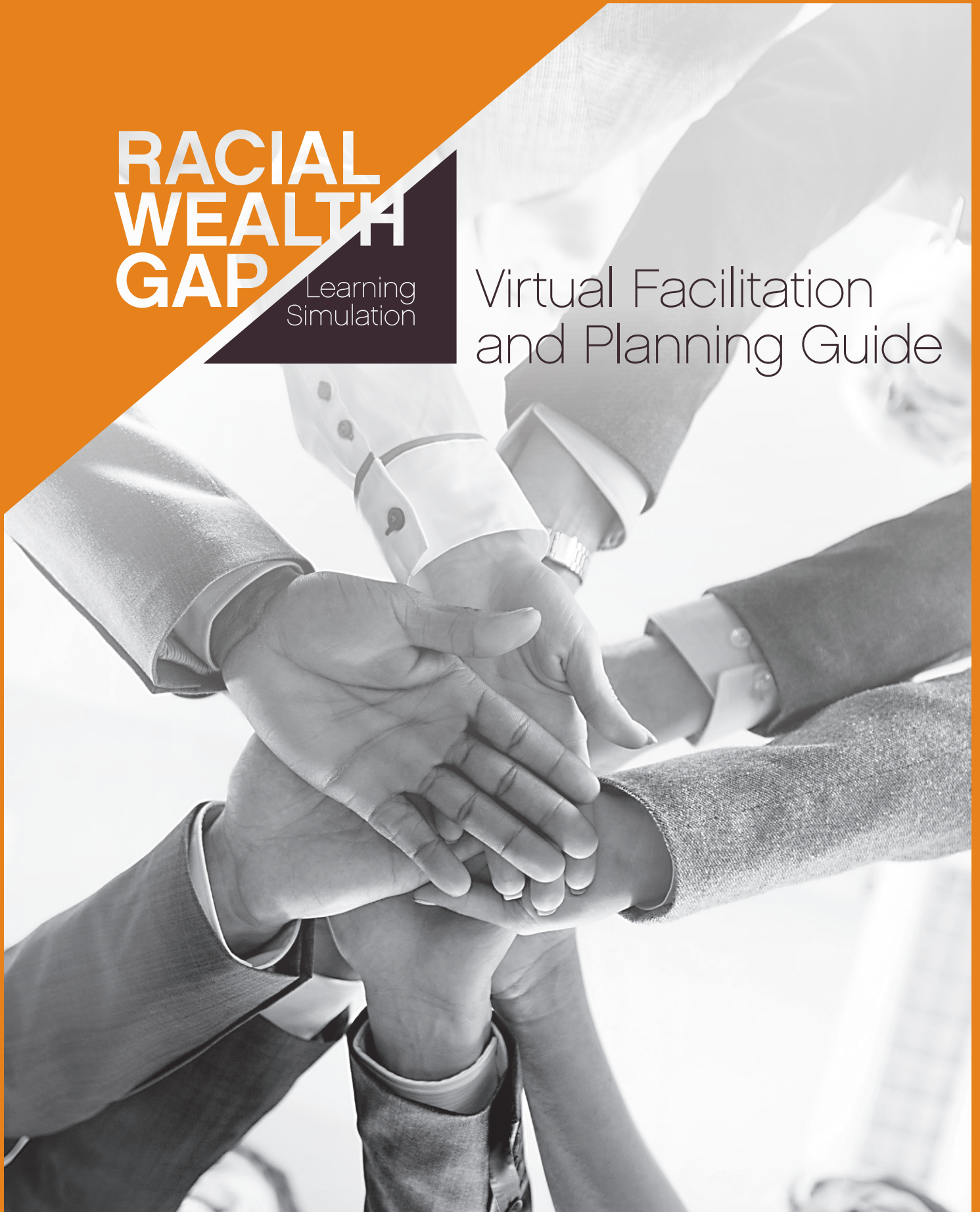


# RACIAL WEALTH GAP

Learning  
Simulation

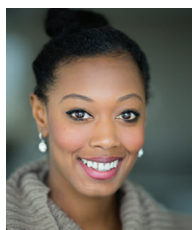
## Virtual Facilitation and Planning Guide



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# Meet the Team



## DESIGNER

**Marlysa D. Gamblin** is designer of the Racial Wealth Gap Learning Simulation, an interactive tool that has reached more than 2 million people and helped hundreds of organizations understand how structural racism was created, the connection between race and hunger, and the importance of applying a racial equity lens. At Bread, Marlysa is the Senior Policy Advisor for Racial and Gender

Divides at Bread for the World Institute. Her expertise is providing research and analysis to narrow the racial and gender hunger and income divides. She has traveled and continues to travel around the country to speak on these issues. In 2021, she co-authored a groundbreaking report titled [“Racially Equitable Responses to COVID-19”](#) which provides analysis showing that race, and particularly being Black is the most significant indicator of someone contracting COVID-19. The report also provides recommendations for how COVID-19 responses need to center racial equity and provides specific ways policymakers can achieve this goal. In 2019, Marlysa was the lead author on the first-ever report to help policymakers understand how to apply a racial equity lens to federal anti-hunger policies. She is also the founding co-chair of the [Racial Equity and Hunger National Learning Network](#), a network that convenes hundreds of anti-hunger and poverty organizations across the country to help them promote racial equity in their policies, programs, and services. At Bread, Marlysa also staffed the Advisory Council on Faith-Based and Neighborhood Partnerships during the Obama administration, where she proposed key recommendations to the White House on race, justice, and poverty. Marlysa holds her Master in Public Policy from the Harvard Kennedy School of Government and a B.A. with honors from the University of California, Berkeley.



## EDITOR

Michele Learner is Managing Editor with Bread for the World Institute, where she works to ensure that anti-hunger advocates have access to clearly written, nuanced, and interesting information about policies designed to end hunger and malnutrition by resolving their root causes. Michele has also worked as an Africa specialist with the National Endowment for Democracy. She has a master’s degree in international

affairs from Columbia University’s School of International and Public Affairs and a bachelor’s degree summa cum laude from DePauw University.



## GRAPHIC DESIGNER

Doug Puller is the Senior Manager of Design & Art at Bread for the World and Bread for the World Institute, where he uses visual methods to contribute to achieving their mission of ending hunger. He is a multi-award-winning artist, illustrator, graphic designer, and art director with more than 25 years’ experience. Doug has been at Bread for the past 10 years, designing projects

ranging from the book-length annual Hunger Report to a variety of other publications to logos, memes, signage, and illustrations.

# Special Acknowledgements

Designing this virtual simulation facilitation and planning guide was no easy feat. Thank you to the trailblazers who were in the field, already beginning to develop ways to host the simulation virtually, and those of you who provided your expertise and thought leadership to make this accessible for wider audiences:

**David Gist**

Senior Organizer, Bread for the World

**Florence French**

FL Regional Organizer, Bread for the World

**Minerva Delgado**

Director of Coalitions & Advocacy, Alliance to End Hunger

**ViaFaith McCollough**

Former Racial Equity and Hunger Intern, Bread for the World Institute

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Executive Director of Missions, St. Luke's United Methodist Church

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Southeastern Virginia and the Eastern Shore

**Leah Williams-Rumbley**

Senior Director of Advocacy, Foodbank of Southeastern  
Virginia and the Eastern Shore



# Welcome Letter from the Designer

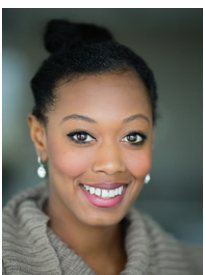
Thank you for expressing interest in facilitating the Racial Wealth Gap Learning Simulation. As you might know, the simulation has until now been a tool designed for in-person interactions. Its intent is to share how structural racism came to be, and how policies have created and maintained what we know today as the U.S. racial hunger, income, and wealth divides. It is a powerful tool to help people understand why race and structural racism matter, and why we must apply racial equity to policy as well as everything else we do.

As the COVID-19 pandemic continues, in-person group gatherings are often not safe learning environments. Therefore, Bread for the World Institute has worked with Bread for the World's Organizing Team and grassroots members to conduct a series of virtual simulations that enabled us to develop this Virtual Facilitation and Planning Guide. Drawn from the learnings of Bread staff and partners as they have facilitated virtual simulations in the midst of the pandemic, this guide offers the most effective way to facilitate the simulation in a virtual setting. It also includes responses to frequently asked questions and templates for emails you may wish to send participants in the days leading up to your virtual simulation. Our prayer is that you can use and share this guide with others interested in facilitating the simulation in a virtual setting, particularly during the COVID-19 crisis.

Please note that this guide does not replace the original [Facilitator's Guide](#). Rather, this virtual planning guide is meant to be a complementary resource to help you adjust to a virtual context. We encourage you to refer to the [Facilitator's Guide](#) for talking points about race, frequently asked questions about the simulation that participants might have, and general best practices that will help you facilitate well!

Thank you for partnering with us in this important work to bring race and racially equitable policies to the forefront of our nation's conscience.

In solidarity,



**Marlysa D. Gamblin**

Designer of the Racial Wealth Gap Learning Simulation  
Sr. Policy Advisor, Racial and Gender Divides, Bread for the World Institute  
Founding Co-Chair, Racial Equity and Hunger National Learning Network

# Virtual Facilitation

Bread for the World Institute has identified the most effective way to facilitate the simulation virtually. We recommend hosting an all-group discussion, with the option of offering 1-3 breakout sessions, on a virtual platform such as Zoom. Most groups should set aside at least two hours for the simulation. We recommend putting someone in charge of managing the chat function and someone else in charge of handling any technological difficulties, and find that having volunteers read the policy cards aloud to the group works best.

This section has three subsections: (1) instructions for a virtual simulation; (2) a list of steps for the facilitator to follow, and (3) frequently asked questions (FAQ) about facilitating the simulation virtually.

If you have further questions or need more information, please consider emailing us. We are happy to help!

## Instructions

Shortly after people log on and have the opportunity to discuss the opening questions, the facilitator will share these instructions. The following instructions are specifically for a virtual setting. You can also see these instructions on slide 14 of the [Virtual PPT](#), which also includes talking points if you would like to use them.

### Instructions for Virtual Simulation

- We will begin with all participants in one group to read the policy cards. Some participants will be assigned a “white participant racial identity” role and some participants will be assigned a “Black participant racial identity” role. If everyone were physically in a room together, they would typically select the racial identity that is different from their own.
- There are three action cards (“money,” “land,” and “opportunity lost”) and 13 policy cards. The facilitator will invite volunteers to read a policy card aloud. After each, the facilitator will read the action(s) on the card for participants to carry out. Show the action on a shared screen and pause briefly so that everyone can read the action. In each round, everyone will be asked to add or subtract one, two, or all three cards. Participants are invited (but not required) to use an Action Card Tracker to keep track of their money, land, and opportunity lost cards. At the end, we will count how many money, land, and opportunity lost cards everyone has.
- The facilitator may choose whether to use breakout rooms after all 13 policy cards have been read and the final scores counted, OR at intervals throughout this process. With this option, we suggest stopping after policy 4 and policy 8 for breakout sessions. Each breakout group should have no more than 10 participants. After the breakout discussions are finished, there will be a concluding discussion with all participants.

# Virtual Facilitation

## Step-By-Step Facilitation Snapshot

*This section has complete step-by-step instructions preparing for the virtual simulation ahead of time, steps to facilitate the simulation itself, and follow-up. Feel free to make adjustments based on what seems best for you and your group.*

### PRE WORK

#### *Before the simulation*

1. Review the original (non-virtual) [Facilitator's Guide](#) and the other preparation for facilitating the simulation in a virtual setting outlined on pages 9-11.
2. Create a way for participants to register for the virtual simulation.
3. Make sure that people who RSVP'd for the virtual webinar receive a calendar invitation. See page 11 for more on how to do this.
4. Select which process you will be using to assign racial identity roles to each participant (see page 13).
5. Optional: Identify volunteers to help with technology, managing the chat, reading the policy cards, and facilitating the small group breakout discussions. More on this can be found in the frequently asked questions section on pages 9-10, the best practices section on pages 15-16, and the email template section on pages 17-21.
6. Send a reminder email to all who RSVP'd at some point during the 24 hours before the simulation is scheduled to start. There is an email template for this on page 20.

### DAY OF SIMULATION

#### *On the day of the simulation*

7. Log on to your video conference platform at least 30 minutes early. Make sure you have downloaded the [Virtual PPT](#) and confirm that you are able to share your screen and use the chat function. If you have volunteer readers, small group facilitators, a technology manager, and/or a chat monitor, this should also serve as a time to review logistics with the team (see pages 9-10). Then simply wait for participants to arrive.
8. Once most or all participants are on the video conference, welcome everyone to the space and ask them to verify that their first and last names are listed correctly. Introduce yourself and the volunteer chat monitor if you have one.
9. Ask a few opening questions to set the stage—these are found on slide 5 of the [Virtual PPT](#).
10. After this, explain how the simulation will work. Mention that the [Action Card Tracker](#) can help participants keep their score and is optional. Then, let participants know their racial identity roles, chosen using the process you selected beforehand (for more information on the options, please see page 13). Next, ask either the participants themselves or a technology volunteer to indicate next to their names whether they have been assigned a Black or white identity role.

# Virtual Facilitation

## DAY OF SIMULATION

11. If you do not already have volunteers to read policy cards (see pages 9-10), ask now for up to three volunteers. Have volunteers take turns reading each policy card. After each policy card, read the corresponding action indicated at the bottom of the card. Based on participants' racial identity roles, they will be instructed to add or subtract money, land, and opportunity lost cards.
12. You have the option of either waiting until all 13 policies have been read before sending participants into breakout rooms, meaning that there will be only one breakout session, or pausing after policies 4 and 8 and again after all 13 cards have been read, in which case there will be three breakout sessions. See page 12 for suggestions of guiding questions if you choose the three-session option.
13. At the end of a single breakout session or during the last of three sessions, ask participants to discuss the questions on slide 73 in the [Virtual PPT](#). Once participants return to the full group, invite them to reflect on how they responded to these questions.
14. To close, the facilitator should show the last few slides, which have information on tools to help participants who are interested in taking the next steps to advance racial equity.

## FOLLOW-UP

### *After the event*

15. Send a follow-up email to all those who attended, thanking them for their participation. Include a link to the online simulation and a link to the policy packet. See page 21 for an email template.
16. If volunteers helped with the simulation, also send a follow-up email to thank them (again, see suggested wording for such an email on page 21).



Joseph Molieri for Bread for the World



# Virtual Facilitation

## Frequently Asked Questions for Facilitators

Please look over these FAQs and [contact Bread](#) if your question is not answered.

### *Questions about the preparation phase*

#### 1. Which online platform should I use for the virtual simulation?

- The short answer is that you can use whichever platform you feel the most confident using, as long as it allows you to share your screen, open a chat, and send participants into smaller breakout rooms. Zoom is perhaps the most popular online platform and the easiest to use, but you could also use GoToMeeting, RingCentral, or GoogleMeet. If you are using Zoom, keep in mind that since you will need more than 40 minutes to do the simulation, you will need a paid Zoom account instead of just the free version. This way, you can conduct the simulation uninterrupted.

#### 2. What is the maximum number of participants in a virtual simulation?

- Similar to the in-person simulation, we recommend that groups do not have more than 50 people. If you want to include a larger number, please reach out to your [local Bread for the World organizer](#) for assistance.

#### 3. Do I need a volunteer team?

- Recruiting a team of volunteers is optional. You may not need volunteers for a group of less than 15 people, since breakout rooms are optional in this case. However, having volunteers will keep you from needing to do all the work yourself. Potential volunteer roles are listed in question 4. This support can help make your simulation more effective since you can give your full attention to serving as facilitator.

If you do have volunteers, please see FAQ #6 for the virtual materials you will need to provide them and pages 17-21 for email templates to help you organize them.

#### 4. If I choose to have a volunteer team, what would their roles be?

- Volunteers should be selected based on what the facilitator and group need. Here are four volunteer roles and the skills needed for each:
  - **Technology volunteers:** They should be familiar with the online platform that is being used. They should know how to send participants into small breakout rooms, how to bring them back to the larger group discussion, and how to edit participants' names to add their racial identity roles.
  - **Volunteer chat monitors:** They should be familiar with how to view and respond to comments in the chat feature on the platform being used. They should also feel comfortable communicating with you as needed to let you know when conversations or questions from the chat should be lifted up in the full-group discussion at the end.
  - **Volunteer readers:** They just need a willingness to read aloud. Easy as pie!

PRE WORK

# Virtual Facilitation

## PRE WORK

- **Volunteer small group facilitators:** Small group facilitators will have the highest level of engagement of all volunteer roles. They will be responsible for supporting people during the small group discussions, managing time, and effectively encouraging participation. These volunteers should ideally be selected by someone who has a high degree of emotional capacity.
- If you do not have small group facilitators, ask each breakout group to hold a free form discussion using the suggested questions on slide 73 of the PPT (if you are holding one breakout session) and questions on slides 31, 47, and 73 of the PPT (if you are holding three breakout sessions). You can also find these questions on page 12. You may also choose to ask everyone to subscribe to a set of group norms (suggested group norms are offered on page 22).

### 5. If I choose to have a volunteer team, how can I find volunteers?

- It is best to recruit volunteers in advance. We suggest sending an email to individuals, a group or a listserv asking for volunteers. Explain what you need and how much time volunteering would take (a 30-minute “dry run” a week before, being online for the simulation 30 minutes early, and 1.5 – 2 hours for the simulation itself). Let them know that most volunteers can also participate in the simulation if they would like. Pages 17-21 have templates for emails asking for volunteers, thanking people who volunteer, and listing the specific responsibilities for each volunteer role.

### 6. How can I prepare my volunteer team?

- You can send emails based on the templates mentioned above to explain volunteers’ specific responsibilities and ask them to list some days/times they are available so that you can schedule the “dry run” about a week before the simulation.

At this rehearsal, you can share your screen and ask volunteers to look through the Virtual PPT with you, so that you can verify that it is set up correctly and runs smoothly and they can become familiar with it. The tech volunteer should do a practice run of sending people to breakout rooms, bringing them back, and editing participants’ names. The chat monitor should make sure she or he can access the chat and respond to incoming comments. Volunteer readers should familiarize themselves with the policy cards, while small group facilitators should look at the [Facilitator’s Guide](#) on Bread’s website, especially pages 8-15.

### 7. Should I do anything else to prepare?

- Just as we recommend for the in-person simulation, you should review relevant materials, which include the [Virtual PPT](#) and its associated talking points, the [Facilitator’s Guide](#), and the [Policy Packet](#).

### 8. What other communications should I consider sending out ahead of time to people who RSVP to attend?

- Set up a calendar invitation to be sent automatically when someone responds. It should include a link to the Zoom or other platform; a short video titled, [“The Impact of Simulation;”](#) and a link to the simulation and its description ([bread.org/simulation](http://bread.org/simulation)).

# Virtual Facilitation

## PRE WORK

- In addition, send an email reminder the day before (see the template on page 20). The email should include the zoom link again as well as the [Action Card Tracking tool](#) with a note that using this tool is optional. It should also ask participants to log on five minutes before the starting time.

### 9. How can I help ensure that people set aside time on their calendars for the simulation?

- See the previous question, where we recommend sending an automatic calendar invitation. This option works, for example, on Zoom, GoToMeeting, and Eventbrite. If you decide to send the calendar invitation manually, set a cutoff date for registration and then send the invitation to everyone who has responded by that time. Another option would be to send a group calendar—to all staff, all church, or another group.

### 10. How should I invite people to participate in the virtual simulation?

- Since the simulation is virtual, it makes sense for people to respond to the invitation online. There are several ways of doing this, and the choice is up to you.  
If you are inviting a defined group with 20 people or fewer, you could simply collect people's responses by email. If you are inviting a larger number of people who all have access to an established listserv, you could send an all-staff or all-church or other invitation.

If you are opening the simulation to people outside your own network, it may be helpful to generate a registration link on the online platform you plan to use. The program will collect the names and email addresses of people who indicate that they plan to attend.

### 11. What technology do I as the facilitator need to know?

- Please familiarize yourself with the online platform you plan to use. You should understand how the chat function works, how participants can “raise their hands,” how to share your screen so that you can show the PPT. Most important if you plan to hold breakout discussion sessions, either you or a technology volunteer should be comfortable with creating breakout rooms and closing them so that participants come back to the larger group setting.

## *Questions about the day of the simulation*

## DAY OF SIMULATION

### 12. If I have fewer than 15 people, do I need smaller breakout sessions?

- Not necessarily. It's your choice whether to set them up or not. Established groups of 10 or 12 people who know each other well, for example, may have a deep conversation all in one group, while a recently formed church youth group with teenagers from several high schools may benefit from smaller sessions. The choice is yours to best meet your group needs.

### 13. How many breakout discussions should I have? How many people per session?

- With 15 or more people, we highly recommend having smaller breakout rooms for people to discuss and go deeper. There are two options—holding a single breakout session after all 13 policy cards have been read, or holding three shorter breakout sessions after Policy 4, Policy 8, and Policy 13.

# Virtual Facilitation

DAY OF SIMULATION

- The time needed for each breakout session and the number of people in each session depends on the total number of participants. Use the chart below as a guide.

Total number of attendees	Number of attendees per breakout room	Breakout session time (a single breakout session)	Breakout session time (three breakout sessions)
<b>Less than 15 people</b>	<ul style="list-style-type: none"> <li>Breakout rooms are optional</li> </ul>	At least 15 minutes	At least 7 minutes each
<b>16-25 people</b>	<ul style="list-style-type: none"> <li>Recommended</li> <li>No more than five people per session</li> </ul>	At least 15 minutes	At least 10 minutes each
<b>26-35 people</b>	<ul style="list-style-type: none"> <li>Recommended</li> <li>No more than seven people per session</li> </ul>	At least 20 minutes	At least 12 minutes each
<b>36-50 people</b>	<ul style="list-style-type: none"> <li>Recommended</li> <li>No more than 10 people per session</li> </ul>	25 minutes	At least 15 minutes each

## 14. What should the small group breakout sessions discuss?

- If you have one breakout session at the end of policy 13, use the questions on slide 73 in the [Virtual PPT](#) as the basis for discussion.
- If you decide to hold three breakout sessions, use the three questions that follow in the first two breakout sessions, and the questions found on slide 73 for the final breakout session. [These questions can also be found on slides 31 and 47 under talking points and the main page on slide 73].
- For the first two breakout sessions (after Policy 4 and after Policy 8)
  - How are you feeling?
  - What did you learn that you didn't know before?
  - What did you learn that affirmed what you already know?

## 15. What if participants don't want to use the [Action Card Tracker](#) to keep track of how many money, land, and opportunity lost cards they have?

- This tracker is optional so that participants who learn best by individually tracking how many virtual action cards they have accumulated after each round have the ability to do so. However, the [Virtual PPT](#) is very interactive and allows participants to visually see as a larger group how many cards are being added and subtracted each round. This should suffice too!
- Here are some helpful talking points to help you explain the [Action Card Tracker](#). Also review the notes section on slide 15 of the [Virtual PPT](#) to review these:
  - "We recognize that everyone learns and engages in this material differently. Some of us are audio learners, some of us learn by writing, and some of us learn by doing. For those of us who need to virtually keep track of how many actions cards are subtracted and added each round, you have the option of using the Action Card Tracker. This was sent out in the email to everyone who registered."
  - "Before you start, remember to mark whether you were assigned into a "Black participant race" role or a "white participant race" role. You should be able to do this on the tool."



# Virtual Facilitation

- “If you are using this tool virtually, then feel free to use your computer to move a money, land or opportunity lost card into your virtual bank when a card is added to your participant identification role. And when an action card is subtracted from this role, then just put the corresponding action card back up top. This is the easiest way and doesn’t require that you have a printer.”
- “If you have printed this tool, then consider tallying how many money, land and opportunity lost cards you have in each round.”

## 16. How long should my group plan on dedicating to the simulation?

- About 90 minutes to two hours, depending on the size of the group.

## 17. How should I decide how to distribute the racial identity cards to participants?

- Please consider the following options and select the one that works best for your group:

Option Name	Option Description	Recommended Talking Points
<b>Option 1: Last Name Method</b>	Everyone with last names ending in A-K receives a “Black participant race” role and everyone with last names ending in L-Z receive a “white participant race” role. You can decide if you want to invite them to put a “B” or “W” in front of their names in the participant list themselves, or if you prefer to invite your technology volunteer to do this for everyone.	“When we do the simulation in person, each person selects a racial identity card blindly from an envelope. In this virtual space, we’ll be assigning identities based on last names. Everyone whose last name begins with A-K will have a Black participant race identity role and a “B” in front of their names. Those whose last names begin with L-Z will have a white participant race identity role and a “W” in front of their names.”
<b>Option 2: Facilitator’s Choice</b>	The technology volunteer will randomly assign the participants to one of two equal-sized groups, 1 or 2, at the beginning of the simulation before the instructions are read out. Later, in the instructions, the facilitator will explain that those in group 1 will be assigned a Black participant racial identity role and those in group 2 will be assigned a white participant racial identity role.	“When we do the simulation in person, each person selects a racial identity card blindly from an envelope. In this virtual space, we’ll be randomly assigning people to one of two groups. You have already seen that our tech volunteer assigned you either a 1 or a 2 when you logged on. Those of you who have a “1” in front of your names have been assigned a Black participant race identity role, and those of you who have a “2” in front of your names have been assigned a white participant race identity role.”
<b>Option 3: Opposites Attract</b>	This option only works if your group is racially diverse. You assign the opposite racial identity role to people of the opposite racial background. So, Black participants would be assigned “white participant identity race” roles and white participant would be assigned “Black identity race” roles. For people who neither identify as white or Black, they would have the option of choosing which racial identity role they would like. With this option, it is probably best to invite participants to put “W” or “B” in front of their names to align with the corresponding racial identity role they are assigned to (for Black and white participants) and the role that they select (for non-Black and non-white participants).	“When we do the simulation in-person, we would normally select a race identity card blindly out of an envelope. However, because we are meeting virtually today, we will assign race identity cards based on the race identity that is opposite the way you racially identify. So, people who identify as white would self-assign to have Black participant race identity roles, and vice versa. For folks who are neither Black nor white, you can make a decision as to which racial identity role you would like. Please be sure to add “B” or “W” in front of your name so everyone knows your role.”

DAY OF SIMULATION

# Virtual Facilitation

## DAY OF SIMULATION

### 18. How can I engage participants in this virtual setting?

- Here are some ideas.
  - **Build a relationship of trust.** While it would be ideal if you are already a member of the group or know some of those attending, there are ways to build a positive atmosphere of trust with people you don't know. You may consider sharing some personal information or a story about what brought you to this work or what impact the simulation has had on your life.
  - **Be present.** Be present yourself and encourage participants to be present. Ask everyone to put away distractions such as phones and close email and other windows on their computer. Encourage people to participate in the chat, physically raise their hands and wait to be invited to unmute themselves, and/or click on the hand icon to virtually "raise their hands" and wait to be invited to unmute themselves.
  - **Engage the group with guiding questions.** The virtual PPT has many guiding questions, both suggested opening questions and questions for breakout discussions. Feel free to add more questions. Consider typing the question into the chat function after posing it aloud.
  - **Use affirmative statements.** When people share, they often feel encouraged if you give them positive feedback. You can affirm people's comments and also encourage more participation with responses such as, "I want to honor and appreciate your sharing that story with us," "Thank you for being open and showing vulnerability. That is very brave," or "I appreciate the point that you are making. It seems to point to a larger issue of X."

### Questions about after the simulation

## FOLLOW UP

### 19. What are good follow-up actions for the group and me?

- Please refer to PPT slides 74 to 79 for recommended follow-up steps. Encourage participants to start applying a racial equity lens in their work, using the tools featured in these slides to help them.
- Send attendees a thank you email (template provided on page 21). This email has links to the racial equity tools featured on slides 74 to 79 in the PPT, and also has a link for participants to join the Racial Equity and Hunger National Learning Network—a network that will help participants promote racial equity in anti-hunger work as they move forward.

### 20. How do I stay connected with Bread for the World?

- Join Bread for the World by going to our website at [bread.org](http://bread.org). Reach out to a local organizer and get involved!

# Best Practices


**Important: Be sure that you or at least one co-facilitator has already attended the racial wealth gap simulation as a participant.**

Here are some general best practices when conducting the simulation in a virtual setting. Please be sure to read the original [Facilitator's Guide](#). This will provide you with best practices on how to present the information to both racially homogeneous groups and racially diverse groups. It also provides language that has been vetted and shown to be effective in introducing these concepts to a variety of audiences.

Given the virtual setting, we recommend dedicating at least 2 hours to the simulation. It is important to leave at least 30 minutes at the end for the large group discussion/debrief—longer if your group is large.

In addition to reviewing the best practices from the Facilitator's Guide, virtual space facilitators should also follow the recommendations in the two sections below on preparing for and facilitating the simulation.

## *Best Practices: Preparing for the Virtual Simulation*

- 
- Review the Virtual PPT, on Bread's website at [bread.org/simulation](https://bread.org/simulation), titled "[Virtual Simulation PPT](#)." This PPT includes revised instructions for facilitating the simulation in a virtual context along with suggested language to use in context as talking points.
  - Be sure to read through the [Racial Wealth Gap Learning Simulation Policy Packet](#) and the [Facilitator's Guide](#) before becoming a facilitator. These two resources can be found at [bread.org/simulation](https://bread.org/simulation).
  - It is very important to understand your own identity and the group's identity/identities before you become a facilitator. Review pages 12 through 16 in the Facilitators Guide to better understand yourself and the group that you will be working with. Please use the suggested language to introduce the topics and carefully guide the conversation.
  - Consider inviting a volunteer team with at least one technology volunteer, one chat monitor, and up to three policy readers. This will help you focus on facilitating. Read pages 9-10 (FAQ 3 and 4) for more on the benefits of having a volunteer team. Email templates to send to volunteers begin on page 17.
  - Be sure to have a process for people to sign up for the virtual simulation. See more on this on page 11 (FAQ 9 and 10).
  - Be sure to send a calendar invitation, whether automatically or manually, to everyone who indicates that they plan to attend. See more on how to set up calendar invites in FAQ #9 on page 11. If possible, the invite should include the zoom link (or other online platform link), the time and date of the virtual simulation, a short video featuring the [Impact of Simulation](#), the link to the simulation ([bread.org/simulation](https://bread.org/simulation)), and the description of the simulation. At the very least, the invite should include the link, time, and date.

# Best Practices

## PRE WORK

- Be sure to send a reminder email to everyone who RSVP'd for the simulation. We suggest doing this no earlier than 24 hours before the scheduled beginning of the simulation. For more on this and a template, see page 20. This email should include the link, remind participants to log on 5 minutes before the virtual simulation starts, and include the tracker while noting that it is optional.
- Plan to arrive at least 30 minutes early to check the technology and wait for participants. If you have a volunteer team, please encourage the team members to log on at least 30 minutes early as well to make sure the features they will need on the Zoom or other platform are working correctly.

## *Best Practices: Facilitating the Virtual Simulation*

## DAY OF SIMULATION

- Share any personal experiences that involve one or more of the 13 policies. How did one of the 13 policies impact you, your parents, or your grandparents? How do you see the negative or positive generational impact of these policies in your own neighborhood and/or family today?
- Connect the simulation with the current climate. How do any of the policies impact what is happening today during the COVID-19 pandemic and the Black Lives Matter movement?
- Avoid using wording that may seem to make light of the experiences of Black people, such as saying, "You will be Black" rather than "You will be assigned a Black participant race card." Or, "I am Black" rather "I was assigned a Black participant race card." The reason for this is to be sensitive to the fact that this is not a game. People who identify as white will never know what it feels like to be Black, so you should steer clear of anything that seems to make light of the idea of assigning people a racial identity for the purpose of the simulation. Please make sure that you are referring to everyone's "participant race card" and not the race on their participant card, and that you correct participants to use similar language.
- Never refer to the simulation as a "game." These are policies that affect the real daily lives of Black people every day in the United States, and learning about them is not a game. It is a simulation and should be referred to as such.
- After each policy is read, check in with the group to make sure everyone has the right number of money, land, and opportunity lost cards.
- Consider reading large group discussion questions aloud and copying them into the chat. Also consider reading small breakout group questions aloud before sending participants into small group breakout rooms and/or copying them into the chat.
- Consider reading the group norms aloud before sending participants into small group breakout rooms, and/or copying them into the chat. You may use the suggested group norms on page 22 if you choose, and/or add to them as best meets the needs of the group.



# Email Templates

Below is recommended language for the emails mentioned earlier in this guide. Remember, you have options. You can choose whether or not to have small group facilitators for the breakout rooms.

You can also choose whether or not to have volunteers to read the policy cards. If you do not have the capacity to plan ahead for them, then we recommend that you ask for volunteers to take turns reading the policies during the first five minutes of the virtual simulation.

Should you decide to ask ahead of time for volunteer breakout room facilitators and/or volunteer readers, please consider using the following email formats for your convenience.

For groups of more than 15 people, we highly recommend recruiting one volunteer to oversee technology and send participants into breakout sessions and another volunteer to manage the chat.

Please see the email templates with recommended language on how to solicit volunteers, thank them for volunteering, explain their roles and responsibilities, and follow up with them after the simulation; and language on reminding people who RSVP for the virtual event and providing racial equity tools and resources to them after the simulation.

As always, feel free to adjust the language as needed!

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## Email Soliciting Volunteers

*Hello!*

*As you might know, I had the privilege of participating in a virtual simulation on the racial wealth gap in [month OR x months ago]. Since this experience was very powerful for me, I have been working to bring it to [insert org/community]. In this journey, I have realized that it takes a village to successfully do this work, including facilitating this simulation. With that said, I am looking for a small team of volunteers. Would you consider supporting the simulation by volunteering?*

*The virtual simulation will take place on [date]. Keep in mind that most volunteers will also be able to participate in the simulation themselves, so you will have that option.*

*Here are the roles that I would like to fill:*

- *Technology volunteer (send participants into breakout rooms and return them to the larger group)*
- *Volunteer chat monitor (read along as comments arrive in the chat function and answer questions as needed)*
- *Volunteer readers (take turns reading the simulation's policy cards to the group)*
- *Volunteer small group facilitators (ensure that everyone has a chance to participate and also keep track of time).*

*Please let me know if you would like to volunteer and for which role. I would greatly appreciate it!*

*With gratitude,*

[name]

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## Initial Confirmation Email to Entire Volunteer Team

*Thank you for agreeing to be a part of the volunteer team in the virtual simulation, taking place on [date]! Your help will truly make the virtual simulation a success.*

*Please be on the lookout for a follow up email outlining your specific role and what you will need to do to prepare. In the meantime, let me know if you have any questions.*

*I'll be in touch soon,*

[name]

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# Email Templates

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## Email to Volunteers: Technology Support

*Thank you for agreeing to be our technology volunteer in the virtual simulation on [date]!*

*As I mentioned in my first email to you, I am so grateful to have your help. Please see the instructions below and let me know if you need anything else on my end—I'm happy to help!*

### *One week before the simulation:*

*I will need to have a 30-minute virtual dry run with all volunteers about a week in advance. Here are some days/times I am available [insert this information here]. Please let me know which of these works well for you. Once I hear from everyone, I will send a calendar invitation for the practice run.*

### *The day of the simulation:*

- 1. I will need you to log in 30 minutes beforehand to make sure that we can do a pre-simulation tech test run and that each of you feel comfortable sharing your screen for the small group breakout sessions. I will send a separate calendar invitation for 30 minutes before the starting time [insert this information] to enable us to review one more time.*
- 2. Attached are the Virtual PPT, Policy Packet, and Group Norms that I will be using. This is for your review and reference.*
- 3. Your role as a technology volunteer includes four responsibilities: (1) sending people into small group breakout sessions; (2) bringing people back from the breakout sessions into the larger group discussion; (3) noting the racial identity role that each participant has been assigned (entering a "B" next to the names of those whose virtual identity race card is Black and a "W" next to those whose virtual identity race card is white); and (4) responding to any problems with technology as they arise.*

*Let me know if you have any questions, and thanks again for volunteering!*

[name]

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## Email to Volunteers: Chat Monitor

*Thank you for agreeing to volunteer to manage the chat function of the virtual simulation on [date]!*

*As I mentioned in my first email to you, I am so grateful to have your help. Please see the instructions below and let me know if you need anything else on my end—I'm happy to help!*

### *One week before the simulation:*

*I will need to have a 30-minute virtual "dry run" with all volunteers about a week in advance. Here are some days/times I am available [insert this information here]. Please let me know which of these works well for you. Once I hear from everyone, I will send a calendar invitation for the practice run.*

### *The day of the simulation:*

- 1. I will need you to log in 30 minutes beforehand to make sure that we can do a pre-simulation tech test run and that each of you feel comfortable sharing your screen for the small group breakout sessions. I will send a separate calendar invitation for 30 minutes before the starting time [insert this information] to enable us to review one more time.*
- 2. Attached is the Virtual PPT that I will be using. This is for your review and reference.*
- 3. As a chat monitor, you have two responsibilities: (1) monitoring the ongoing chat, meaning reading along as chat comments come in and responding to questions as needed; and (2) calling to my attention any topics in the chat that I should raise in the larger group discussion.*

*Let me know if you have any questions, and thanks again for volunteering!*

[name]

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# Email Templates

## Email to Volunteers: Readers

*Thank you for agreeing to volunteer to read some of the policy cards for the virtual racial wealth gap simulation on [date]!*

*As I mentioned in my first email to you, I am so grateful to have your help. Please see the instructions below and let me know if you need anything else on my end—I'm happy to help!*

### *One week before the simulation:*

*I will need to have a 30-minute virtual "dry run" with all volunteers about a week in advance. Here are some days/times I am available [insert this information here]. Please let me know which of these works well for you. Once I hear from everyone, I will send a calendar invitation for the practice run.*

### *The day of the simulation:*

- 1. I will need you to log in 30 minutes beforehand to make sure that we can do a pre-simulation tech test run and that each of you feels comfortable sharing your screen for the small group breakout sessions. I will send a separate calendar invitation for 30 minutes before the starting time [insert this information] to enable us to review one more time.*
- 2. Attached are the Virtual PPT, Policy Packet, and Group Norms that I will be using. This is for your review and reference.*
- 3. Your role as a volunteer reader involves taking turns with other volunteer readers in reading the policy cards to the group. I will call each volunteer reader's name when it is their turn to read a policy.*

*Let me know if you have any questions, and thanks again for volunteering!*

[name]

## Email to Volunteers: Small Group Facilitators

*Thank you for agreeing to volunteer as small group facilitator in the virtual racial wealth gap simulation on [date].*

*As I mentioned in my first email to you, I am so grateful to have your help. Please see the instructions below and let me know if you need anything else on my end—I'm happy to help!*

*Please see the instructions below and let me know if you need anything else on my end—I'm happy to help!*

### *One week before the simulation:*

*I will need to have a 30-minute virtual "dry run" with all volunteers about a week in advance. Here are some days/times I am available [insert this information here]. Please let me know which of these works well for you. Once I hear from everyone, I will send a calendar invitation for the practice run.*

### *The day of the simulation:*

- 1. I will need you to log in 30 minutes beforehand to make sure that we can do a pre-simulation tech test run and that each of you feels comfortable sharing your screen for the small group breakout sessions. I will send a separate calendar invitation for 30 minutes before the starting time [insert this information] to enable us to review one more time.*
- 2. Attached are the Virtual PPT, Policy Packet, and Group Norms that I will be using. This is for your review and reference.*
- 3. Your responsibilities as a breakout session facilitator are: Monitoring the mood/tone of the virtual "room" –meaning, as needed, reminding the group of the group norms, inviting everyone to participate, and bringing people into the conversation. Please remember that your role is facilitating conversation rather than talking very much yourself; (2) keeping track of time and announcing when the breakout group session is halfway done, has two minutes remaining, and is 30 seconds from being returned to the larger group.*

*Let me know if you have any questions, and thanks again for volunteering!*

[name]

# Email Templates

## Email to Volunteers: Readers who are ALSO Breakout Room Facilitators

*Thank you for agreeing to volunteer as a policy card reader AND a breakout room facilitator in the virtual simulation on [date]! As I mentioned in my first email to you, I am so grateful to have your help. Please see the instructions below and let me know if you need anything else on my end—I'm happy to help!*

### *One week before the simulation:*

*I will need to have a 30-minute virtual "dry run" with all volunteers about a week in advance. Here are some days/times I am available [insert this information here]. Please let me know which of these works well for you. Once I hear from everyone, I will send a calendar invitation for the practice run.*

### *The day of the simulation:*

- 1. I will need you to log in 30 minutes beforehand to make sure that we can do a pre-simulation tech test run and that each of you feels comfortable sharing your screen for the small group breakout sessions. I will send a separate calendar invitation for 30 minutes before the starting time [insert this information] to enable us to review one more time.*
- 2. Attached are the Virtual PPT, Policy Packet, and Group Norms that I will be using. This is for your review and reference.*
- 3. Your responsibilities as a breakout session facilitator are: Monitoring the mood/tone of the virtual "room" –meaning, as needed, reminding the group of the group norms, inviting everyone to participate, and bringing people into the conversation. Please remember that your role is facilitating conversation rather than talking very much yourself; (2) keeping track of time and announcing when the breakout group session is halfway done, has two minutes remaining, and is 30 seconds from being returned to the larger group.*
- 4. Your role as a volunteer reader involves taking turns with other volunteer readers in reading the policy cards to the group. I will call each volunteer's name when it is their turn to read a policy.*

*Let me know if you have any questions, and thanks again for volunteering!*

[name]

## Reminder Email: People Who RSVP'd for the Simulation

*Thank you for signing up for the virtual Racial Wealth Gap Learning Simulation, an interactive tool designed by Bread for the World Institute. We are so excited that you are interested.*

*As you know, we are just one day away from the simulation. Here are some quick things that will be helpful for our time together:*

- Please arrive 5 minutes early. This is especially important because sometimes technology doesn't work as we expect. Arriving a few minutes early will give you an opportunity to check your sound and video quality and ask any questions before we formally start.*
- Remember to use this link to log on. The link is in your calendar invite, but wanted to provide it here as well: [insert link here]*
- [Please watch this 3-minute video](#) that shows the impact of the simulation. You can also view the simulation in advance or afterward at [bread.org/simulation](https://bread.org/simulation).*
- Please see attached the tracker tool, which is a completely optional way of noting your progress throughout the simulation. There are three types of cards—land, opportunity lost, and money. We will be keeping track of how many cards of each type the participant groups have. When the simulation is held in person, participants pick up and put down cards. In this virtual version, people can use the tracker to add and subtract cards as they go. Again, keeping score is optional since facilitators will be able to track group scores as well.*

*Looking forward to learning with you!*

[name]



# Email Templates

## Thank You Email to Volunteer Team

*This was a success! We had such a moving time together and everyone, including myself, learned so much!*

*Thank you for volunteering in the virtual simulation. Without your help, this would not have been made possible. Thank you for taking the time to review your roles, read through the materials, participate in the dry run, log-in 30 minutes early to help prepare, and for your volunteer work during the simulation.*

*Your time, your commitment, your support—everything is valued. Thank you!*

*With appreciation,*

[name]

## Thank You Email to Attendees

*The simulation was such a success! We had a moving time together and everyone, including myself, learned so much!*

*Thank you for making this a priority. Now more than ever, we need to center race and do the work of undoing racism. It starts with understanding, and we did part of this work during today's simulation.*

*As promised, this follow-up email has a link to the [simulation](#) for those of you who want to share it with your colleagues and networks. I also wanted to include the [Policy Packet](#), which provides more in-depth information about each of the 13 policies featured in the simulation. This is a great tool for folks like me who value more context.*

*For folks who want to take that next step, here are the other tools created by the designer of this simulation that we discussed that can help you promote racial equity. They can also be found at [bread.org/racialequity](https://bread.org/racialequity)*

- **[Racial Equity Methodology Tool](#)**. *This tool includes five steps to promote racial equity. It applies particularly to research and policy analysis, but it can also be used in a variety of other areas.*
- **[Racial Equity Scorecard for Programs and Policies](#)**. *This tool helps evaluate how well the programs we design and the policies we support, along with the policies proposed by our elected officials, promote racial equity. It also provides principles that we can use in our own work to promote racial equity—starting today!*
- **[Racially Equitable Responses to COVID-19](#)**. *This report offers a roadmap of what is needed to respond to COVID-19 in a racially equitable way, including ways of addressing systemic racism.*

*Last but not least, we want to encourage everyone to join the [Racial Equity and Hunger National Learning Network](#) to help you, your organization and community implement racial equity practices in your anti-hunger work. This group meets quarterly to learn how to apply a racial equity lens to topics ranging from designing anti-hunger services to promoting anti-hunger policy.*

*Be encouraged. Be bold. And promote racial equity.*

*I'll be in touch,*

[name]

# Small Group Breakout Room Norms

The norms listed here should be shared with participants before the breakout sessions begin. They will help encourage healthy group dynamics in these complex and rich explorations of topics that people may not be accustomed to discussing, particularly outside their own communities. Facilitators can either read the norms aloud or put them on a slide for the group to read along. Also consider copying and pasting the norms into the chat function for reference.

If you have small group facilitators, encourage them to become familiar with the norms ahead of time and encourage people to observe them during the discussion (include the norms in the prep email sent to facilitators—see the suggested template on page 22). Feel free to adjust the norms to meet the group's needs, and/or add some of your own!

- **Step Up, Step Back.** This offers a way to recognize that every group context includes people with different levels of access to power based on race. Be conscious of this and respond accordingly by “stepping up” to participate more if you notice that you are speaking rarely or not at all, and by “stepping back” to give others space to talk if you notice that you are speaking often.
- **Invite others in the group to step into the space.** After making a comment, consider inviting others to share their thoughts. Be sensitive to encouraging everyone to share their thoughts, remembering that everyone processes differently.
- **Intent ≠ Impact.** Recognize that what people say is not always received in the spirit with which it is offered. Sometimes, the words that come out of our mouths do harm unintentionally. When it is brought to our attention that our words have inflicted pain, we have a duty to take responsibility for the harm done, seek forgiveness, and try again to communicate more effectively.
- **One Mouth, One Mic.** When someone is talking, everyone else should listen to understand, rather than consider how to interrupt with their own thoughts and feelings.
- **Keep track of time.** Make sure that everyone has had a chance to talk within the given time allotment.

## Notes

