree,” theologian James Cone states, “The lynching tree—so strikingly similar to the cross on Golgotha—should have a prominent place in American images of Jesus’ death...”

[Listen to this Fresh Air interview with James Cone](#), which includes some background on Black Liberation Theology, or for a more in-depth discussion, [watch this interview with Bill Moyers](#). <http://www.npr.org/templates/story/story.php?storyId=89236116> • <http://billmoyers.com/content/james-cone-on-the-cross-and-the-lynching-tree/>

Have you connected the cross to the lynching tree before? How does that resonate with you? Does it shift how you understand spirituality connecting to racial equity? Whether you are spiritual or religious at all, what are ways you can see the role of spirituality/religion in the narrative of equity, the path of mercy, and the arc of justice?

7. What is the impact when you break down food system data by race?

Read this very short article [“The Importance of Breaking Down the Data: What Gets Measured Gets Addressed.”](#) In racial justice work it is important to disaggregate any data set by race to get a better understanding of different and inequitable impacts and opportunities. <https://nextcity.org/daily/entry/breaking-down-data-disaggregating-measured-inequities> Do one or more of the following:

- i. Peruse [The Ultimate White Privilege Statistics and Data](#) post. <https://www.thenewprogressive.net/ultimate-white-privilege-statistics/>
- ii. Skim through [“Making the Case for Racial Equity in the Food System”](#) from the Center for Social Inclusion, paying attention especially to the graphs and images disaggregating food system data by race. <http://www.centerforsocialinclusion.org/publication/building-the-case-for-racial-equity-in-the-food-system/>

- iii. Look at disaggregated food system related data from “[The Color of Food.](https://www.raceforward.org/sites/default/files/downloads/food_justice_021611_F.pdf)”
https://www.raceforward.org/sites/default/files/downloads/food_justice_021611_F.pdf
- iv. Take time to disaggregate data by race in your own local, state, regional food system. You might explore this by consulting the [National Equity Atlas](http://nationalequityatlas.org/) and searching by your city, state, and/or region. Do this for income, home ownership, unemployment, wealth, obesity, diabetes, access to financing and start-up capital. What are the results? <http://nationalequityatlas.org/>
- v. Check out these Bread for the World fact sheets: [Hunger and Poverty in the Latino Community](http://www.bread.org/sites/default/files/latino-fact-sheet-sept-2016.pdf) & [Hunger and Poverty In African American Community](http://www.bread.org/sites/default/files/african-american-fact-sheet-february-2017.pdf).
<http://www.bread.org/sites/default/files/latino-fact-sheet-sept-2016.pdf> • <http://www.bread.org/sites/default/files/african-american-fact-sheet-february-2017.pdf>

What do you make of these data? What story do they tell? Is this a story that you are bringing to your work/volunteerism/studies? If not, why not, and how might you?

8. What is the connection between worker rights, racial justice, and sustainable food systems (Part 1)?

People of color, women, and immigrants (documented and undocumented) constitute a large percentage of food and agriculture sector’s labor force in the US. For evidence, just read this [Fortune](#) magazine article, this blog post from “[The Hill](#),” this [USDA report](#) or this [Congressional Budget Office](#) analysis. And yet the highest-paying, most respected positions in the sector are held primarily by white men. Movements like [Fight for \\$15](#) and [Cosecha](#) (Spanish for “Harvest”) focus attention on these systemic inequities.

Where do you see evidence on these inequities in your work/volunteerism/ studies? Reflect on how you might use your influence as a consumer, community member, and/or citizen to push for greater racial justice in our food system. Share these thoughts with others and ask for theirs.

<http://fortune.com/2015/10/23/wage-gap-restaurants/> • <http://thehill.com/blogs/congress-blog/foreign-policy/203984-illegal-immigrants-benefit-the-us-economy> • <https://www.ers.usda.gov/topics/in-the-news/immigration-and-the-rural-workforce/> • <http://www.cbo.gov/sites/default/files/cbofiles/ftpdocs/87xx/doc8711/12-6-immigration.pdf> • <http://fightfor15.org/about-us/> • <http://movimientocosecha.com/>

9. What is the connection between worker rights, racial justice, and sustainable food systems (Part 2)?

Building on yesterday’s prompt, and in light of ongoing conversations about immigration, read these short articles – [Fear on the Farm](#), [From field to truck to](#)

[plate: how undocumented workers feed a city, American Seafood Has Its Own Forced Labor Problem. http://www.sevendaysvt.com/vermont/fear-on-the-farm/Content?oid=4031604](http://www.sevendaysvt.com/vermont/fear-on-the-farm/Content?oid=4031604) •
https://www.theguardian.com/cities/2017/mar/24/from-field-to-truck-to-plate-how-undocumented-workers-feed-us-cities?CMP=Share_iOSApp_Other •
<http://www.motherjones.com/environment/2016/06/us-seafood-processors-have-big-forced-labor-problem>

Reflect on where your food comes from, who’s working along the food chain, and under what conditions. What are the implications of continuing to mistreat and leave undocumented workers “on a ledge” (as stated in the piece on Charlotte, NC)? What would be the result of a “crackdown” on undocumented workers in your community? In our food system? Are there “[sanctuary restaurants](http://sanctuaryrestaurants.org/)” near you? How might you take a stand for those who are so poorly treated and on whom we depend for what we eat? For more reading on this topic, see this report that was just released by the Center for a Livable Future – [Lack of Protections for Undocumented Workers Puts Public Health, Food System at Risk](http://www.jhsph.edu/research/centers-and-institutes/johns-hopkins-center-for-a-livable-future/news-room/News-Releases/2017/lack-protections-for-undocumented-workers-puts-public-health-food-system-at-risk.html).
<http://sanctuaryrestaurants.org/> • <http://www.jhsph.edu/research/centers-and-institutes/johns-hopkins-center-for-a-livable-future/news-room/News-Releases/2017/lack-protections-for-undocumented-workers-puts-public-health-food-system-at-risk.html>

10. How does implicit bias show up in your work/volunteerism/studies and how can you effectively address it?

Implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which include both favorable and unfavorable judgments, are activated without our awareness or control. Watch [this video clip](#) from a television program on implicit bias. Then take the [Implicit Association Test](#) focused on race and on other dimension of diversity. What struck or surprised you about your implicit association test (IAT) results? What implications arise from the results for your work/volunteerism/studies in the food system? If you have previously taken the IAT, were your results different this time? If so, how and why do you think this is so? For more about implicit bias, look at [the State of the Science](#) from the Kirwan Institute. Read this [short blog post](#) on implicit bias and de-biasing strategies and name three examples of the way that implicit bias shows up in your food system-related work, workplace, on campus/in the classroom. What is at least one de-biasing strategy you can use in each of these instances? Also you might consider signing up for a [7 day bias cleanse](#).

<https://youtu.be/2RSVz6VEybk> •
<https://implicit.harvard.edu/implicit/takeatest.html> •
<http://kirwaninstitute.osu.edu/research/understanding-implicit-bias/> •
<http://interactioninstitute.org/got-bias/> • <http://www.lookdifferent.org/what-can-i-do/bias-cleanse>

11. How can you use micro-inclusions to counter micro-aggressions?

Small acts can have big impacts, both negative and positive. Read this blog post – [21 Racial Microaggressions You Hear on a Daily Basis](#) and [this blog post on “micro-inclusions”](#) as a counter to micro-aggressions. Identify three micro-aggressions that you have experienced, observed, or committed in your food system-related work/volunteerism/studies. How might these be countered, including through the use of micro-inclusions? https://www.buzzfeed.com/hnigatu/racial-microaggressions-you-hear-on-a-daily-basis?utm_term=.ftvkOaMlo • <http://interactioninstitute.org/micro-inclusion-a-small-step-to-include-someone/>

12. In your food system-focused work/volunteerism/studies, whose voices are included and excluded?

As the staff of [Race Forward](#) write, “The persistence of racial disparities across society is evidence of institutional racism—the routine, often invisible and unintentional, creation and recreation of inequitable social opportunities and outcomes. When racial equity is not consciously addressed, racial inequality is often unconsciously replicated.” One tool to help is a racial equity impact assessment, which is an examination of how different racial and ethnic groups will likely be affected by a proposed action or decision. Read through [this explanation of racial equity impact assessments](#). Then consider whose voices are included in your food system work/volunteerism/studies. At the end of the day, do people of a certain racial identity dominate decision-making? Bring a racial equity impact assessment to your class/group/work and share what the impact was. <https://www.raceforward.org/> • <https://www.raceforward.org/practice/tools/racial-equity-impact-assessment-toolkit>

13. Whose stories are highlighted and not highlighted and what kinds of stories are told and not told in your food system work and studies?

Read [this article](#) about The Storytelling Curriculum, which talks about different kinds of stories – stock, concealed, and resistance. Name three stock stories in or surrounding your food system-related work/volunteerism/studies that keep the current dominant system in place. Identify three concealed stories (if you can’t come up with any, ask others). What does this bring up for you? See [this link](#) for the entire Storytelling Curriculum. <https://www.nwp.org/cs/public/print/resource/3464> • http://www.racialequitytools.org/resourcefiles/stp_curriculum.pdf

14. What are transformative stories that can serve the ends of justice in the food system?

Like yesterday, consider [The Storytelling Curriculum](#) ([here again](#) is a summary article). Identify three resistance stories in the food system that might be amplified. For examples of resistance stories, read [this article](#) on the Federation of Southern Cooperatives, or [this one](#) on the Coalition of Immokalee Workers.)

How can you build on and amplify resistance stories to interrupt the status quo and work for change? What is one counter/transformational story that you can use to challenge the stock stories you identified yesterday? For an example of a counter/transformational story, read [this brief piece](#) on Shirley Sherrod's journey, and her most recent work on a remarkable farm and cooperative venture at Cypress Pond. http://www.racialequitytools.org/resourcefiles/stp_curriculum.pdf • <https://www.nwp.org/cs/public/print/resource/3464> • <http://www.truth-out.org/opinion/item/33208-fighting-racism-from-the-usda-black-farmers-gain-power-through-co-ops> • https://www.nytimes.com/2014/04/25/business/in-florida-tomato-fields-a-penny-buys-progress.html?_r=0 • https://www.washingtonpost.com/politics/a-year-later-sherrod-wont-go-away/2011/06/07/AGjHEVWH_story.html?utm_term=.1881baf7a2e9

15. Today we are offering two prompts, the second recognizing that today some Muslims commemorate Isra and Mi'raj, the Prophet Muhammad's journey from Mecca to Jerusalem and his ascent into heaven, with inspiration from [Network Leadership Institute](#) participants. We invite you to respond to either prompt, or both.

How can you be more inclusive and work for racial equity in your food system-related messaging and communications?

Consider any current challenges you face in communicating effectively about race, racism, and racial justice in the food system. Read The Opportunity Agenda's tip sheet on [Lesson for Talking About Race, Racism and Racial Justice](#). What are three ways that you can be more intentional, inclusive, and effective in your communications/ messaging about race, racism, and racial justice? <https://opportunityagenda.org/explore/resources-publications/ten-lessons-talking-about-race-racism-and-racial-justice>

And, in recognition of Isra and Mi'raj, and in anticipation of Ramadan:

How can/do you celebrate the beauty of diversity and difference in your food system work/volunteerism/studies?

The main premise of Islam is peace and submission to a higher power. Embedded in peace is naturally being just and bringing justice to those who face injustice. This 21-Day Racial Equity Habit Building Challenge builds on the concept of bringing peace by identifying injustice, and creating mechanisms to understand one another and the beauty of our differences. The Holy Quran states: "And among His wonders is this: He creates you from dust, and behold, you are human beings spreading far and wide!" (The Quran 30:20). This is a clear instruction that human beings are varied all over the earth.

An imam recited this verse from the Quran that contained clear political messages for the new president and his administration, "O humankind, We have created you a

single male and female and made you into nations and tribes and communities, that you may know one another. Really, the most honored of you in the sight of God is the most righteous of you, and God has all knowledge..." (49:13). Read more in [this CNN report](https://amp.cnn.com/cnn/2017/01/20/politics/trump-imam-magid/index.html). <https://amp.cnn.com/cnn/2017/01/20/politics/trump-imam-magid/index.html>

As the Muslim Holy Month of Ramadan approaches (May 26-June 25, 2017), a time of reflection, take this opportunity to reflect on the beauty of our differences and ways to be accepting of all. How are you celebrating the beauty of diversity and difference in your food system work/volunteerism/studies? How might you?

16. Where is your organization/school/group on the Continuum to Becoming an Anti-Racist Institution?

Committing to racial justice is also an "inside job." That is, groups, organizations, and schools are called to get their own houses in order and move from being exclusive and exclusionary, or simply compliant and *saying* they are committed to justice, towards being fully committed *in action*, embodying the practices of "anti-racist, multicultural" organizations. Check out [this resource](#) on "Becoming an Anti-Racist Multicultural Institution" from Crossroads Ministry in Chicago. Where would you put your organization/school/group on the continuum? Where would you like it to be and by when? What are three steps you can take to begin to move your organization/school/group?

http://www.aesa.us/conferences/2013_ac_presentations/Continuum_AntiRacist.pdf

17. What are the costs of racism in the food system?

In order to make the case for engaging in racial justice work, it can be helpful to point to and quantify the very real social and economic costs to communities and our country. Read [the summary PolicyLink report](#) on equity as a key to economic development and this short article [Racism and public health: How environment shapes wellbeing](#). You might also consider skimming this report – "[The Business Case for Racial Equity](#)." How might you begin to quantify and convey the costs of racism (exclusion, inequity, health impacts) in your food systems work/volunteerism/studies? How might you be more explicit in making the case for full inclusion and equity as being key to economic development, public health, and shared prosperity related to the food system?

http://www.policylink.org/sites/default/files/SUMMIT_FRAMING_SUMMARY_WEB.PDF • <https://sites.tufts.edu/publichealth/2016/11/30/racism-and-public-health-how-environment-shapes-wellbeing/> • <https://www.wkkf.org/resource-directory/resource/2013/10/the-business-case-for-racial-equity>

18. How can you ensure government that governs for racial equity?

Racial inequities are not random; they have been created and recreated over time, including through legislation, public policy, and ongoing governance mechanisms. Inequities will not disappear on their own. A growing field is emerging to support local and regional government in working to eliminate inequities and increase success for all. Watch [this video](#) about the King County Equity and Social Justice Strategic Plan. Are there similar conversations/efforts happening in your community? How might you bring this to the attention of your town/city/campus/state/region, especially around conversations and decisions pertaining to food systems? Look at the list of tools and resources on the [Government Alliance for Racial Equity \(GARE\) website](#) (including guides to creating racial equity action plans and resources to transform government). <https://youtu.be/G4kgjVhfTcs> • <http://www.racialequityalliance.org/tools-resources/>

19. How are you thinking about and addressing intersectionality, or “overlapping patterns of oppression” (for example, race and gender), in your work/volunteerism/studies in the food system?

Intersectionality refers to the ways race, class, gender, ethnicity, sexual orientation, ability, status, and other markers of difference intersect and interact to create individual realities and lived experiences. Read this article [“Get Intersectional! \(Or, Why Your Movement Can’t Go It Alone\),”](#) and this blog post by Yasmin Gunaratnam – [Intersectional pain: What I’ve learned from hospices and feminism of colour.](#) Consider how you are addressing, or how you might address, intersectionality in your food systems work/volunteerism/studies. <http://www.yesmagazine.org/planet/get-intersectional-why-your-movement-can-t-go-it-alone> • <https://www.opendemocracy.net/transformation/yasmin-gunaratnam/intersectional-pain-what-i%E2%80%99ve-learned-from-hospices-and-feminism-of>

20. How can you address both racism and economic inequality across race and class in the food system?

In his book [Under the Affluence: Shaming the Poor, Praising the Rich and Jeopardizing the Future of America](#), writer and activist Tim Wise points to how racism can explain a lot about the class divide in this country and cruelty towards/apathy about those who live in poverty. As he writes, “The development of the class structure in the United States has been, from the beginning, interwoven with the development of white supremacy,” and shoring up class division has had a role in preserving power and privilege of ruling elites. Race historically was used to divide rural White farmers and Black farmers in the days of the populist movement. Professor Ian Haney Lopez observes in [this audio segment](#) about “dog whistle politics,” that politicians continue to use language that plays to underlying racial

fears of working and middle class whites. For this reason, The Center for Social Inclusion advocates for building rural-urban partnerships to create a more just food system (see [Building the Case for Racial Equity in the Food System](#)). Consider how race and class interact in your food systems work/volunteerism/ studies. How are you currently building, or could you imagine building, connections and power across race and class to transform the food system?

<http://www.timwise.org/2015/04/how-racism-explains-americas-class-divide-and-culture-of-economic-cruelty-an-excerpt-from-under-the-affluence/> •

<https://youtu.be/00FNvIC5N7g> •

<https://www.centerforsocialinclusion.org/publication/building-the-case-for-racial-equity-in-the-food-system/>

21. As the Challenge wraps up, what commitments will you make to action and continued learning?

What do you need in order to take some new, innovative/experimental steps towards operationalizing racial equity in the food system? What resources, tools, strategies, and supports do you need to help take some next steps with your colleagues?