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<tr>
<td><strong>Lesson 1</strong></td>
<td><strong>What Is Race?</strong></td>
<td>Students will . . .</td>
<td>culture of encounter</td>
<td>Hebrews 13:2 (&quot;Do not neglect hospitality, for through it some have unknowingly entertained angels.&quot;)</td>
</tr>
<tr>
<td>- Racism is intensifying.</td>
<td>- Differentiate statements about race that are true from statements that are false</td>
<td>- social justice</td>
<td>Romans 12:2 (&quot;Do not conform yourselves to this age.&quot;)</td>
<td></td>
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<tr>
<td>- Defining race and racism</td>
<td>- Formulate a personal definition of race</td>
<td>- Trail of Tears</td>
<td>- Racism still infects our nation. (pp.1.5-6)</td>
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<tr>
<td>- Avoiding this topic impedes justice</td>
<td>- Guess if certain characteristics determine a person’s race in order to refine the definition of race</td>
<td>- internment of Japanese Americans</td>
<td>- Defining racism and forms (p.3-6)</td>
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<tr>
<td>- Necessity of conversations about race relations and racism</td>
<td>- Use emotion words and quotes to express experiences and attitudes concerning racism</td>
<td>- Jim Crow laws</td>
<td>- Racism includes silence and failure to act. (p.4)</td>
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<tr>
<td>- Culture of encounter for justice</td>
<td>- History of racial discrimination feeds modern-day racism</td>
<td>- segregation</td>
<td>- When cultures meet, lack of awareness and understanding distorts judgments (p.13)</td>
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<tr>
<td>- History of racial discrimination feeds modern-day racism</td>
<td>- culture of encounter</td>
<td>- discrimination</td>
<td>- History of racial discrimination feeds modern-day racism. (pp.10-17)</td>
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<tr>
<td><strong>Lesson 2</strong></td>
<td><strong>Race and Biology</strong></td>
<td>Students will . . .</td>
<td>paradigm shift</td>
<td>- We are one human race united by Christ (p.3)</td>
</tr>
<tr>
<td>- Racism is based on false assumptions accepted for years</td>
<td>- Understand what melanin is</td>
<td>eugenics</td>
<td>- Racism flows from &quot;lust to dominate&quot; the other (p.9)</td>
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<tr>
<td>- Race is not biological; rather it’s a social construct invented to justify domination</td>
<td>- Arrange historical events into chronological order to represent the history of racial categories</td>
<td>Holocaust</td>
<td>- History of racist systems fueled by racists attitudes (pp.10-17)</td>
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</tr>
<tr>
<td>- We are genetically one human species or race</td>
<td>- Match historical racist systems and policies with the social group adversely affected to discover the oppressive power of racism</td>
<td>Final Solution</td>
<td>- Need open and empathetic hearts and minds to learn from stories of groups targeted by racism (pp.10-17)</td>
<td></td>
</tr>
<tr>
<td>- History of racist systems fueled by racist attitudes</td>
<td>- Discover people with different physical characteristics can be genetically more similar compared to people with similar characteristics</td>
<td>stereotype</td>
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### Lesson 3
**What Is Racism?**
- Sin may violate human dignity, but God’s love is more powerful than sin.
- Racism is our nation’s original sin ingrained in history.
- Racism can be conscious and unconscious, explicit or implicit.
- Differences between racial prejudice and racism.
- Racism is an unjust system of power.
- Conscious and unconscious prejudice (implicit bias) are building blocks of racism.

**Learning Outcomes**
- Students will reflect on personal dignity to understand why every person’s dignity must be protected.
- Students will distinguish between racial prejudice and racism in common situations.
- Students will recognize that living out Catholic social teaching involves addressing the sin of putting people into categories of worthy and unworthy.
- Students will express a world that values universal human dignity with an inspirational image.

**Key Terms**
- Dignity
- Racism
- Natural selection
- Prejudice
- Catholic social teaching
- Right to life
- Marginalize
- Covert racism
- Explicit bias
- Implicit bias
- In-groups
- Out-groups
- Scripture
- Tradition
- Othering
- Common good

**Scripture Passages**
- Genesis 1:26–27 (created in God’s image).
- Deuteronomy 10:17–19 (Treat others justly because we have all been treated as outsiders at one time).
- 1 John 4:7–12 (Love one another because God is love.).

**Open Wide Our Hearts, 2018**
- Love comes from God and unites us to God (p.3).
- Racism is learned through upbringing and culture (p.3).
- Racism can be conscious and unconscious (pp.3,5,14).
- Racism is a sin against human dignity, love of neighbors, and sanctity of human life (pp.3,5).
- Cumulative personal racism leads to institutional racism, unjust social structures or systems (p.5).
- Racism is our nation’s original sin (p.6).
- Human rights flow from God-given dignity (p.8).
- Prejudice fuels racism (p.13).

### Lesson 4
**Learning and Unlearning**
- Prejudice and racism are learned and can be unlearned.
- People don’t intend to act racist but do because of unconscious prejudice, also called implicit bias.
- Jesus teaches and shows love is at the center of Christian life.
- We learn from Jesus to challenge the social sin of “othering.”

**Learning Outcomes**
- Participate in implicit bias tests to understand the strength of unconscious associations between a group of people and a value word.
- Determine in real-life scenarios if individuals involved are constructing bias or deconstructing bias.
- Recognize specific ways Jesus protected and affirmed universal human dignity.
- Become aware of the variety of artistic depictions of Jesus that enhance faith in Christ.
- Express love creating justice with an inspirational image.

**Key Terms**
- Institutional racism
- Implicit learning
- Implicit Association Test
- Sin
- Gospels
- Revelation
- Incarnation
- Disciples
- Great Commandment
- Prophets
- Bias
- Social sin
- Othering
- Justice

**Scripture Passages**
- Genesis 1:26–27 (created in God’s image).
- Matthew 22:37,39 (Jesus built on and expanded the Old Testament Law with his Great Commandment.)
- John 13:34–35 (“Love one another.”)

**Open Wide Our Hearts, 2018**
- Prejudice and racism are unknowingly and unwillingly learned (pp.3-4).
- Separating people for unjust reasons into “them” and “us” is a failure to love (pp.4,17).
- A person might admit to being prejudiced but not racist (p.17).
- Jesus teaches and shows love is at the center of Christian life (p.17).
- Jesus’ command of love means we are our brothers’ and sisters’ keeper (p.17).
### Lesson 5
**Is There an “Advantage” to Being White?**

- Implicit bias reinforces stereotypes
- Advantages and disadvantages are caused by racism
- Racism often goes unnoticed by whites, while harming people of color

**Learning Outcomes**

- Become more aware of the tendency to stereotype when the brain sorts information by creating patterns
- Discover statistics after predicting which individuals in a variety of situations are more likely to experience racial profiling
- Identify hidden advantages of white privilege by completing an inventory
- In real-life scenarios, determine the right conditions to unlearn prejudice

**Key Terms**

- implicit bias
- stereotyping
- racial profiling
- institutional racism
- white privilege
- paradigm shift
- social justice
- desegregate
- servant leadership
- Holy Spirit

**Scripture Passages**

- Matthew 6:2 (“When you give...”)  

**Open Wide Our Hearts, 2018**

- Many historical and modern examples of institutional racism threatening the opportunities, freedoms, and safety of people of color, while whites are protected from these policies and actions (pp. 5, 10-16, 19, 22)
- Need to find new and creative ways to raise awareness of racism (p. 26)

### Lesson 6
**How Does Racism Affect the Targeted Groups?**

- Racism harms emotionally, psychologically, financially
- Color blindness denies individuality and difference
- Value of unity in diversity

**Learning Outcomes**

- Reflect on the value of “A Class Divided” and become motivated by empathy to end marginalization and discrimination
- Recognize covert racism in real-life scenarios
- Explore why color blindness is ineffective in the effort to end racism
- Identify life experiences that prevent seeing diversity as a value
- Evaluate the diversity of social circles by using an inclusive community inventory

**Key Terms**

- socialization
- color blindness
- diversity
- segregation
- internalized oppression
- social integration
- inclusive community

**Scripture Passages**

**Open Wide Our Hearts, 2018**

- Racism festers because there has been limited formal acknowledgement of the harm (p. 10)
- Importance of exposure to diverse cultures and peoples (p. 27)
- Racism ends only by overcoming policies and structures that perpetuate economic and social inequalities (p. 28)
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<td><strong>Lesson 7</strong></td>
<td><strong>What Strategies Work?</strong></td>
<td>Students will . . .</td>
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<tr>
<td>• Institutions and laws still allow practices that deny justice and equal access to certain people</td>
<td>Identify true statements about affirmative action programs</td>
<td>discrimination, equality, equity, affirmative action</td>
<td>Luke 8:40–48 (Jesus teaches us that people are worth helping)</td>
<td>Institutions and laws still allow practices that deny justice and equal access to certain people; God demands more from us (p.10)</td>
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<tr>
<td>• Understanding affirmative action</td>
<td>Differentiate between affirmative action and a quota system</td>
<td></td>
<td>Matthew 25:31–46 (called to follow Jesus and care for those who are vulnerable)</td>
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<tr>
<td>• Catholic social teaching calls us to protect and care for the poor and vulnerable</td>
<td>Enlarge their perspective by evaluating several college applications and providing their rationale for a selection</td>
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<td></td>
<td>Summarize ways students can accurately represent themselves on a college application</td>
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<td></td>
<td>Support programs and policies that repair damage caused by racial discrimination (p.24-25,27)</td>
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<td></td>
<td>Imagine and express in image and words a more inclusive American society</td>
<td></td>
<td></td>
<td>Racism is a life issue (p.30)</td>
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<td><strong>Lesson 8</strong></td>
<td><strong>Taking a Stand and Making a Difference</strong></td>
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<tr>
<td>• Problem when equality is valued but not lived out; fallacies of meritocracy and rugged individualism</td>
<td>Formulate persuasive reasons why Christians should continue the struggle to end racism, citing Jesus’ teachings and example</td>
<td>reign of God, Golden Rule, human rights</td>
<td>1 Corinthians 12:31, 13:4–8 (&quot;Love is patient, love is kind . . .&quot;)</td>
<td>As Christians, it is our duty to love others (p.17)</td>
</tr>
<tr>
<td>• Christians should continue the struggle to end racism</td>
<td>Synthesize common themes in student responses</td>
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<tr>
<td>• Conversation skills for encounter and new relationships</td>
<td>Practice productive conversational skills to build mutual respect and understanding between people from different faith traditions</td>
<td></td>
<td></td>
<td>Not only preaching but witnessing, not only conversion but renewal, not only entry into community but building up community (p.20)</td>
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<td></td>
<td>Identify their use of helpful attitudes and behaviors that create productive conversations regarding controversial topics</td>
<td></td>
<td></td>
<td>Being open to encounter and new relationships (pp.22-23)</td>
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<td></td>
<td>Practice creating a climate of trust and respect when having conversations about difficult topics</td>
<td></td>
<td></td>
<td>Must interiorize and live out values for equality and justice (p.25)</td>
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<td></td>
<td>Rehearse productive ways to respond to prejudice and racism</td>
<td></td>
<td></td>
<td>Fight with education, reflection, listening to those affected, and actions (p.27)</td>
</tr>
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| **Lesson 9**  
**Will There Always Be Racism?**  
- Importance of continuous learning  
- Role models for justice  
- Passion for justice and social change  
- Imagining the kind of world we want to create  
- Identifying charisms for change  
  | Explain the need for all people to experience and see positive reflections of their racial identity in the world around them  
- Recognize the power that young people have to work for social justice and make a mark in the world today  
- Create a personal motto or catchphrase  
- Identify charisms they possess  
- Share an ability, talent, or interest they have to share with others to make the world a better place  
  | laureate  
- holiness  
- vocation  
- Trinity  
- other  
- charism  
- conscience  
- concordance  
  | Isaiah 55:11–12 ("In joy you shall go forth.")  
- 1 Corinthians 12:31 (a more excellent way)  
- 1 Timothy 4:12 ("Set an example.")  
  | Each of us can act in solidarity to change (p.17)  
- Promote knowledge of models of faith (p.27)  
- Racism diminishes everyone, not just those who are directly affected (p.28)  
- Never limit our understanding of God’s power to bring about conversion (p.29)  

| **Lesson 10**  
**Confronting and Disrupting Racism**  
- Personal and social change go hand in hand  
- Strategies for people of color  
- Strategies for white allies  
- Strategies for a discipline of hope  
  | Rehearse disrupting stereotypes, prejudice, and racism by responding to real-life scenarios  
- Identify strategies that empower people of color as champions for change  
- Identify strategies that empower white allies as champions for change  
- Identify characteristics of healthy identity development for people of color  
- Identify characteristics of healthy identity development for white people  
- Plan and practice strategies to maintain a discipline of hope during adversity  
- Synthesize faith sources to create a visual prayer to God to sustain them in the work of antiracism  
  | Civil Rights Movement  
- Romans 12:2 ("Be transformed by the renewal of your mind.")  
  | Need personal conversion and social change because the roots of racism are deep in society (pp.7,28)  
- Whoever loves God must love others (p.9)  
- Necessary steps inspired by Micah 6:8: do justice, love goodness, and walk humbly with God (pp.7-32)  
- We cannot accomplish this alone; ecumenical and interreligious cooperation is integral (p.28)  
- Prayer for spiritual help (pp.31-32)  
