



ANTI-BIAS *ACTION* LEARNING PLAN



**Use this
Anti-Bias Action Learning Plan
with the companion
Anti-Bias Action Guide
to help launch or refresh
your practice of
Anti-Racism.**

Edited by Don Shearer



ANTI-BIAS ACTION LEARNING PLAN



ANTI-BIAS ACTION LEARNING PLAN

This Guide:

- Is an anti-racism tool for self-study and group instruction in raising awareness of the negative impact of conscious and unconscious biases.
- Guides the learner, through learning and reflection, to proactively surface and eliminate harmful bias.
- Describes harmful behaviors, based on conscious and unconscious biases, to provide practical instruction and examples.
- Presumes the ongoing existence and toxic impact of white supremacy, racism denial and skepticism, and related biases.
- Prepares the reader to effectively recognize and engage instances of bias and racism to neutralize or mitigate personal and community trauma.

For People Who Are:

- Business Leaders
- Religious Leaders
- Medical Professionals
- Legislators
- Administrators
- Architects
- Instructional Designers
- Script Writers
- Movie Producers
- Legal Professionals
- Law Enforcement Professionals
- Care Givers
- Teachers
- Committed to equity

If you are unprepared to encounter descriptions of harmful behavior related to bias, or concepts and recommendations related to Anti-Racism, that you might find uncomfortable or disturbing, please do not proceed further.

For those who continue, we hope you receive this Learning Plan in the positive spirit in which it is intended: as a practical tool in the anti-racist work of surfacing and eliminating potential bias, and nurturing equitable community through cultural humility.



ANTI-BIAS ACTION LEARNING PLAN



Using This Guide

Use this Anti-Bias Action Learning Plan for self-study, or as a script in facilitated, group learning events.

- In self-study, or asynchronous group study (e.g., “book club”), learners might complete one module per week.
- In a Facilitated group setting, the entire group can complete each module, in sequence, over the course of a day or a half-day.
- Participants should take away the expectation of using the Anti-Bias Action Guide for further self-study and application, as needed.

Use the companion Anti-Bias Action Guide as called for in the Activity callouts in this document.

Each participant is encouraged to keep a journal for taking notes.

Section	Objective(s)
1. Accountability Beats Bias	Acknowledge that white supremacy and racism denial exist and cause harm through actions triggered by conscious and unconscious bias. Articulate what it means to be “accountable.”
2. Conscious and Unconscious Bias	Recognize the impact of bias on decision-making.
3. Micro-aggressions	Recognize types of harm that may be inflicted through bias and micro-aggressions.
4. Disrupt Micro-Aggressions	Describe options and actions for intervening to disrupt and respond to micro-aggressions.
5. Set Expectations for Community and Event Behavior	Describe options and actions for setting expectations for event and group behavior.
6. Provisions for the Journey	Identify additional resources for deepening and applying your cultural competencies to unbiased action and decision-making.
7. One Journey, Many Paths	Articulate the next steps in developing your own personal and professional bias awareness and Anti-Racist practices.

Each following section includes Reflection Questions, an Activity, and, sometimes, an optional, recommended book. Take time now to read through and think about the Reflection Question, below, complete the Activity Read, and then write down, in your journal, some of your thoughts and answers in response to the question.

For Your Reflection:

In addition to the objectives listed, identify one other outcome that you want or expect to achieve through the use of this Lesson Plan.

Activity Read:

Do an online search to find and read two definitions of “Cultural Competence.”



ANTI-BIAS ACTION LEARNING PLAN



1. Accountability Beats Bias

The Good, Bad, and Ugly of Bias

The Ugly: We would not need Anti-racist action if it were not for the ugly and violent racism that has stained the settler colonial history of the American continent beginning long before the inception of this country.

The Bad: Racism and supremacy continue to harm all of us, and most especially our BIPOC neighbors and family who are victims of systemic assaults, insults, invalidations, and attendant inequities.

The Good: We can learn and make positive change. We can do the best we can, and when we know better, we must do better.

Places and Spaces of Accountability

Use this Guide to raise awareness of personal perspectives and unconscious biases in decision-making, resource allotment, design, and communication in:

- Writing job interview questions.
- Writing a speech.
- Designing communications and training.
- Facilitating meetings.
- Making hiring decisions.
- Making budgeting decisions.
- Awarding grants and scholarships.
- Designing graphics.
- Acknowledging contributions.

Accountability

The phrase “time of reckoning” is used by many to describe this tumultuous inflection point in history. “Reckoning” and “accounting,” in this context, add up to the same thing: measuring the impact and integrity of word and action.

“Accountability” does not mean that folks should feel guilty about the past in which they did not participate, but must acknowledge that their current privilege rests on the oppressions of that past, as well as on continuing inequalities, and that we must each be accountable going forward for using our privilege to dismantle the supremacy and bias that perpetuate systemic oppression and inequity.

Take time now to read through and think about the Reflection Questions, below, complete the Activity Read, and then write down, in your journal, your thoughts in response to the questions. Repeat this for the following sections, as you work through them.

For Your Reflection:

- In addition to those listed, above, what other places and spaces of accountability do you occupy, or can you think of?
- How does the idea of being accountable for identifying and resolving your own unconscious biases make you feel?
- What information or support do you feel you need in order to be able to identify your own possible biases and how they may impact your decisions?

Activity Read:

White Privilege: Unpacking the Invisible Knapsack, Peggy McIntosh
<https://uucsj.org/wp-content/uploads/2014/01/White-Privilege-Unpacking-the-Invisible-Knapsack.pdf>

Recommended Book:

White Fragility, Robin DiAngelo.



ANTI-BIAS ACTION LEARNING PLAN



2. Conscious and Unconscious Bias

Research into cognitive bias is rich and definitive. The amount of data our brains receive outpaces our ability to process it all in real time. We create our own understanding – or interpretation – of incoming stimuli as if we are on “auto-pilot.”

In that flow, our predispositions filter our decisions. Our subjective interpretations, rather than objective evaluations of the inputs, determine our behavior.

In many cases bias blinds people to some options and colors their thinking about others. For example, data shows correlations between physical appearance and pay and advancement, which can only be attributed to bias.

And we’re not talking only about split-second decisions - we are also considering decision-making processes and structures related to activities like hiring, advancement, budgeting, facilities design, and others, that take time and deliberate planning, and yet can be misguided by bias.

Some Types of Bias

Affinity	This type of bias refers to how people are more likely to support or believe someone within their own social group than an outsider. This bias tends to remove objectivity from any sort of selection or hiring process, as we tend to favor those we personally know and want to help.
Halo	This bias refers to the tendency to allow our impression of a person, company, or business in one domain influence our overall impression of the person or entity.
Perception	The tendency to form stereotypes and assumptions about certain groups that makes it difficult to make an objective judgment about individual members of those groups.
Confirmation	This type of bias refers to the tendency to seek out information that supports something you already believe, and is a particularly pernicious subset of cognitive bias.
Group Think	In many cases, people end up engaging in groupthink when they fear that their objections might disrupt the harmony of the group or suspect that their ideas might cause other members to reject them. Decision-making in these conditions is likely to be based on uncritical, non-objective emotions.



ANTI-BIAS ACTION LEARNING PLAN



2. Conscious and Unconscious Bias (Cont'd)

What Can You Do?

By making decision-making more intentional, reflective (rather than “reflexive”) and inclusive – we can mitigate or eliminate bias by asking – and answering – questions about our feelings and decisions:

- I wonder why they are/that is my first choice?
- Who is not in this frame?
- Who should be at the table but has not been invited?
- Are the proposed beneficiaries of an initiative, as well as underserved members of the community, part of the decision-making that affects them?

What if “I’m not biased”?

Many people will say they believe they are not biased. Denial of bias is a symptom of bias.

We can use tools like Implicit Association Tests (IAT), which are designed to measure unconscious bias, to evaluate our personal perspectives. You can find a link to a battery of Harvard Project Implicit IATs, below. You can choose to complete one or more IAT, each of which is designed to evaluate specific potential biases.

However, if you are not prepared to encounter information or feedback that might make you uncomfortable, you may wish to not take any IAT.

For Your Reflection:

- Why do you think people want to believe they are not biased?
- What is one technique you could use to surface biases you may hold and that might impact an important decision you must make?
- What could you tell a person who claims to be completely free of unconscious bias?
- How could you respond to the assertion that the impact of unconscious bias must be negligible, and of no significant harm?
- How many types of bias are there?

Activity Read

1. Read the entire Anti-Bias Action Guide section on Bias.
2. [State of Science on Unconscious Bias](#), UCSF Office of Diversity and Outreach

Optional: [Unconscious Bias](#), Stacey Gordon, Rework Work. A short online instructional course.

[Harvard Project Implicit IATs](#)

Recommended Book:

Caste, Isabel Wilkerson.



ANTI-BIAS ACTION LEARNING PLAN



3. Micro-aggressions

In addition to its pernicious systemic impacts, bias also causes harm through micro-aggressions which are defined as: “Brief and commonplace daily verbal, behavioral, or environmental actions (whether intentional or unintentional) that communicate hostile, derogatory, or negative racial slights and insults toward members of oppressed or targeted groups including: people of color, women, Lesbian, Gay, Bisexual, Transgender, [Queer], and Intersex (LGBTQI) persons, persons with disabilities, and religious minorities.”

The sources (perpetrators) of these actions may be otherwise good and well-intentioned people, yet their words and actions are often driven by unconscious biases based on white supremacy conditioning, ingrained over their life times. Education and self-awareness are required to disrupt the pipeline of unconscious bias (thought) to hurtful actions (word and deed).

“Micro-aggressions,” is a term first coined by psychiatrist and Harvard University professor Chester M. Pierce in 1970 to describe insults and dismissals, which he regularly observed, inflicted by non-Black Americans on African Americans.

Dr. Derald Wing Sue and colleagues first described three forms of micro-aggressions:

Micro-assaults are overt forms of discrimination in which actors deliberately behave in discriminatory ways, but do not intend to offend someone or may think that their actions are not noticed or harmful.

These types of experiences are similar to the “old-fashioned” discrimination that existed in earlier times, but different in that people may not openly proclaim their biases.

Micro-insults are statements or behaviors in which individuals unintentionally or unconsciously communicate discriminatory messages to members of target groups.

For example, a person might tell an Asian American that she or he “speaks good English” as a compliment. Instances like these can be especially upsetting to Asian Americans who do not speak any other language besides English, or whose families have been in the US for generations

Micro-invalidations are verbal statements that deny, negate, or undermine the realities of members of various target groups.

For example, when a white person tells a person of color that racism does not exist, she or he is invalidating and denying the person of color’s racial reality, and the reality of discrimination in people’s lives.



ANTI-BIAS ACTION LEARNING PLAN



3. Micro-aggressions (Cont'd)

For Your Reflection:

1. What might a Black American feel on hearing a white person say, "I don't see skin color."?
2. What might be an example where someone exhibits the assumption of criminality with regard to a person's skin color?
3. What message might the statement "The U.S. is a nation of immigrants," send to an Indigenous person?

Activity Read

Read the entire Anti-Bias Action Guide section on Micro-Aggressions.

Recommended Book:

How to be Anti-Racist. Ibram X. Kendi.



ANTI-BIAS ACTION LEARNING PLAN



4. Disrupt Micro-Aggressions

How can we be prepared to respond to micro-aggressions?

What do we do if we witness a micro-aggression?

Be an Ally	The voices of allies can be heard even more powerfully than those of the people directly targeted by micro-aggressions,
Speak for Yourself	Don't try to speak on behalf of the person who is the target of the micro-aggression since doing so can itself be a form of micro-aggression
Model the Behavior	It is recommended you always model the behavior you want from the person or people you are confronting over an incidence of micro-aggression.

When you think you observe a micro-aggression, be ready to ask yourself these questions:

1. Did this micro-aggression really occur?
2. Should I respond to this micro-aggression?
3. How should I respond to this micro-aggression?

It is not uncommon for the targets and witnesses of aggressions to be stunned when abuses are perpetrated, especially when perpetrated by people who are presumed friends or allies.

In these moments of awkwardness it is common to question whether one has heard what they think they heard, and to feel uncomfortable about navigating possible conflict.

Acknowledge to yourself how the aggression makes you feel - accept your feelings.

Be safe. Take a breath.

For Your Reflection:

- Why do you think it is important to model the behavior you want from the person, or people, you are confronting over an incidence of micro-aggression?
- Why is it important to speak for yourself, rather than on behalf of a victim of micro-aggression?
- What might happen if a person witnesses a micro-aggression and does not speak up?

Activity Read

1. Read the entire Anti-Bias Action Guide section on Responding.
2. [Responding As A Bystander](#), Hollaback!'s 5D's are: Distract, Delegate, Document, Delay, and Direct

Recommended Book:

An Indigenous People's History of the United States, Roxanne Dunbar-Ortiz.



ANTI-BIAS ACTION LEARNING PLAN



5. Set Expectations for Community and Event Behavior

A “Social Contract” is an agreement, a covenant, of how we will treat ourselves and each other when we gather in community – in society. Because bias is based on social distinctions – real or imagined – it is in social contexts in which we must be vigilant in disrupting, mitigating, and eliminating harm.

How can we use what we’ve learned about bias and micro-aggressions to minimize or eliminate the possible commission of harm from these sources during social events?

There are countless stories of BIPOC neighbors and friends enduring assaults, insults, and invalidations in business meetings, church events, memorials, and almost any other gathering that includes BIPOC and white people. These incidents aggregate, like the pain of a thousand cuts, causing lasting and destructive harm to individuals, relationships, and communities.

Enterprise organizations have – or should have – codes of conduct that specify the “social contract” of the workplace, and thresholds for “a duty to act.” Faith-based organizations may have a covenant, such as the Principles of the Unitarian Universalists, which provides “standards” of conduct in community.

Learn and leverage the “social contract” of your organization and community, to set expectations for behavior at the outset, and during, meetings and events.

- Articulate expectations of participation that are clear, honest, inviting, and nurturing.
- State what is not welcome as well as what is.
- Avoid inflicting unintentional harm on victims by recounting incidents or examples of harm that may be triggering. Provide warnings so folks can opt out.
- Let folks know if you will “Call It Out” or “Call It In” in response to observed harm.
- Establish Systems of Care in advance – Pre-position responders who are prepared to act to stop the harm and start the healing in response to possible aggressions.
- Provide community members with informational and learning resources for further study.

For Your Reflection:

- Why might you think it is important to address the issue of unconscious bias **at the start of** a meeting that includes BIPOC and white people.
- What might be one difficulty in getting advance acceptance of a policy of Calling It Out when harm is perpetrated in a community setting?
- How might you address the harm committed in a community event if the perpetrator is in denial or uncooperative?

Activity Read

[Why People of Color Need Spaces Without White People](#), Kelsey Blackwell.

Recommended Book:

Four hundred souls
A Community History of African America, 1619-2019
Edited by Ibram X. Kendi and Keisha N. Blain.





6. Provisions For The Journey

We can all identify additional resources and engage in actions for deepening our own cultural competencies with the goal of increasingly unbiased action and decision-making.

One approach is to develop a praxis (secular context) or a spiritual practice - both are a systematic and self-aware process of action-reflection-action. Action includes research, learning, and sharing (teaching). Reflection is directed inward to a place where you can take account, identify and sit with discomforts, and consider the path you want to follow and the travel stories you want to be able to share.

Cultural Humility is one powerful approach to developing praxis or spiritual practice. Cultural humility is a process of “self-reflection and discovery in order to build honest and trustworthy relationships.”

Cultural Humility was conceived as a way for medical researchers and clinicians to “maintain an interpersonal stance that is other-oriented (or open to the other) in relation to aspects of cultural identity that are most important to the [person].”

While critically important to medical professionals in eliminating bias, reducing health disparities, and improving medical outcomes, this other-oriented perspective is essential to the cultural competence of all other professionals, religious and secular leaders, service providers, activists, and individuals engaged in the lives of their communities.

Tenets of Cultural Humility

1. Commitment to lifelong learning and critical reflection.
2. Desire to eliminate power imbalances where they should not exist.
3. Desire to model organizational and individual accountability behavior – to develop partnerships with people and groups who advocate for others.

For Your Reflection:

- What might be a commonly cited obstacle to developing a personal practice based on cultural humility?
- Cultural Humility was created for clinical researchers; how is it relevant to other professions and sectors of society?
- What does this statement mean to you: “It is beneficial to understand cultural competency as a process rather than an end product.”?

Activity Read

[Reflections on cultural humility](#),
Authors: Amanda Waters and Lisa Asbill.

Activity

Locate and read, or complete, three online articles and/or learning modules that help deepen your awareness and understanding of cultural competence.



ANTI-BIAS ACTION LEARNING PLAN



7. One Journey – Many Paths

We are all the ancestors of the same future. To ensure that future is Anti-Racist, we must become Anti-Racist as we journey forward on our individual paths.

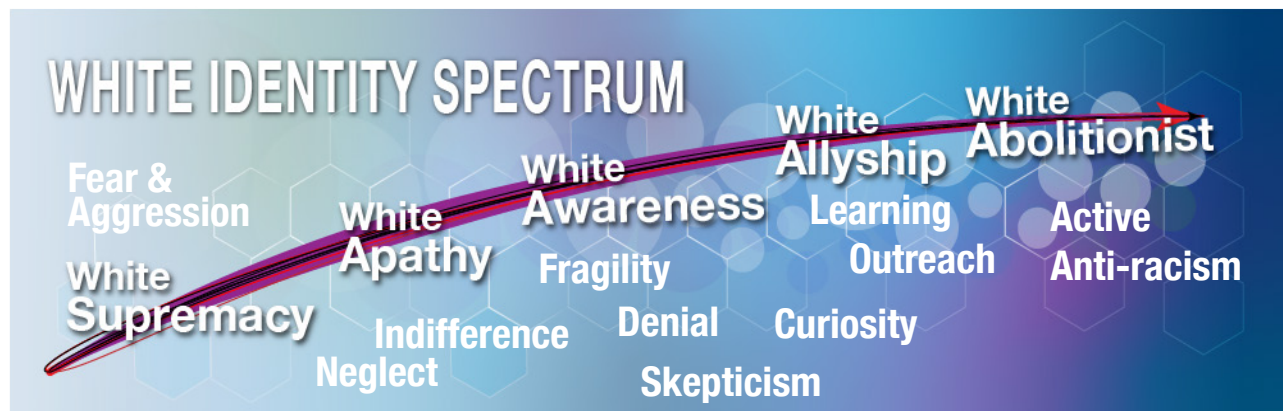
Earlier in this Guide, we spoke of “Accountability.” Accountability in dismantling white supremacy is demonstrated by taking responsibility and initiative in directing your own ongoing learning and development in cultural competence.

If you’ve gotten to this point in this Anti-Bias Action Lesson Plan, you are demonstrating that responsibility.

Of course, it is only logical, and hoped for, that you will engage in mutual support with your family, friends, and community in this shared journey. We all need a little help from our friends.

And it’s OK to take your own path. We all have our own individual existences.

For Your Reflection: Take a look at the White Identity Spectrum graphic, below. This graph suggests a change curve on which a white person can locate themselves on their pathway to Antiracism.



Using the table on the following page, complete the following activity:

- In your own words, add one statement to each of the Zones of Progress that reflect the perspective of someone in that Zone.
- Identify where on the spectrum you were when you started your Anti-Racist journey, and where on the spectrum you are now.
- Identify where you want to go next, on the Anti-Racist spectrum, and think about how you will get there.
- If you added another Zone, beyond the White Abolitionist Zone, what would you name the new zone, and what is one statement that would reflect the perspective of someone in that Zone?



ANTI-BIAS ACTION LEARNING PLAN



White Identity Change Spectrum

Zones of PROGRESS ->	White Supremacist	White Apathetic	White Aware	White Ally	White Abolitionist	
PRIMARY EMOTIONS & ACTIONS	Fear & Aggression	Indifference & Neglect	Fragility, Denial, Skepticism	Curious, Learning, Outreach	Active Anti-racism	
COMMON STATEMENTS & INTENTIONS	I deny racism is a problem			I recognize racism as a historic, as well as a current and ongoing problem.	I promote & advocate for Anti-Racist policies and leaders.	
				I speak out when I see Racism or Bias in action.		
	I strive to be emotionally comfortable and in control when confronted with uncomfortable discussions of race.			I continually strive to understand my own privilege in ignoring Racism and Bias.	I proactively identify how I may benefit from racism.	
	I avoid questions and discussions about race that make me uncomfortable.			I seek out questions that make me uncomfortable.	I sit with my discomfort.	
	I prefer to talk to others who look and think like me.			I seek the counsel of, and listen to, others who think and look differently than me.	I seek to surround myself and work in partnership with others who think and look differently from me.	
		I don't see color.				
				I expect BIPOC to help white people remain comfortable in discussions of race.	I take responsibility to actively educate myself about race and structural racism.	I educate my white peers on how Racism harms our community.
				I am skeptical of BIPOC-only events.	I reflect on my own biases and knowledge gaps.	I work to disrupt inappropriate power imbalances.



ANTI-BIAS ACTION LEARNING PLAN



Next Steps

Your journey has begun and is ongoing. You are the navigator.

Now what?

Here are some suggestions for next, and ongoing, steps aligned with the tenets of cultural humility:

1. Commit to lifelong learning and critical reflection.	Seek out relevant new books, articles, media, and learning resources that become available. Keep time set aside for study, writing, and sharing. Many folks find regular journaling to be useful.
2. Desire to eliminate power imbalances where they should not exist.	Find ways to use your privilege to decenter whiteness in your organizations and communities. Seek out the intersection of equity and inclusion in relationships.
3. Desire to develop partnerships with people and groups who advocate for others.	Write a play Make a podcast Compose a song Write an essay Create a drawing Make a graphic Create a lesson plan Teach a course Write a poem Volunteer Organize Campaign Join with Allies Mentor others Seek Mentoring

For Your Reflection: What are three actions, one aligned with each of the tenets of cultural humility, that you can take in the near term to deepen and refine your cultural competence?

- 1.
- 2.
- 3.



ANTI-BIAS ACTION LEARNING PLAN



Thank you for working through this Guide and for your commitment to working to reduce and eliminate bias and micro-aggressions as we journey together to an Anti-Racist future.

Take a moment now to review your answers to all the Reflection Questions in this Guide. Consider how your thinking and feelings about bias, about yourself, and about other people may have changed as you worked through this Guide.

Please share this guide with others, and please continue to use it as long as it provides reference and reflection that helps you deepen and refine your cultural humility and competence.



ANTI-BIAS ACTION LEARNING PLAN



APPENDIX: SOURCES

1. Accountability Beats Bias

White Privilege: Unpacking the Invisible Knapsack, Peggy McIntosh

<https://uucsj.org/wp-content/uploads/2014/01/White-Privilege-Unpacking-the-Invisible-Knapsack.pdf>

White Fragility. Why It's so Hard For White People To Talk About Racism. DiAngelo, Robin, Ph.D. 2018. Beacon Press.

2. Surfacing Conscious and Unconscious Bias

What is unconscious bias? Renee Navarro, PharmD, MD, Vice Chancellor, Diversity and Outreach welcomes you to UCSF's initiative to address unconscious bias. UCSF Office of Diversity and Outreach. <https://diversity.ucsf.edu/resources/unconscious-bias>

State of Science on Unconscious Bias, UCSF Office of Diversity and Outreach, <https://diversity.ucsf.edu/resources/state-science-unconscious-bias>

3. Biases Cause Harm Through Micro-aggressions

Identifying and Responding to Microaggressions, Jody Gray, Diversity Outreach Librarian, University of Minnesota; Adapted from Sue, Derald Wing, Microaggressions in Everyday Life: Race, Gender and Sexual Orientation, Wiley & Sons, 2010.

Nadal, Kevin L. (2014, CUNY Forum). A Guide to Responding to Microaggressions. https://advancingjustice-la.org/sites/default/files/ELAMICRO%20A_Guide_to_Responding_to_Microaggressions.pdf

Did you really just say that? By Rebecca A. Clay, January 2017, Vol 48, No. 1, <https://www.apa.org/monitor/2017/01/microaggressions>

How to be Anti-Racist. Ibram X. Kendi. 2019. One World.

4. Disrupting Micro-Aggressions

Identifying and Responding to Microaggressions, Jody Gray, Diversity Outreach Librarian, University of Minnesota; Adapted from Sue, Derald Wing, Microaggressions in Everyday Life: Race, Gender and Sexual Orientation, Wiley & Sons, 2010.

Nadal, Kevin L. (2014, CUNY Forum). A Guide to Responding to Microaggressions. https://advancingjustice-la.org/sites/default/files/ELAMICRO%20A_Guide_to_Responding_to_Microaggressions.pdf

Did you really just say that? By Rebecca A. Clay, January 2017, Vol 48, No. 1, <https://www.apa.org/monitor/2017/01/microaggressions>

RESPONDING AS A BYSTANDER, Hollaback!'s 5D's are: Distract, Delegate, Document, Delay, and Direct, <https://www.ihollaback.org/bystander-resources/>

Dealing with Microaggression as an Employee, My experience as a marginalized employee, LinkedIn Learning, Instructor, Toni Howard Lowe, <https://www.linkedin.com/learning/dealing-with-microaggression-as-an-employee>

An Indigenous People's History of the United States, Roxanne Dunbar-Ortiz.



ANTI-BIAS ACTION LEARNING PLAN



5. Setting Expectations for Community and Event Behavior

Blackwell, Kelsey. (2018, August 9). Why People of Color Need Spaces Without White People. The Arrow. <https://arrow-journal.org/why-people-of-color-need-spaces-without-white-people/?sfns=mo&fbclid=IwAR2WTfb1XIQWbOpL-A6-cmyyu25W2EaLJcYhofTjsjISyIPQYV7wJrtm7D4>

The Seven Principles, Unitarian Universalist Association, <https://www.uua.org/beliefs/what-we-believe/principles>

Four hundred souls - A Community History of African America, 1619-2019,
Edited by Ibram X. Kendi and Keisha N. Blain.

6. Provisions For The Journey

Reflections on cultural humility, Authors: Amanda Waters and Lisa Asbill,
<https://www.apa.org/pi/families/resources/newsletter/2013/08/cultural-humility>.

Cultural humility: Essential foundation for clinical researchers,
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3834043/>

7. One Journey – Many Paths

Becoming Antiracist Growth - Spectrum of Behaviors Graphic
<https://www.mmccounselingcenter.com/anti-racism-resources.html>
Mindful and Multicultural Counseling Becoming Anti-Racist Graphic.

