

TEXT

SOCIALJUSTICE

(all 1 word)

- To **444999** (reply with your email)
- For a link to get an **electronic version** of this handout
 - AND, access to some **additional worksheets on navigating difficult situations**
 - AND access to a **10-minute video, What is a triggering event?"**

Training of Facilitators ~ Deepening Capacity to Lead Equity and Inclusion Sessions

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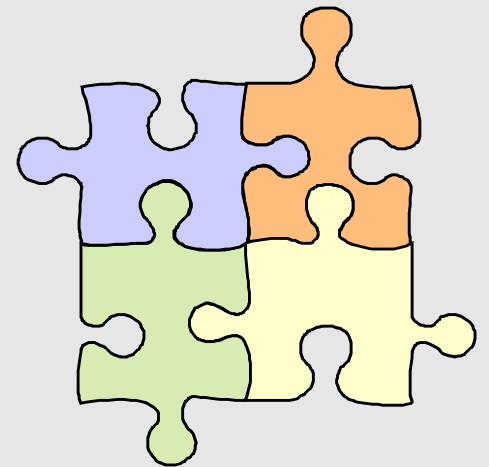





Overall *Purpose* of TOF Program:

*Focused professional development in the following three skill sets:

1. Workshop **design** skills:
2. Workshop **facilitation** skills
3. **Diversity, equity, and inclusion**





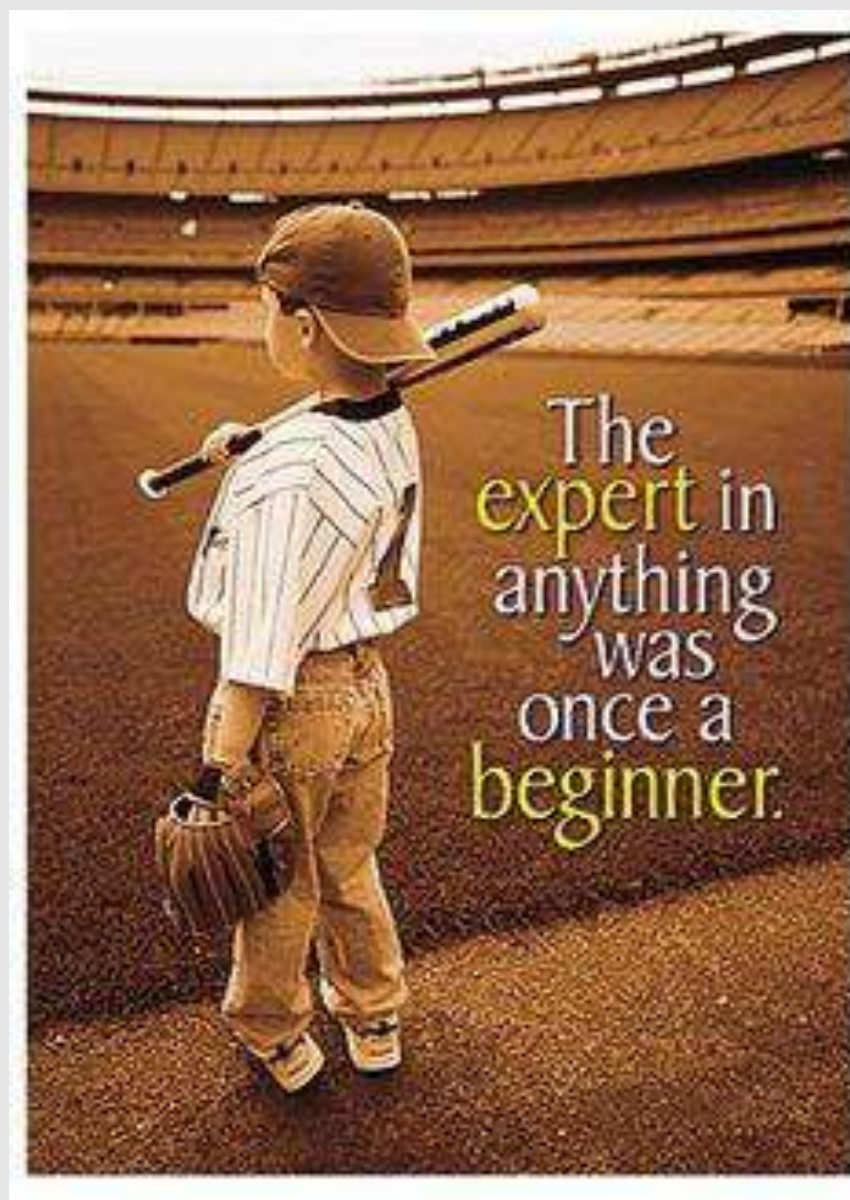
Design and facilitate workshops to deepen the capacity of participants to:

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Create a “container” to maximize learning transfer

- **Create a learning community** of compassionate support, and passionate dialogue, coaching, and feedback
 - ❖ **Each one, teach one**
- **Build connections** with self and other participants
- **Deepen sense of trust**, comfort, support, bravery, belonging, etc.



The
expert in
anything
was
once a
beginner.


Building our Learning Community

- Go greet 5+ people, especially anyone you do not know as well until you hear the chime!





Find Your HIGH 5 Buddy!



- 
- What's up?
 - What is **a source of your passion/commitment** for creating an inclusive, socially just community for all?



- 
1. What are your hopes for our session today?
 2. What do you see happening on campus, locally, nationally & internationally that has **this session important**, in your opinion?



***We can't teach what we don't
know;***

***we can't lead where we won't
go.***

Malcolm X




BINGO!

Directions: Find someone to talk with and choose a topic to discuss from one of the squares (pg. 7).

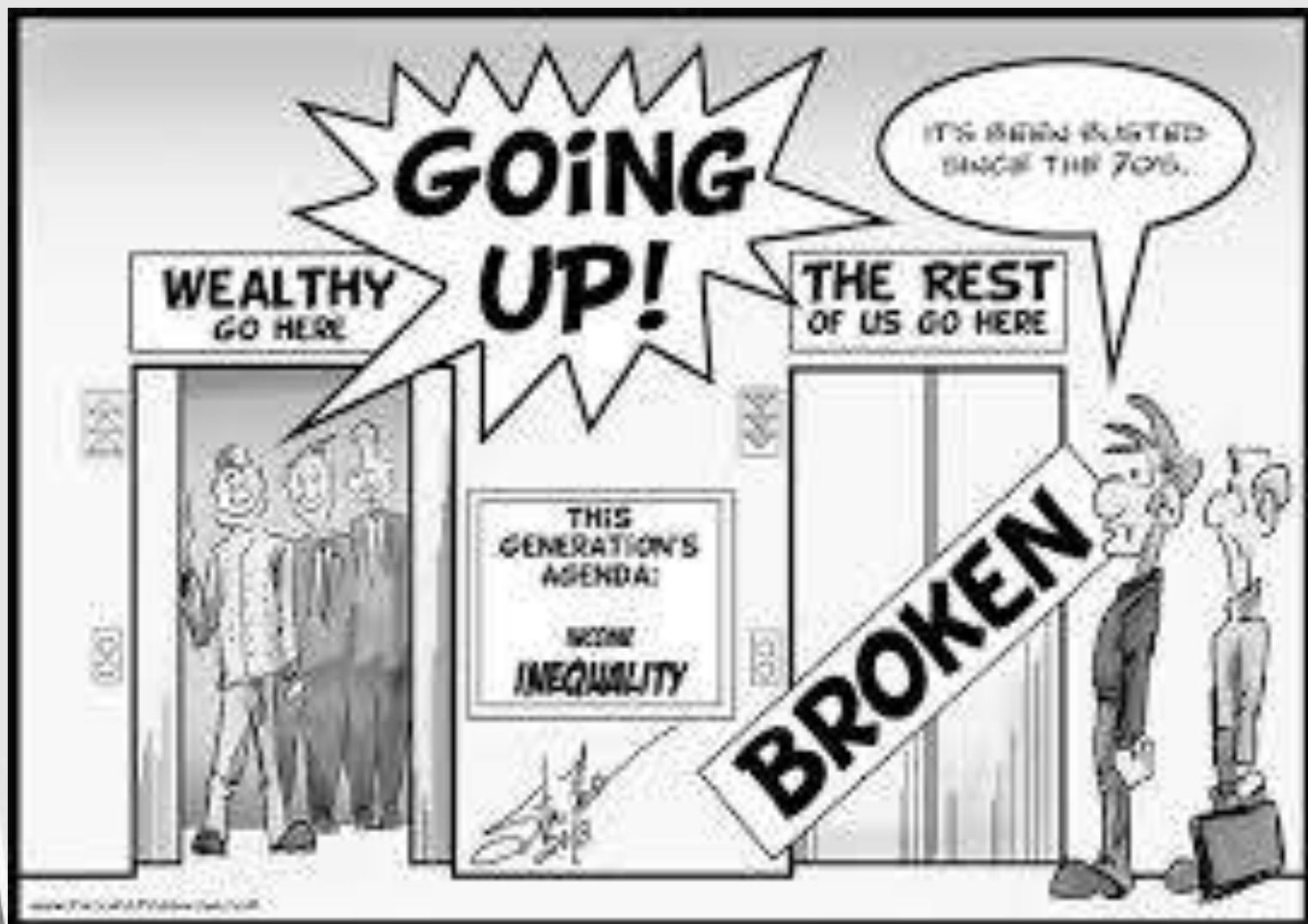
Sign each other's sheet, then find a new person with whom to discuss a new topic.

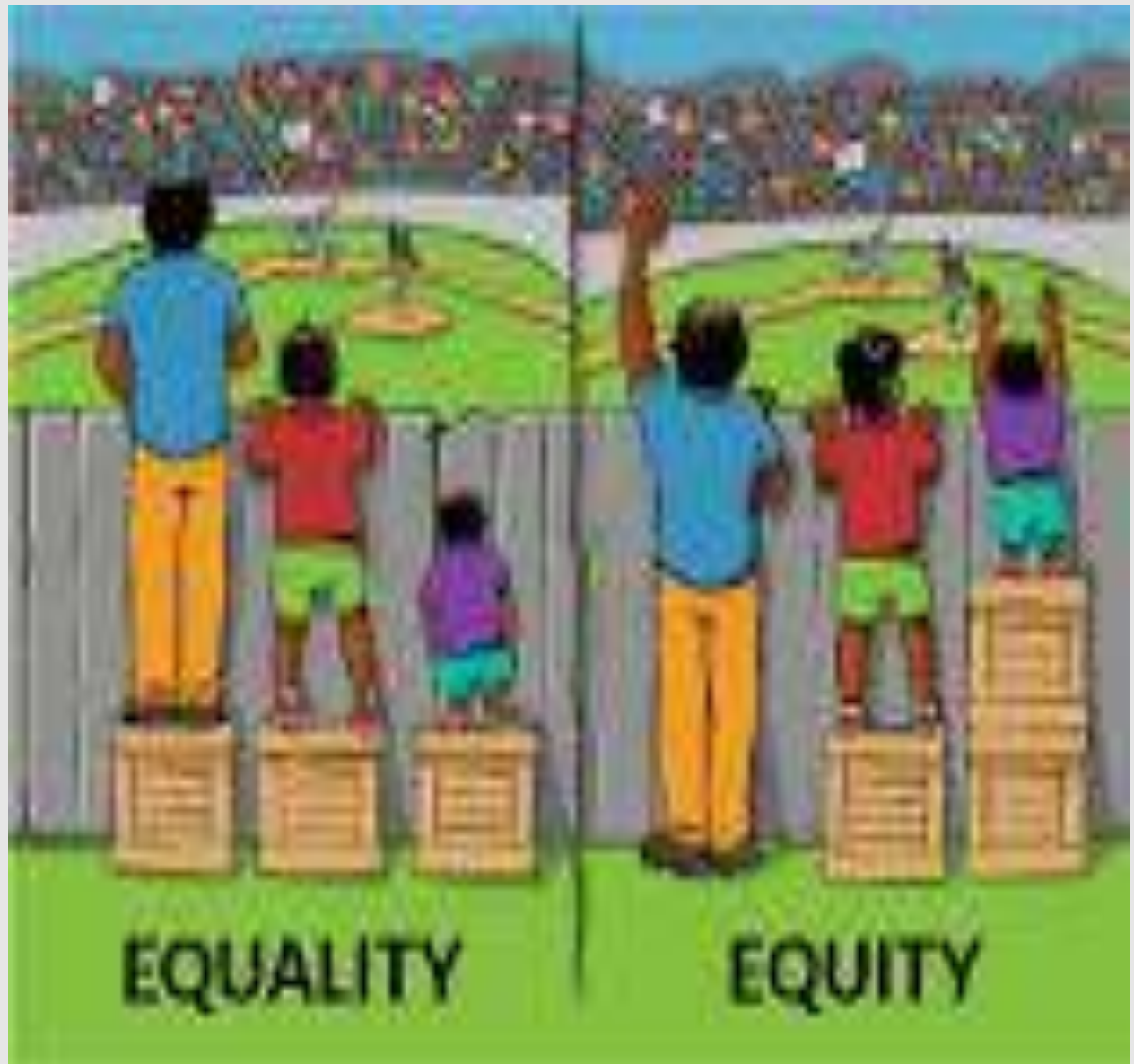
When you have *ALL 6* of the boxes filled in, yell *BINGO!* And keep helping others win!



Adams, Bell and Griffin (2007) define social justice as **both a process and a goal**. *"The goal of social justice education is **full and equal participation** of all groups in a society that is **mutually shaped** to meet their needs. Social justice includes a vision of society that is **equitable** and all members are **physically and psychologically safe and secure**."*

- Adams, M., Bell, L. A., & Griffin, P. (Eds.). (2007). *Teaching for diversity and social justice: A sourcebook* (2nd ed.). New York, NY: Routledge.



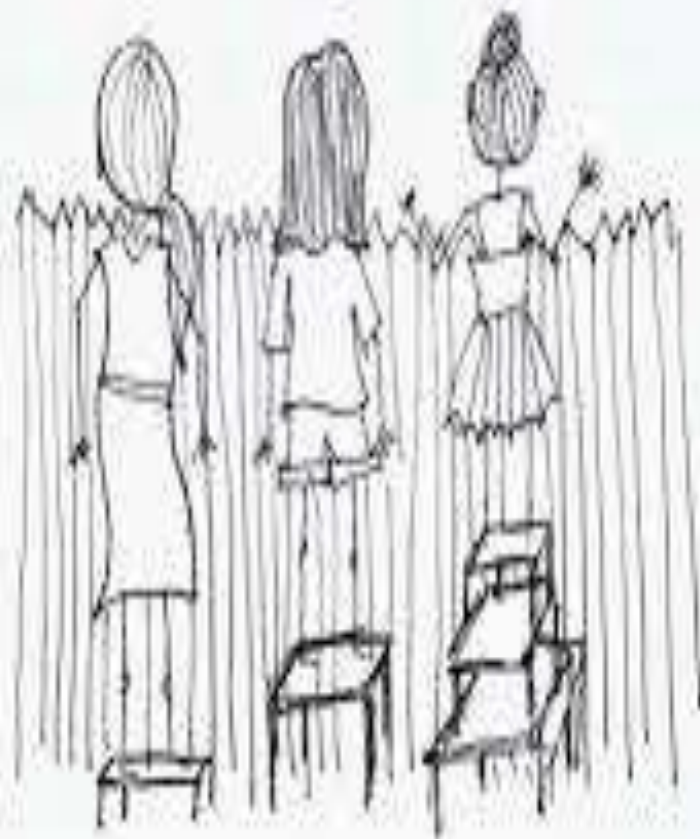


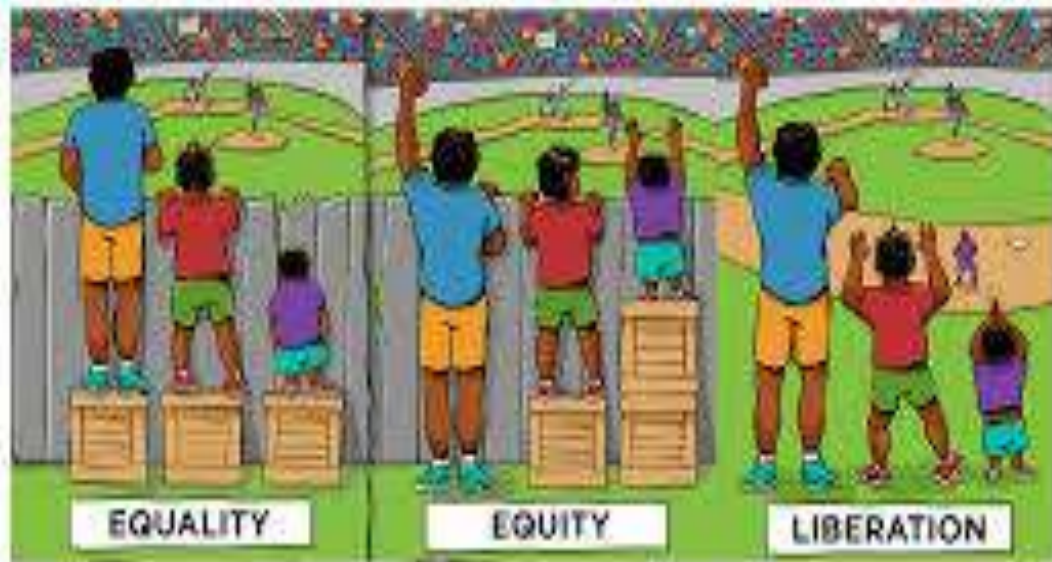


EQUALITY



EQUITY!








Learning Guidelines (pg. 4):

- * Which of these do you intentionally negotiate in classes & workshops, to help create the container for effectively learning and engagement?



Learning Community Guidelines

- Open and honest communication
- Full participation by all members (at your level of comfort)
- Speak from personal experience: use “I” statement to share thoughts and feelings
- Listen respectfully
- Share air time: encourage others’ participation
- Full presence
- Be open to new perspectives
- Take risks
- Respect and maintain confidentiality
- *Notice and share what’s happening in the group, in you*
- *Recognize your triggers; Share if you feel triggered*
- Trust that dialogue will take us to deeper levels of understanding and acceptance



In your small group, identify 5-10 **Learning Guidelines (pg. 4)** that will create enough challenge and enough support to:

- deepen your **learning, skill** development
- engage in **authentic dialogue**
- take risks, **lean into learning edges** (areas for growth)



Learning Community Guidelines

- Open and honest communication
- Full participation by all members (at your level of comfort)
- Speak from personal experience: use “I” statement to share thoughts and feelings
- Listen respectfully
- Share air time: encourage others’ participation
- Full presence
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- *Notice and share what’s happening in the group, in you*
- *Recognize your triggers; Share if you feel triggered*
- Trust that dialogue will take us to deeper levels of understanding and acceptance



Reflect: What were all the ways **we**
were Creating the Container?

*** What else might you do?**



Building our Learning Community

1. A time you felt **included**; important; **valued**, connected to others
2. A time you felt you were **treated less than** by someone or a group – because of their attitudes towards some difference you had...they perceived you had....
 - What happened...how did you feel?
 - What did you do?
 - What, if anything, did you or someone else do to intervene?



How do you relate?


- **Individual level:** I relate...
- **Group level:**
 - *As a _____ (name one or more group membership) , I relate....
 - * I relate as a _____ (group membership)...



Building our Learning Community

3. A time **you used to feel uncomfortable** or uneasy or biased towards a certain group, but something happened and you felt more tolerant or accepting ~ **Share what helped you SHIFT?**





Design and facilitate workshops to deepen the capacity of participants to:


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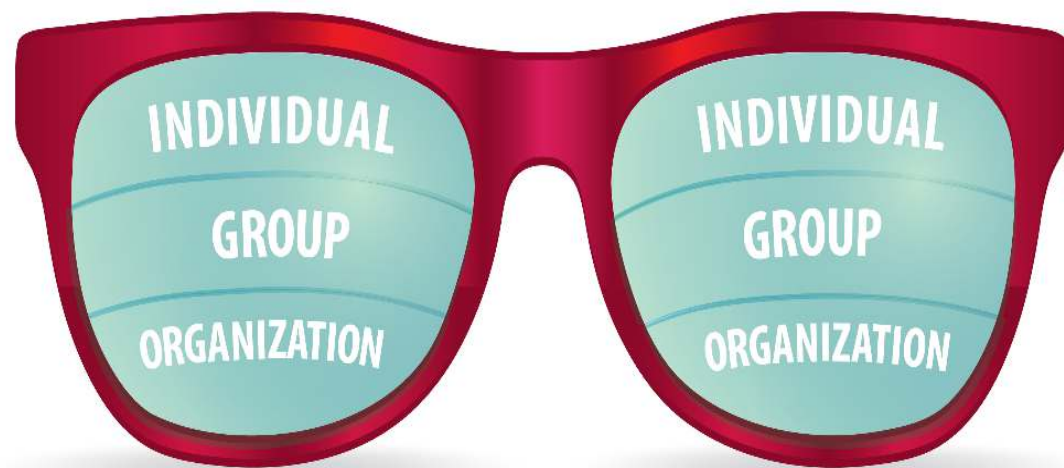




Shifting Demographics of College Students in the U.S. (pgs. 8-9)

- Individually, review HALF of the items
 - 1's = review the odd #'s
 - 2's = review the even #'s
- **Check-off** any that seem significant
- **Note any other data you know**

- 
- What is the impact (if any) from reviewing these data and research findings?
 - Which ones particularly got your attention?
 - Or might be significant for your area?
The university?



A vertical strip on the left side of the slide contains five small, square images stacked vertically. From top to bottom: the first shows a mix of red, orange, and yellow puzzle pieces; the second shows a pink puzzle piece with a black letter 'G' on it; the third shows a yellow puzzle piece with a black letter 'W' on it; the fourth shows a blue puzzle piece with a black letter 'A' on it; and the fifth shows a green puzzle piece with a black letter 'T' on it.

INDIVIDUAL LEVEL



Individual Level:

Ask: Who are you?

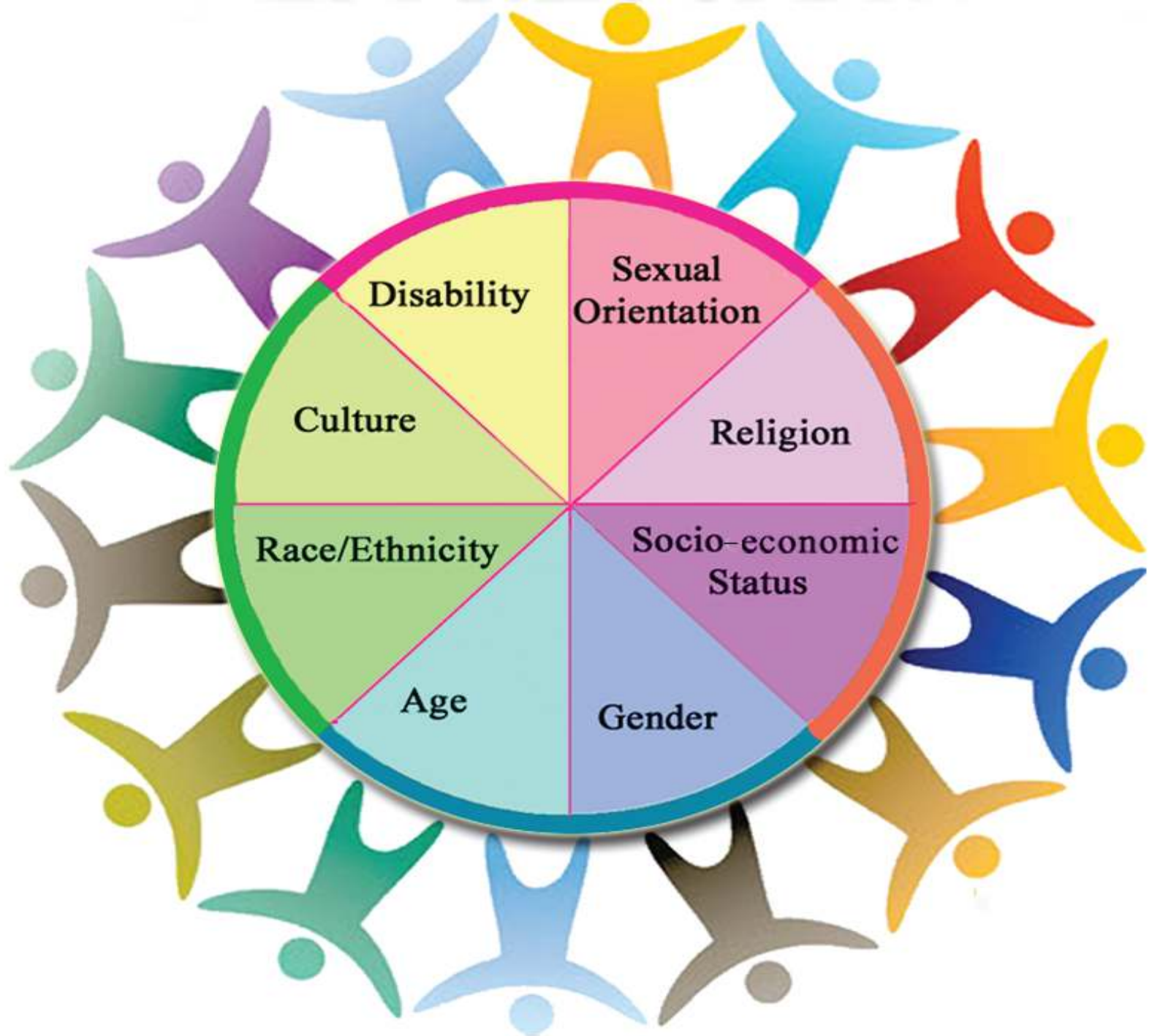
Respond: I am...

(What makes you a unique
individual:

qualities, personality
characteristics, **leisure**
activities, interests, **passions...**)

A vertical strip on the left side of the slide contains five small images. From top to bottom: 1. A close-up of interlocking puzzle pieces in red, orange, and yellow. 2. A close-up of puzzle pieces in green, pink, and yellow. 3. A close-up of puzzle pieces in dark green, yellow, and black. 4. A close-up of puzzle pieces in yellow, blue, and red. 5. A close-up of puzzle pieces in green, yellow, and black.

GROUP LEVEL





Group Level:

Ask: Who are you?

Respond: I am a...

I am someone who....

(Group memberships,
experiences you identify
with)



Differences That Make A Difference


- Age
- Athleticism
- Criminal background
- Disability Status
- Economic class
- Educational level
- English Literacy
- Ethnicity/culture
- Family status
- Gender identity/expression
- Geographic region
- Hierarchical level
- Immigration status
- Job function
- Marital/Relationship Status
- National origin
- Parental Status
- Race
- Religion/spirituality
- Sex
- Sexual orientation
- Size/appearance
- Skin color; phenotype
- Veteran Status
- Working style
- Years of experience
- Others....



Group Identities ~ Growing up

Select 4-6+ group identities that seemed to have **had the most influence in shaping your experiences as you were growing up.**

* Each will have 5 minutes to share stories, examples, patterns of experience....



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*No **SNAP** JUDGMENTS ~ instead, **PAN** (pg. 10)*

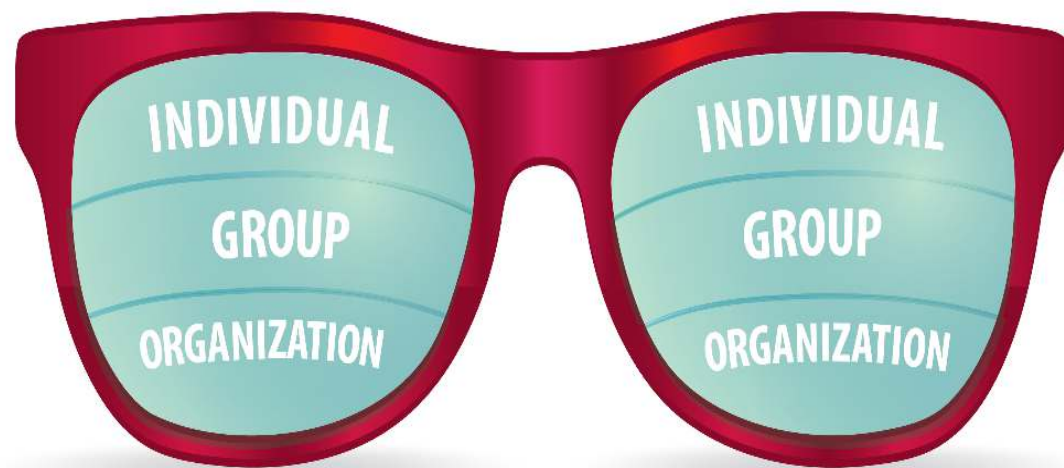
- **P**ay **A**ttention **N**ow
- Noticing behaviors and practices
- Describe the “facts” of what you **PAN**
- **Without Judgment, Interpretation or Assumption**
- Paying attention to ***patterns*** of behaviors, impact, and outcomes
- By Group Membership





Pay attention to the **content** of what is discussed and notice which issues of diversity are discussed and which, if any, are not; and invite participants to broaden the conversation.

Pan/Track **group dynamics** for common unproductive behaviors that undermine authentic dialogue; and respond in ways that re-establish a productive learning environment.






Pan at all 3 Trifocal Lenses

1. Individual Level: PAN **yourself** ~ your reactions, feelings, behaviors
2. Group Level
 - *PAN **demographics**, group memberships,
 - *PAN the **dynamics** you notice; Insider/Outsider group dynamics
 - *PAN the **pattern of similar/dissimilar dynamics** and situations
3. Organizational Level: PAN impact across group membership of policies, programs, services, etc.



Do All Members Feel Included?: How Would You Know?

- Observe/ “PAN” (**P**ay **A**ttention **N**ow)
- With an *Inclusion Lens*
- **Review page 11:**
 - Which of these do you do unconsciously, all the time? (Check-off ✓)
 - (*) Which ones could you add to your Toolkit?

- 
- Hold your card **facing downwards** in your hand
 - **TRADE** your card 5 X's
 - **Never** look at your own Playing Card
 - Hold it in your hand facing outwards so others can always see it
 - Go and interact with **AT LEAST 20+** people
 - **Notice** what you notice, feel, do....how you get treated




**In your group: Discuss and chart
8-10 “processing questions” to
help participants:**


- **Notice and Reflect on what they just experienced**
- **Share their feelings and reactions**
- **Make meaning of what they experienced**
- **Apply their insights in their lives**



In groups of 3, each person share:

1. What happened during the card activity that **feels familiar** to what happens on campus?
2. Brainstorm ways to debrief/process this activity:
 - a. New faculty orientation
 - b. Fall training of RAs or orientation leaders
 - c. Recreation student workers

- 
- A vertical strip on the left side of the slide contains four small images of puzzle pieces. The top image shows red, orange, and yellow pieces. The second image shows green, pink, and yellow pieces. The third image shows dark green, yellow, and black pieces. The bottom image shows yellow, red, and blue pieces.
- **What card do you think you have and why?**
 - **How were you treated?**
 - **What happened that feels familiar to campus dynamics?**



1. What are some groups that get seen and treated as **LOW CARDS**?

- * How do they get treated?

- * What is the probable impact?

2. What are some groups that get seen and treated as **HIGH CARDS**?
MIDDLE CARDS?


- *How do they get treated?

- *Probable impact?



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- Race
- Religion/spirituality
- Sex
- Sexual orientation
- Size/appearance
- Skin color; phenotype
- Veteran Status
- Working style
- Years of experience
- Others....

- 
- When have you been treated like a **LOW CARD**?
 - What happened?
 - How did you feel?
 - How did you react?
 - When have you been treated like a **HIGH CARD**? a **MIDDLE CARD**?





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LET ME IN!!!



**In your group: Discuss and chart
8-10 “processing questions” to
help participants:**

- **Notice and Reflect on what they just experienced**
- **Share their feelings and reactions**
- **Make meaning of what they experienced**
- **Apply their insights in their lives**



How do you personally relate to any of these patterns, characteristics:

- As a _____ (name one or more group membership) , I relate....
- I relate as a _____ (group membership)...



Left Hand



Right Hand





Make 3 lines of cards

Group memberships where you are in:

1. Privileged/High Card groups
1. On the Continuum/Middle Card groups
2. Marginalized/Low Card groups

*You can look at page 13 as you reflect



Discuss:

1. Any feelings or reactions?
2. Which of your intersecting group memberships might be how most people see you? **Therefore, initially engage you?**




Make **TWO stacks** of cards:

1. Which groups are more on your screen? You think about on a **regular basis** in your work?
2. Which **may not be as centered** in your thinking and work?



Share with a partner:

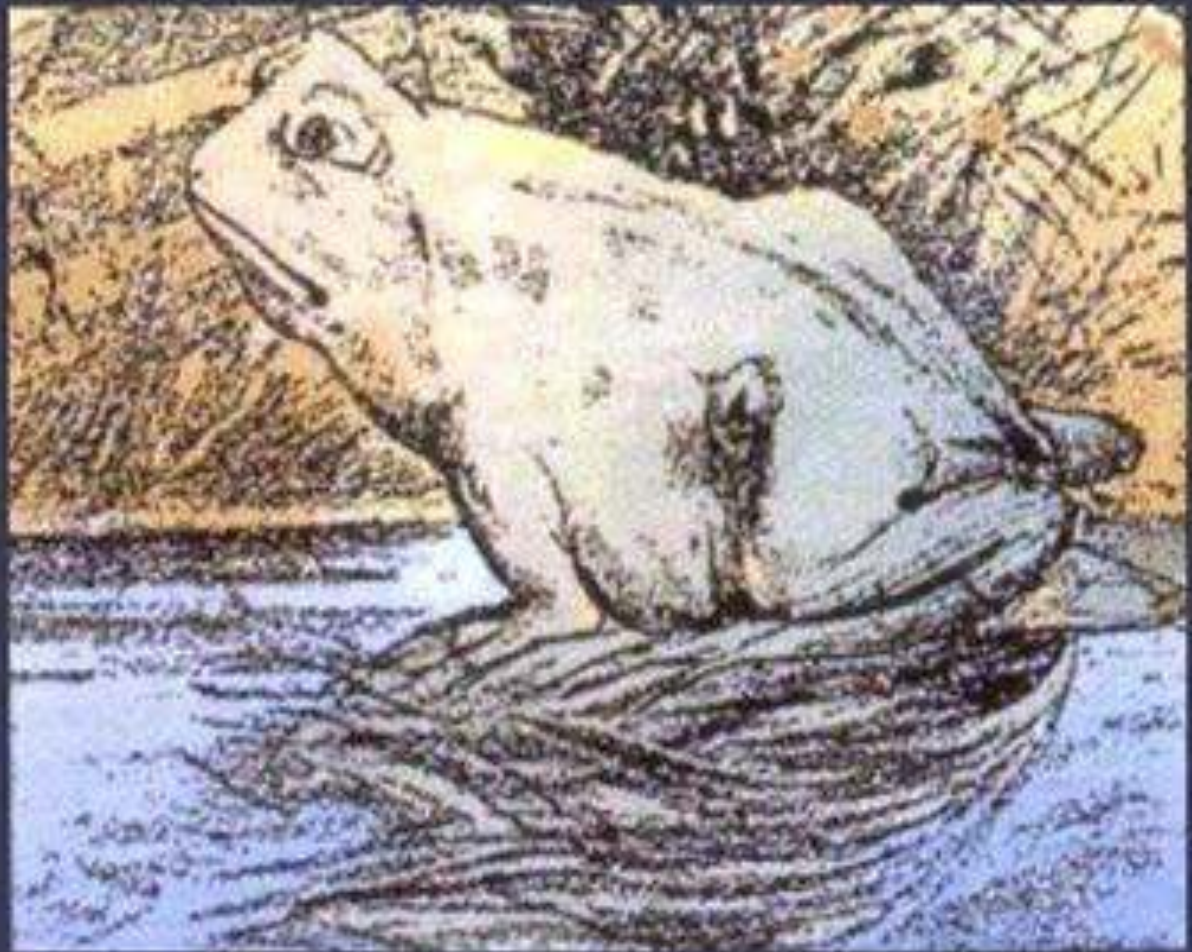
- Among the “not so much” cards: **Which ones of these are your privileged groups?**
- **How might your mosaic of group identities impact how you engage and serve others across group memberships?**
 - **Create trainings that truly serve the full breadth of students, staff and faculty?**



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Share When You See The Horse

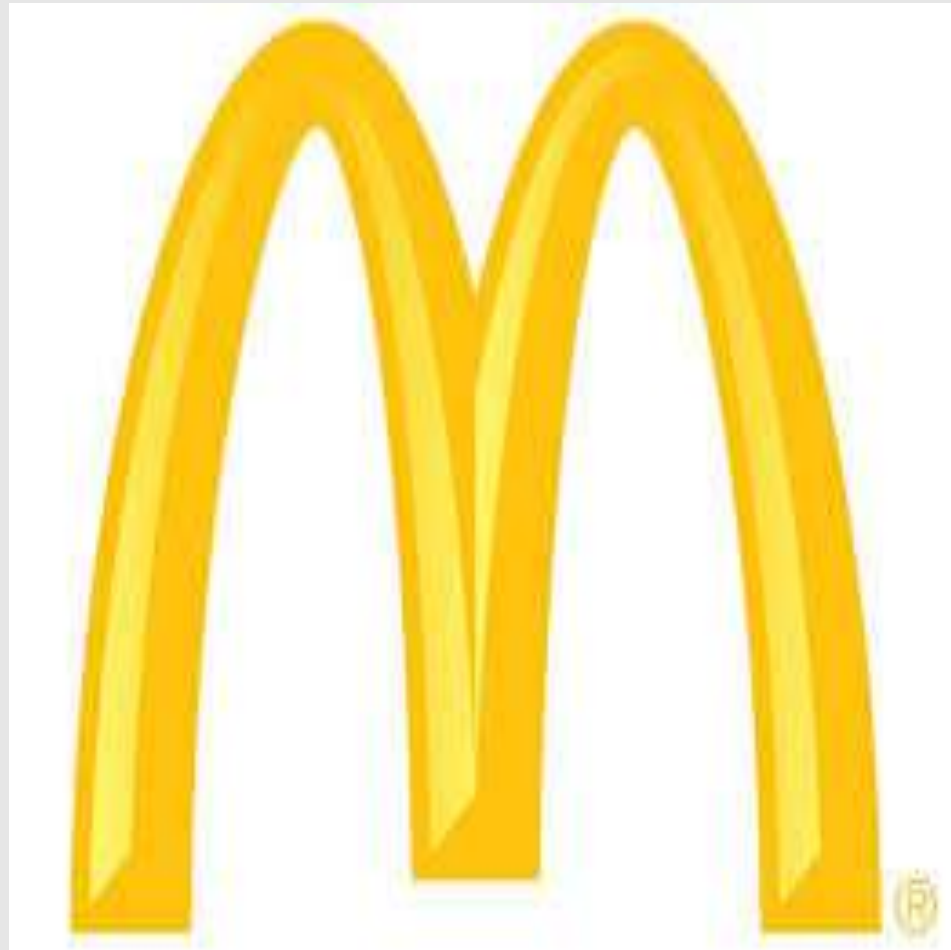













- 
- Think about any assumptions, stereotypes that **students, staff or faculty** might have about members of these various groups

People from countries outside the U.S



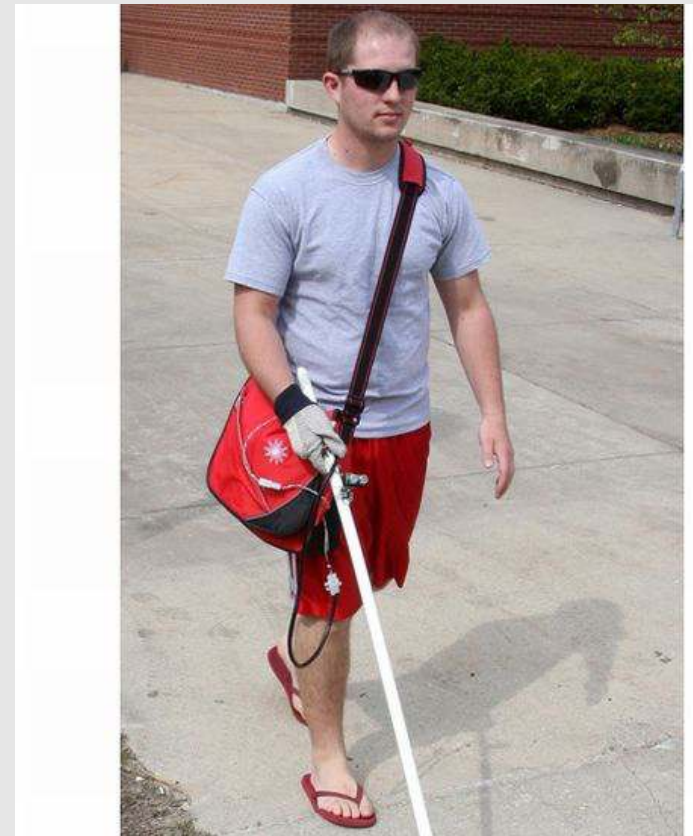
People for whom English is their 2nd (or 3rd+) Language



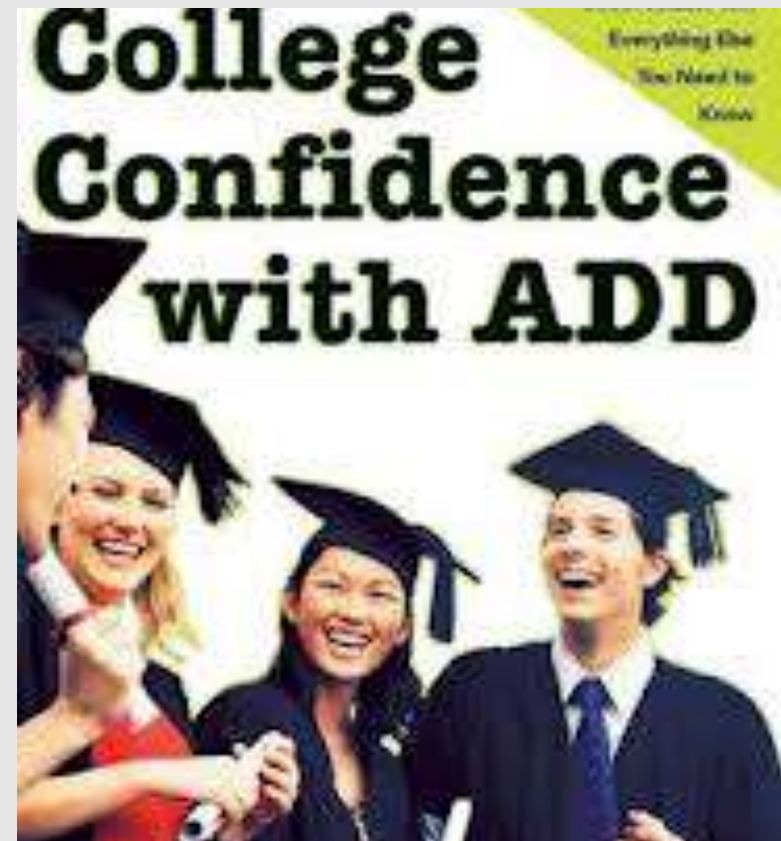
People who are undocumented



People with physical disabilities



People who have a learning disability or
ADD, ADHD...



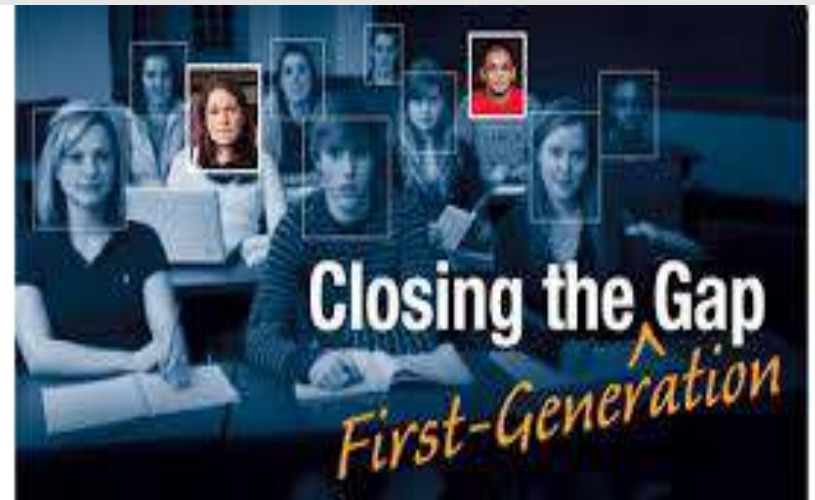
Students who live with mental health issues

1 in 4 of us
will experience
**mental health
problems**
in our lifetimes.

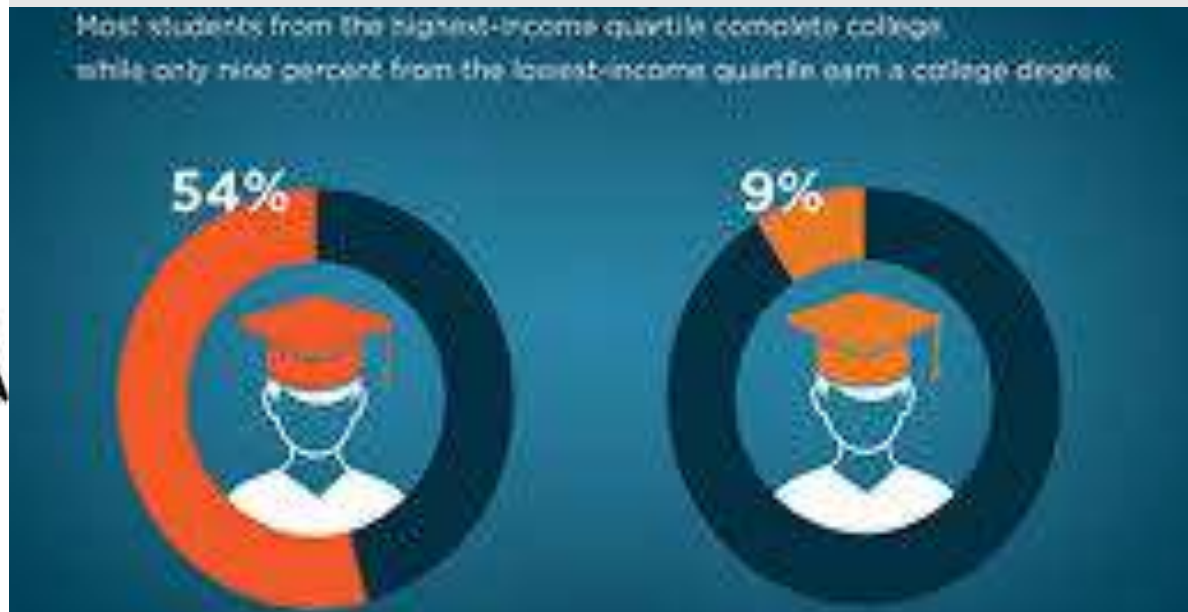


Students who are 1st generation

Proud to be
the
first
FIRST GENERATION



Students from low-income backgrounds



TRiO
STUDENT SUPPORT SERVICES

Migrant and seasonal workers



Asian Americans, Pacific Islanders



Latin@s



Native Americans, Indigenous Peoples



People Who Identify as Middle Eastern, Arab



Blacks, African Americans



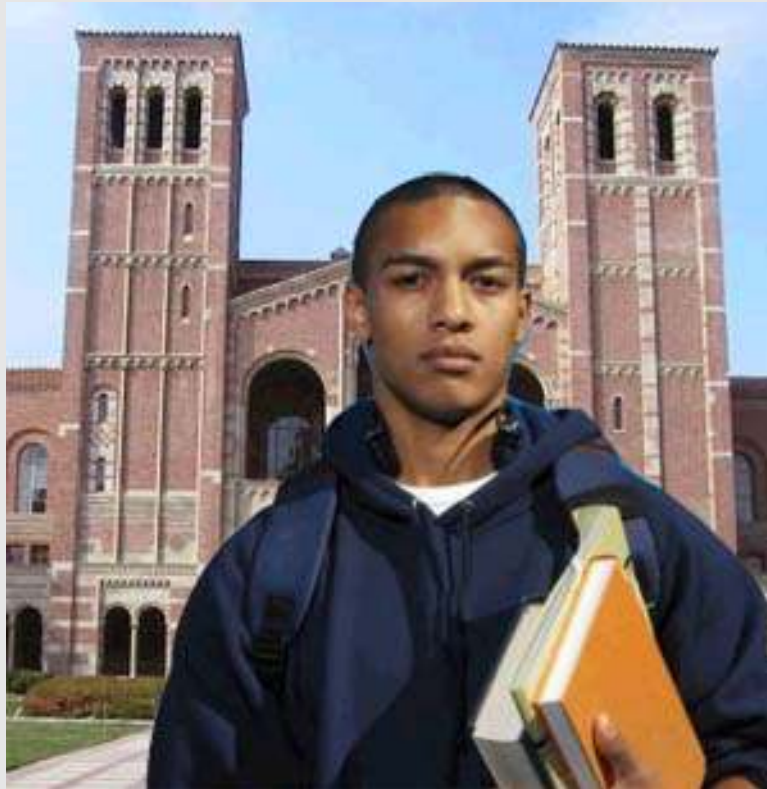
People who identify as Biracial or
Multiracial; Inter-racial family members



Whites



Does dress or appearance matter?











Does skin color impact?



Does Gender Identity or Expression impact?



Intersection of Race, Class, Age, Sex/Gender



People who are Muslim



People whose bodies don't fit into societal expectations



The Style Network





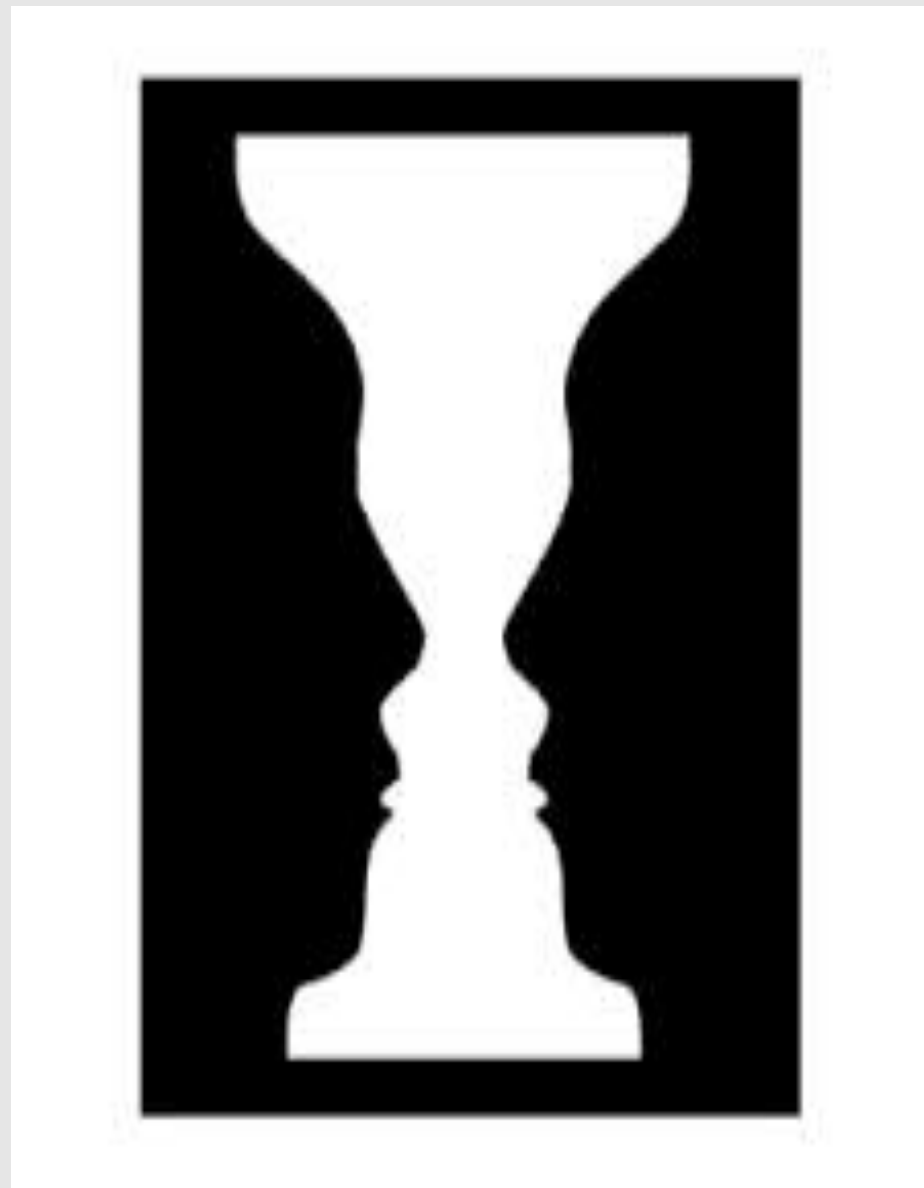


**Jumping To
Conclusions
Is Not Actually
Exercise**

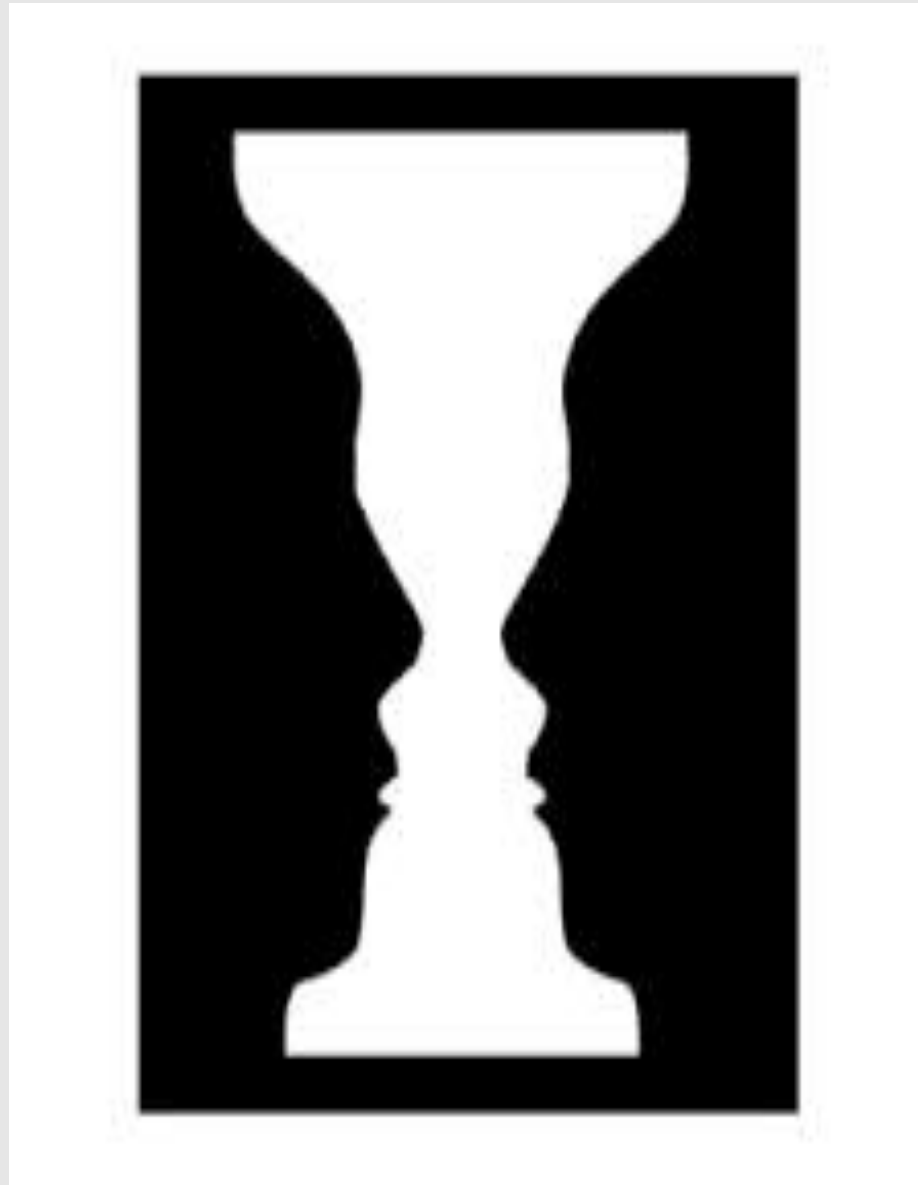



**AT TIMES,
I'M GRATEFUL
THAT THOUGHTS
DON'T APPEAR
IN BUBBLES
OVER OUR
HEADS.**

KUSHANDWITZDOH




Your 2nd thought is critical!!





Knowing another's group membership(s) *doesn't* tell me anything about their competence or potential...

...but it *may give me insight* into how they may have been treated based on their identity(s)...



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oh no
YOU DIDN'T

Implicit Bias

Another case of the media using something as simple as photographs to shape public opinion. #SamDubose



6:14 PM · 29 Jul 15

Implicit Bias

Another case of the media using something as simple as photographs to shape public opinion. #SamDubose

 NBC News
@NBCNews



BREAKING: University of Cincinnati cop indicted for murder in death of unarmed motorist
nbcnews.to/1ls5wm7

7/29/15, 12:26 PM

 Rigel Robinson
@RigelRobinson



Hey @NBCNews, I went ahead and fixed this one for you. Do better. #SamDubose

7/29/15, 2:21 PM

6:14 PM · 29 Jul 15





Differences That Make A Difference

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Microaggressions:

Characteristics, pg. 12

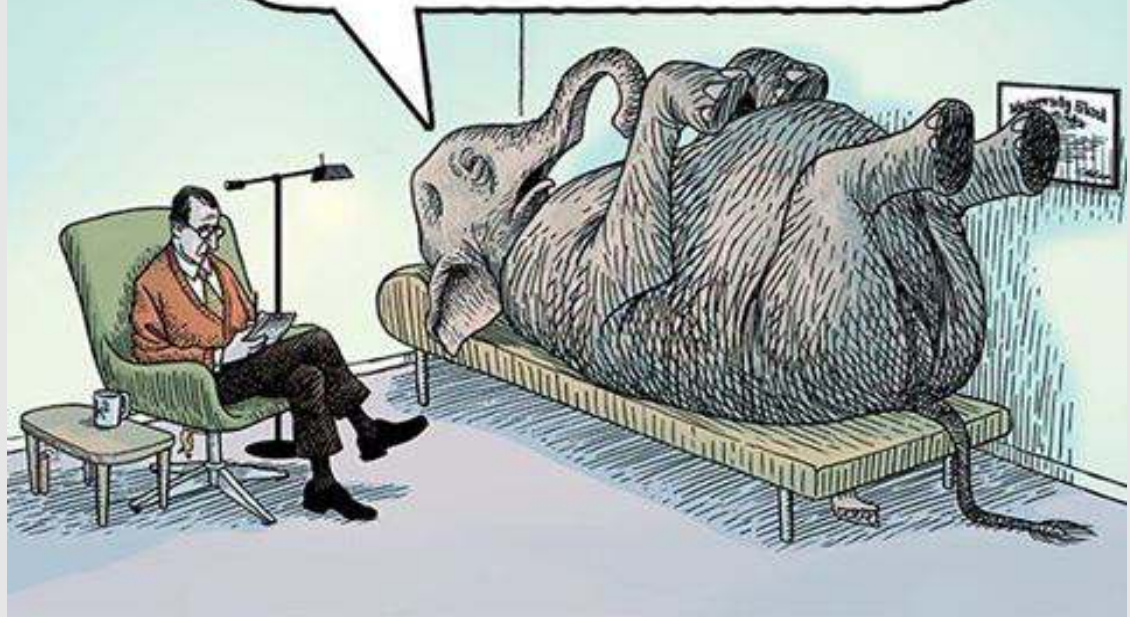
- Every day actions that occur all around us
- By people who believe they are fair-minded, without prejudice
- Possibly, without any conscious intent or malice
- Usually unaware of how their comment, tone, or behavior negatively impact others



Microaggressions: Characteristics

- May be considered “no big deal”
- Few recognize the cumulative, enduring impact of constant barrage of microaggressions
- Some may not even recognize they experienced a microaggression until later

Sometimes, even if I
stand in the middle
of the room, no one
acknowledges me.



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INTENT ~ IMPACT



In groups of 3:

- Assign each person a #: 1, 2, or 3
- Each will review 1/3 of the items on pgs. 17-19:

–1 = pg. 17


–2 = pg. 18

–3 = pg. 19

- Which ones **could/do** occur on campus?
- **Possible Bias?**
- **Possible impact?**




BREATHE



Each person **share 3-4 microaggressions that got your attention or feel familiar.**

1. **Discuss for each one:**

- a. What is the (unintended) **IMPACT?**
Especially if not one speaks up?
- b. What are the **probable biases or stereotypes** fueling the microaggression?
- c. What could be the **cumulative impact?**
That **may impact** students as you start to engage them?



Behaviors That Seem to Disrupt Dialogues, p. 15

Directions:

- Column #1: Check-off any behaviors which you have observed in a conversation; add others
- Use Column #4 to note any possible “unmet needs” that may have been fueling these behaviors (pg. 16)
- Then use Column #3 to check-off any that **YOU** have done during a session (as a participant or facilitator); *What were your unmet needs at the time?*


Common Unproductive Reactions. [pg. 20](#)





RESPONSIBILITY:
THE ABILITY TO
CHOOSE
YOUR RESPONSE.





What could you do?

ADDRESS it! pg. 21

A = **Acknowledge** (that something occurred)

D = **Dialogue** (with the person)

D = **“Document”** (tell someone; report it)

R = **Redirect** (the conversation)

E = **Educate** (the person)

S = **Stop** (the exclusionary behavior)


S = **Support** (the people impacted)



- **1 & 4's**: Review page 22 (PAIRS)

- **2 & 3's**: Review page 23 (Engaging Skills)

- * Note useful tools and approaches**

- 
- **Each share 4-5 tools** you think could be useful to engage microaggressions in your area, on campus...



Choose a situation:

What Would You Do?

- Discuss **2+** approaches
- Then discuss another situation...



When you know better...
You do better

- Maya Angelou



STAND
SPEAK
SHOW
UP
FOR SOMETHING

workisnotajob.



BE BRAVE ENOUGH TO START A CONVERSATION THAT MATTERS

Margaret Wheatley

@Candidman



HOP **WHITE** **ROAST**



Sharing Stories

- **Each person** will write 2+ examples:
 1. about an exclusionary situation OR pattern of experience and NO ONE spoke up
 2. Another exclusionary situation and someone responded to create greater inclusion
- You will **TRADE** the papers 5+ times
- These examples will be **read aloud** in small groups; and ***may be used in future trainings***



Examples of Disrespectful, Uninclusive Situations

Write about **TWO+** situations or a patterns of uninclusive and/or disrespectful treatment you experienced, witnessed, or heard about from a credible source:

- Recent situations or patterns (within last 2-3 years)
- Occurred on campus, if possible, or local community
- **Anonymous/Generic: NO NAMES** or key references

#1. No one intervened:

- * what happened
- * how did you/others feel
- * what was the impact on you/others

#2. Someone intervened: all of above and what did they/you do?



Form groups of 8-10

- One at a time, read one aloud....then the next person reads one....
- When finished reading your batch, trade them with another group, and continue reading



In your small group share and discuss:

- What are you *feeling* as you hear these stories?
- What *examples* stood out to you and why?
 - *What *impact* could these situations have on *student persistence and success*?
 - On staff and faculty *productivity, morale, and retention*?



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ORGANIZATIONAL LEVEL

You Are Welcome to Join Us!!









Think about a recent decision:

- Who was at the table?
- Whose input could have helped create a better decision?
- How did you develop greater buy-in from those who are impacted by the decision?





Use an “Inclusion Lens” to Analyze Policies, Programs, Services, and Procedures

- Why might this be a useful idea?
- By group membership:
 - ❖ Who could participate more easily?
 - ❖ What groups **might** have **extra hurdles** if they wanted to participate?
 - ❖ What groups might be unintentionally, negatively impacted by this decision?



- ***Manager calls a mandatory 7:15 am meeting***
- ***Budget cuts ~ considering limiting travel to motels only***
- ***Some staff and faculty are considering organizing a service learning project to Belize.***



Common Fears...

Individually review **page 5**, and

1. Check-off any fears you have or anticipate as you engage in difficult conversations and authentic dialogue on your campus...Add any others...
2. Go back over your checked fears, and **choose 3-5** that are most “up in you”
3. Take these 3-5, and reflect ~ which of your insider/privileged and outsider/marginalized group memberships might be particularly related to these fears?



Common Fears, pg. 5

- Practice **PAIRS** in your small group
- 1st person **Shares** a fear and a statement to put it in context
- Next person **Relates**, then **Shares** another fear....
- People can **Ask** questions to explore deeper
- **Pan** when you notice a pattern or a dynamic that might inform the dialogue
- **Interrupt** to balance airtime



How do you relate?

- **Individual level:** I relate...
- **Group level:**
 - *As a _____ (name one or more group membership) , I relate....
 - * I relate as a _____ (group membership)...



Debrief in your small group:

- What is the impact from sharing your fears, hearing fears of others?
- Which of the 4 tools ~ PAIRS ~ **did the group** use more frequently? Less frequently?
- Which of the 4 tools ~ PAIRS ~ **did you** use more frequently? Less frequently?
- How effectively did you **balance the airtime** among all group members?



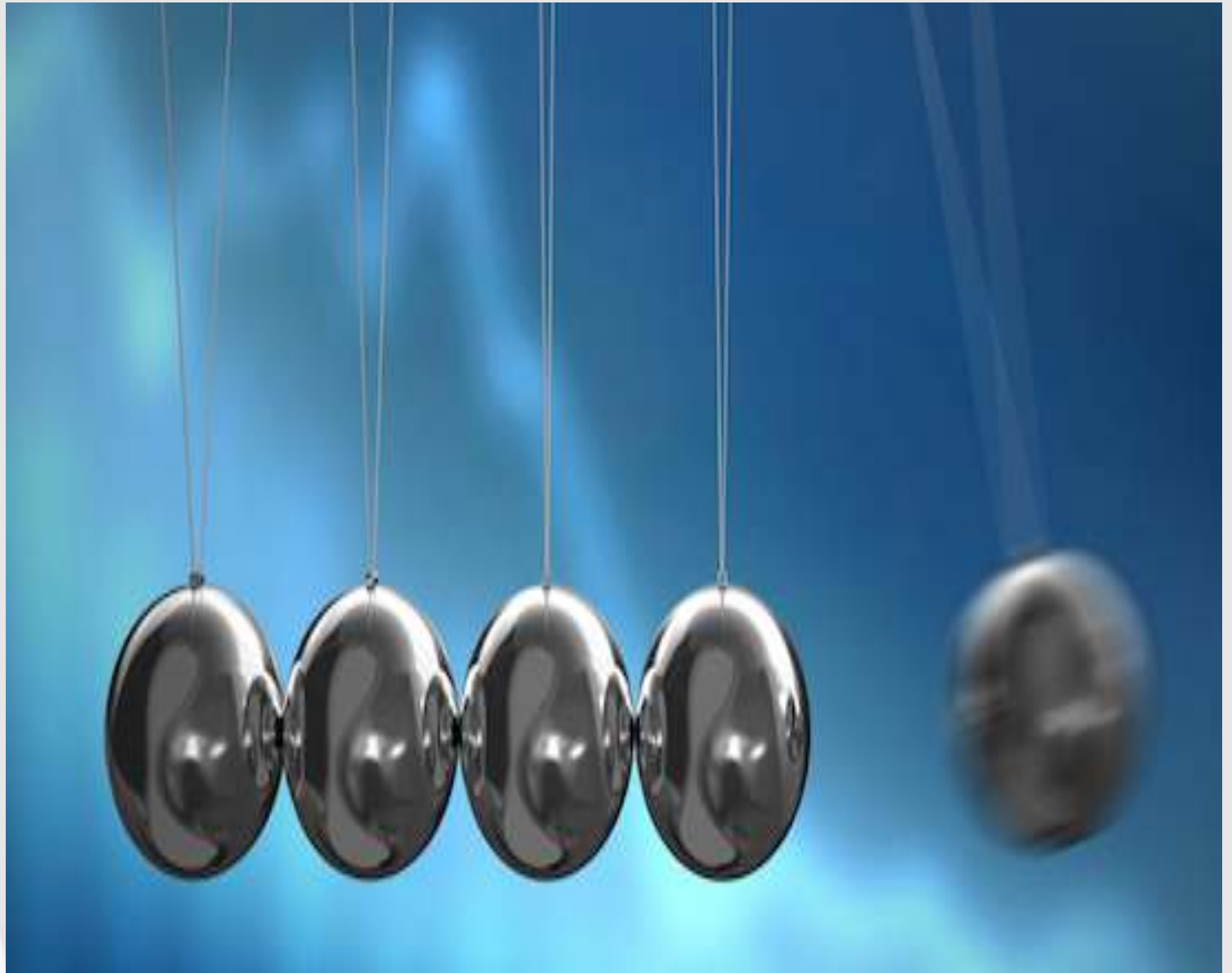
What If????

- Write out a dilemma, scenario you are experiencing or anticipate experiencing that you would like some insights for how to respond
- Someone will select and give their best thinking....
- Group discussion, demonstrations....
- Someone else will pick one.....



Make some notes about:

- Tools, approaches, ways to engage that you feel may be useful to you in the future....
- Activities, what we've done as a group that you want to remember/use in the future....





**Whatever you do may seem
insignificant,**

**but it is most important that you do
it**

~ Gandhi





Diverse Community Foundations (pg. 8)

- Communities are built through building relationships of trust and commitment.
- **We all are doing the best we can (most of the time).**
- We don't know all there is to know.
- **Just because you are, doesn't mean you understand.**
- Oppression is pervasive and impacts us all.
- **Not our faults, but we must accept responsibility.**
- Conflict and discomfort are often part of growth.
- **Seek first, understand, then to be understood.**
- Practice some forgiveness and letting go.
- **Self-work, healing and self love are necessary for acceptance of others.**
- Acknowledge, appreciate, and celebrate progress.
- **There are no quick fixes.**
- Individuals and communities do grow and change.
- **There is HOPE!**
- We're better together; and connected soul to soul


Closing reflections

- What I have **appreciated** about this group
- One (re)**learning** I'm taking with me is...
- What **I intend** to do as I infuse diversity and inclusion as I design and facilitate sessions...



This is the “New Normal!”






“What counts in life is not the mere fact that we have lived. It is what difference we have made to the lives of others that will determine the significance of the life we lead.”

- President Nelson Mandela


(Diversity)





Do not be daunted by the enormity of the world's grief.
Do justly, now. Love mercy, now. Walk humbly, now.
You are not obligated to complete the work,
but neither are you free to abandon it.

~ from The Talmud ³⁰³



TEXT

SOCIALJUSTICE

(all 1 word)

- To **444999** (reply with your email)
- For a link to get an **electronic version** of this handout
 - AND, access to some **additional worksheets on navigating difficult situations**
 - AND access to a **10-minute video, What is a triggering event?"**