

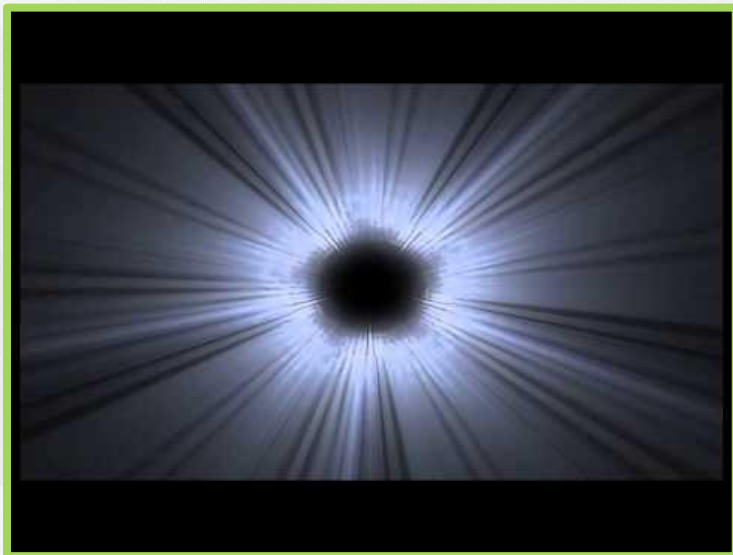


# HOW ARE YOU? [Mind/Heart/Body]

## WHAT DO YOU NEED IN THIS MOMENT?

Take the next four minutes before we start to check in with your what your mind, heart, and body needs. This could look like...

*Mindful Breathing – Stretching – Body Scan Prayer  
– Setting Intentions – Journaling Energy Clearing –  
Positive Affirmations Drawing – Doodling – Singing  
– Humming Dancing – Self Nourishment [water,  
snacks] - Any other practice that is grounding you*



# CONNECT to Individual & Institutional Truths

## Building Shared Understanding of Our Racial (in)Equity Context, Experiences, and Individual Journeys

ADEI Learning Series - Session #1  
October 11-12, 2022



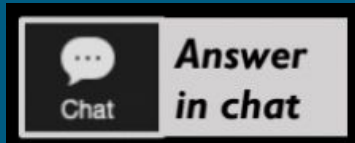
MASSACHUSETTS  
Department of Elementary  
and Secondary Education



UPD CONSULTING

Where you  
[c]at?

How ya feelin'  
as you enter  
this  
communal  
space today?



Drop the number  
in the chat



# Meet Your Team of Facilitators and Content Creators



IAN BROWN



ELAINE FARBER BUDISH



COLE CHILLA



ANTHONY GORDON



JENNI GREENE



SHERRY JACKSON



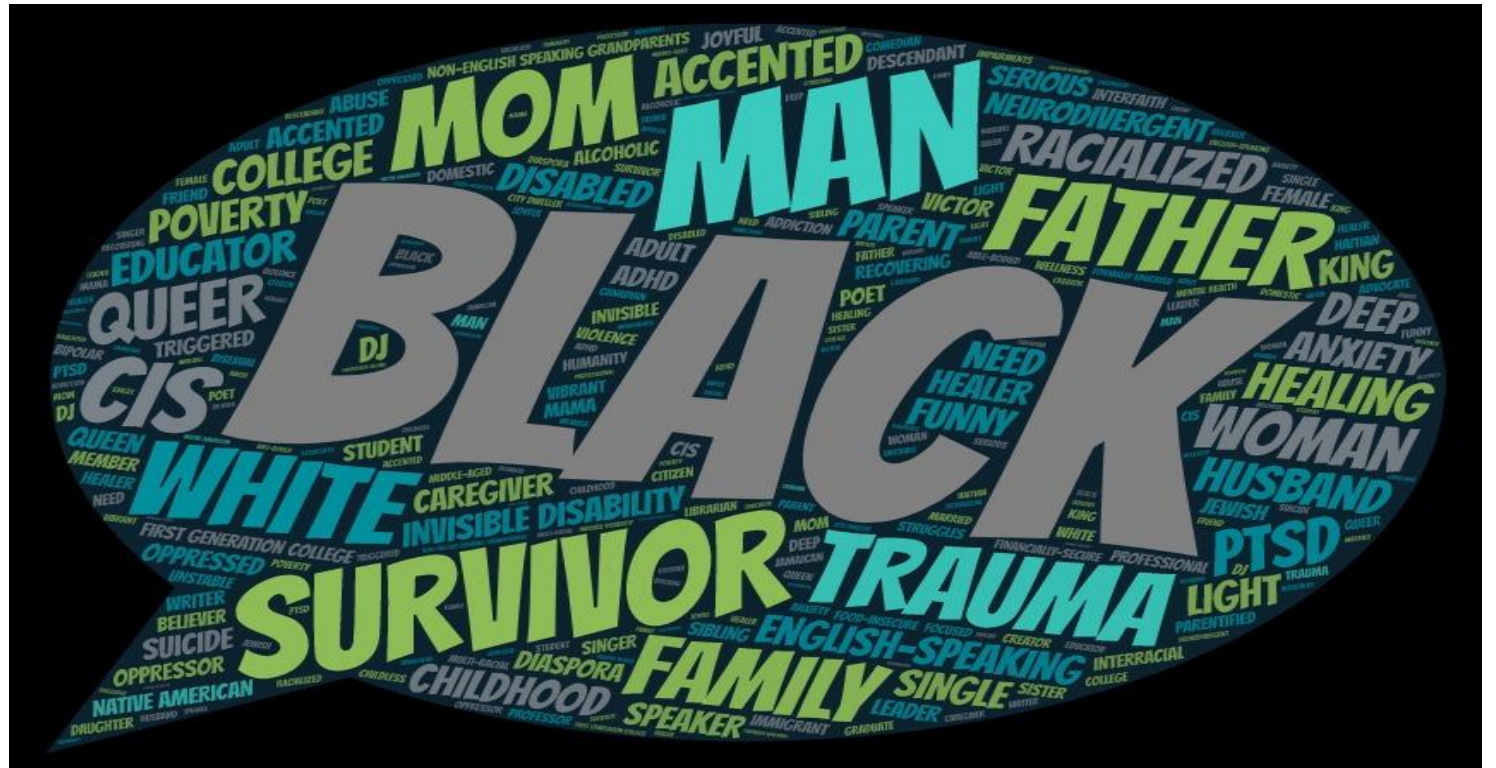
PHILIP JACOBS



SHANNON SIMPSON

This is a  
**BRAVE** space.

Your many *identities* and  
*lived experiences* are  
welcome here today.



# Housekeeping

1

Keep your cameras on and stay muted until ready to speak

2

Rename yourself.

Name  
Pronouns  
Org/Program

*Example: Phil Jacobs  
(he/him) - UPD*

3

Use chat to promote community, respond when asked, and to request help

4

Live transcript is enabled. You must toggle it on and off. CC has limitations



Unmute



Stop Video



Security



Participants

1



Chat



Share Screen



Polling



Record



Breakout Rooms



Reactions



More

End



## Land & Labor Acknowledgement

The legacy of colonialism and slavery persists today as we continue to dismantle oppressive social systems.

We encourage you to research, acknowledge, and support your contemporary Indigenous and Black communities in actionable ways.



MASSACHUSETTS  
Department of Elementary  
and Secondary Education



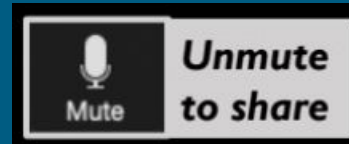
UPD CONSULTING

Welcome &  
Opening  
Remarks



**Wyvonne Stevens-Carter**  
*Adult Education State Director*

# Agenda and Learning Objectives



30  
minutes

## Warm Welcome

Opening Remarks, Building Community

45  
minutes

## Foundational Frameworks

Phases, Cultivating Community, Garden Analogy

10  
minutes

## Brief Break

*We will try to break around 10:15/2:15*

50  
minutes

## Four Levels of Racism

Individual, Interpersonal, Institutional, Systemic

45  
minutes

## Identity, Power, & Privilege

Application in Program/Org Teams

10  
minutes

## Optimistic Closure

Head-Heart-Hands Reflection, Bridge to Practice

## By the end of the session...

- ❑ I will see our individual and collective identities clearly in order to engage in this work with awareness of my blind spots and areas for growth. **Individual**
- ❑ We will grow our understanding of how racialized identities impact a variety of life experiences. **Interpersonal**
- ❑ We will explore how institutional policies and practices often cause disproportionate harm to people with racialized identities. **Institutional**
- ❑ We will develop our abilities to identify the ways in which racial inequities manifest and are sustained across systems. **Systemic**



# BREAKOUT SESSION #1 – Building Community

## DIRECTIONS

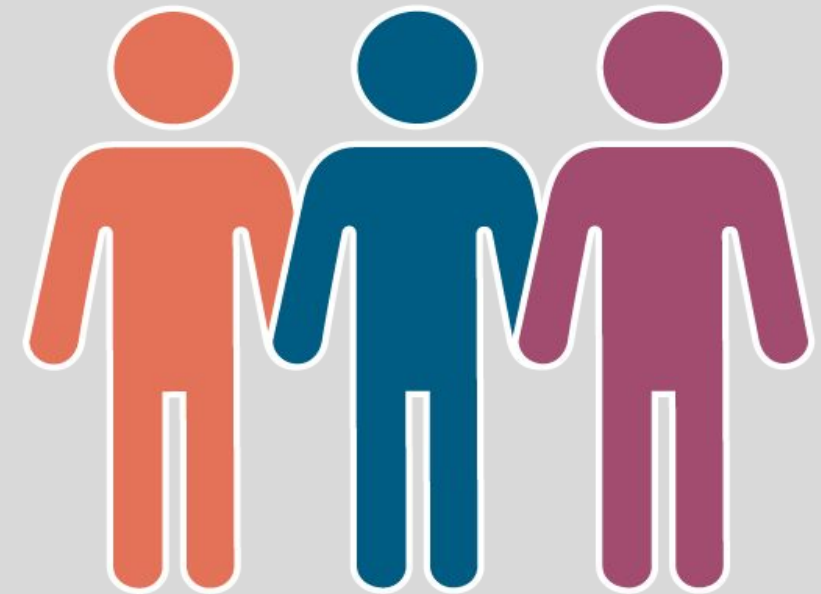
- 2 mins for facilitator to share
- 2 mins to individually reflect and drop in chat– *What is one thing you are hoping to learn today?*
- 6 mins to discuss in breakout rooms



## FOR DISCUSSION

- *Why do you do your work?*
- *For whom do you do your work?*
- *Why is focusing on anti-racism important to your work?*

Be Vulnerable, Authentic, & Courageous in Your Share



Only BRAVE SPACE allowed

## FOUNDATIONAL FRAMEWORKS

**dese** Department of Diversity, Equity, and Inclusion | **UPD CONSULTING**

### Pre-work & Resource Preview - Session #1: ADEI Learning Series

October 11-12, 2022

**Welcome**

We are excited for you to join us next week for Session #1 where we will focus on the **CONNECT** to Individual and Institutional truths by **Building Shared Understanding of Our Racial (In)Equity Context, Experiences, and Individual Journeys**. While you will receive the full participant guide at the beginning of the session, we wanted to encourage you to preview this information as it will be a useful foundation for the upcoming session content. *This pre-work and preview of resources can take anywhere from 25-60 minutes of your time.*

**Facilitators and Contact Information**

Meet your facilitators and content creators for this session. We are excited to welcome you virtually to the kickoff session in this five-part series. In the meantime, please email us with any questions at: [adeitraining@updconsulting.com](mailto:adeitraining@updconsulting.com).

**Engagement and Commitment**

Preview the tenets and agreements which serve as the foundation for our engagement in this series and consider:

- What feels natural to you at this time?
- What are area/s where you feel you may need to learn into for continued personal and professional growth?
- What does "Collectively we will..." say about expectations for

**Community Agreements**

**CONNECTION:** Collectively, we will keep the focus on racism.  
• For white participants: maintain **humility** around the topic of race.  
• For BIPOC participants: maintain healthy **boundaries** & practice self care.

**CURIOSITY:** Collectively, we will approach this opportunity as **learners** and encourage ongoing **reflection** in ourselves and others.

**COMPASSION:** Collectively, we will meet potential discomfort with optimism rather than defensiveness by refusing to let our heads take over and our hearts to disengage.

**COURAGE:** Collectively, we will leverage our heads, hearts, and hands as we practice knowing when to step up, move back, and lean in to taking action and making change.

Pre-Work

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### ADEI Learning Participant Guide - Session #1

October 11 & 12, 2022

**Important Resources:**

- **Pre-work/Resource Preview** you were asked to complete before the session. We will reference many of these resources during today's session.
- Email us with any questions at: [adeitraining@updconsulting.com](mailto:adeitraining@updconsulting.com)
- We will post all materials used in the session to the website [www.adeitraining.com](http://www.adeitraining.com) within the week.

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Participant Guide

Home Register Login ACLS 2022-23 Contact

# Cultivate the Garden

UPD Consulting's Antiracism, Diversity, Equity, and Inclusion (ADEI) professional learning series website

ACLS 2022-23

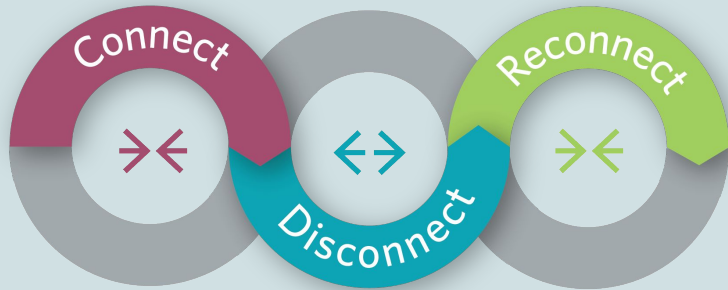
[www.adeitraining.com](http://www.adeitraining.com)

ADEI Website

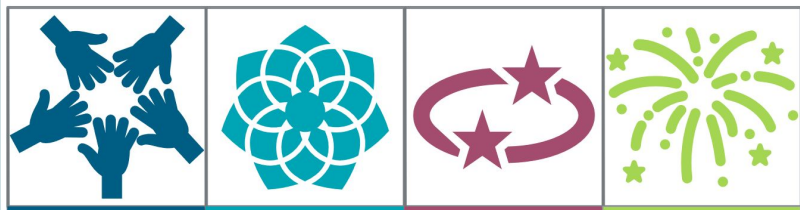
Need help? private msg a facilitator or email [adeitraining@updconsulting.com](mailto:adeitraining@updconsulting.com)

# Our Foundational Frameworks Guide WHAT, HOW, and WHY in ADEI

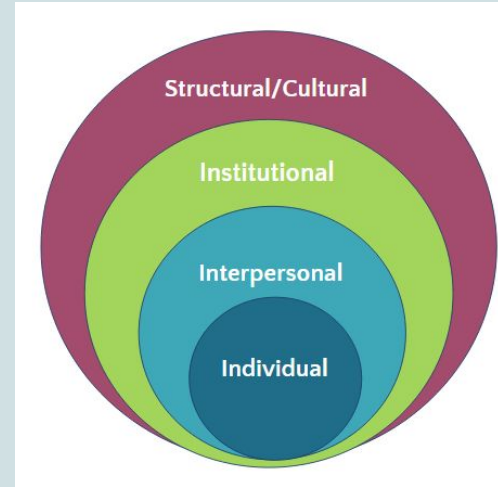
## PHASES OF ADEI



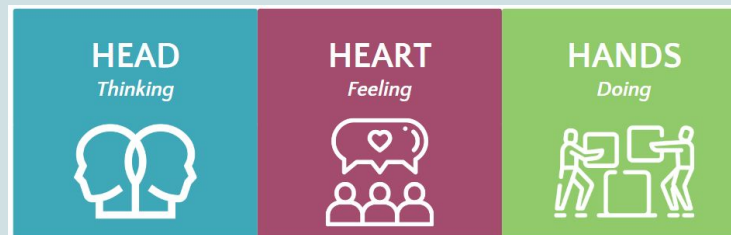
## CULTIVATING COMMUNITY



## LEVELS OF RACISM



## HEAD-HEART-HANDS



## REMEMBER to...

- Center antiracism before other intersecting identities
- Turn learning into **action**
- Build **emotional capacity** to empathize and regulate during times of discomfort

30  
minutes

Warm Welcome  
Opening Remarks, Building Community

45  
minutes

Foundational Frameworks  
Phases, Cultivating Community, Garden Analogy

10  
minutes

Brief Break  
*We will try to break around 10:15/2:15*

50  
minutes

Four Levels of Racism  
Individual, Interpersonal, Institutional, Systemic

45  
minutes

Identity, Power, & Privilege  
Application in Program/Org Teams

10  
minutes

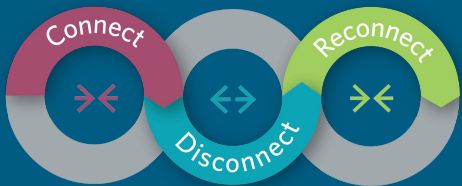
Optimistic Closure  
Head-Heart-Hands Reflection, Bridge to Practice

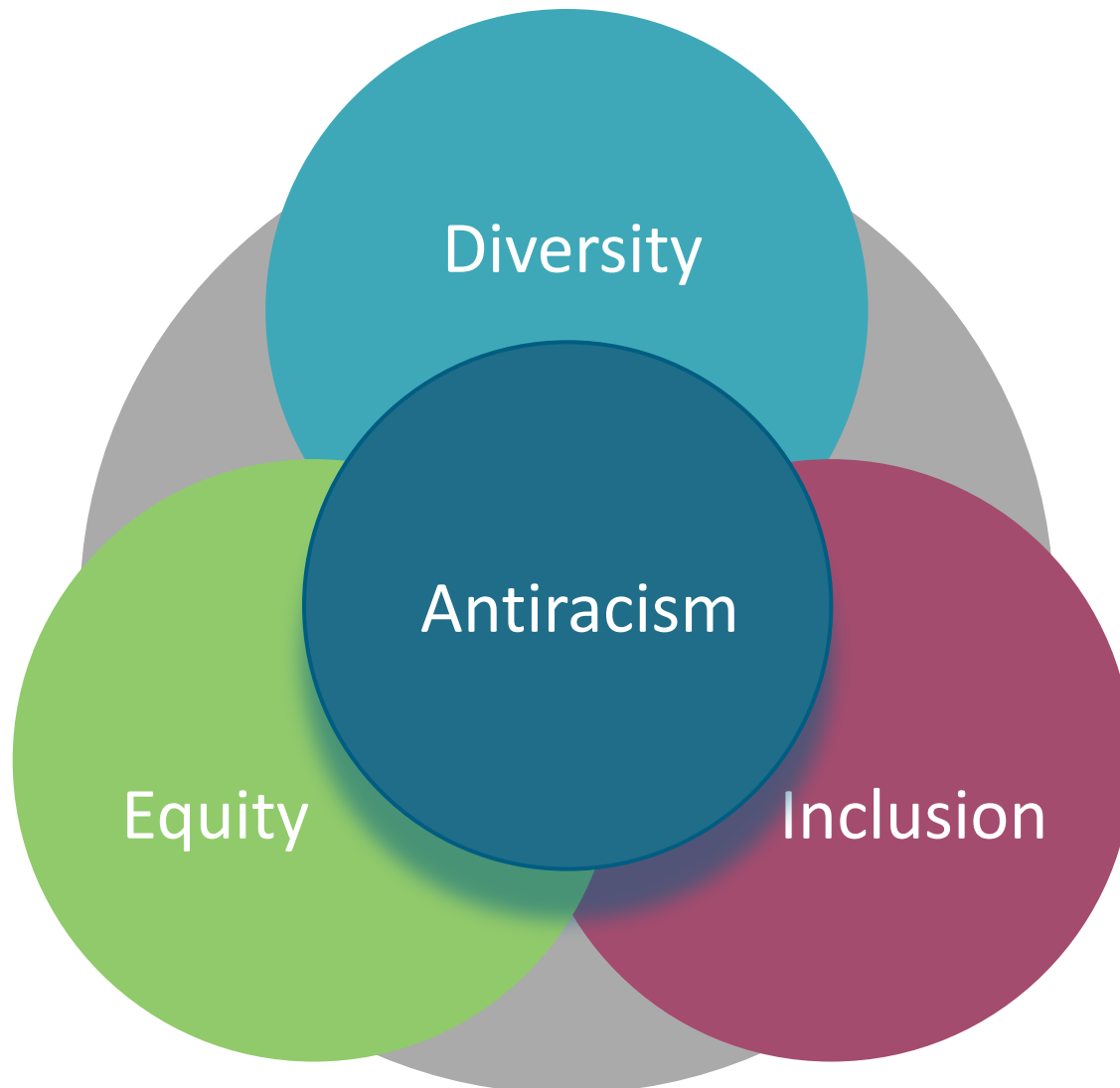
**“Activism is my rent  
for living on this  
planet.”**

**-Alice Walker**

# Our Brain on ADEI:

Follow Along  
with the  
Demonstration  
of the  
Phased  
Approach





“Most often, the anti-racist agenda is left out of conversations around organizational development, in favor of broad brush, superficial conversations and unhelpful initiatives, such as *unconscious bias training*. Such discussions and training...**further reinforce exclusionary practices.**”

**Anti-racism lies at the heart of the DEI agenda, and initiatives that fail to underpin it, risk imminent failure.**

The understanding of **identity** is an aspect of diversity, equality, and inclusion that is often left out of initiatives and can **lead to a disassociation with the reality of lived experience.**”

# Cultivating Community

Connection

Curiosity

Compassion

Courage



We engage in **CONNECTION** with one another, because none of us can be successful in this work alone.



We show up with **CURIOSITY** because none of us has all the answers.



We interact with **COMPASSION** because our humanity is central to all of our wellbeing.



We act with **COURAGE** because the changes we need to make and the actions we need to take can be hard.

# Community Agreements



**CONNECTION:** Collectively, we will keep the focus on *racism*.

- For white participants: maintain **humility** around the topic of race.
- For BIPOC participants: maintain healthy **boundaries** & practice self care.

**CURIOSITY:** Collectively, we will approach this opportunity as **learners** and encourage ongoing **reflection** in ourselves and others.

**COMPASSION:** Collectively, we will meet potential discomfort with openness rather than defensiveness by refusing to let our **heads** take over and our **hearts** to disengage.

**COURAGE:** Collectively, we will leverage our **heads, hearts, and hands** as we practice knowing when to step up, move back, and lean in to **taking action** and making change.

			
We engage in <b>CONNECTION</b> with one another, because none of us can be successful in this work alone.	We show up with <b>CURIOSITY</b> because none of us has all the answers.	We interact with <b>COMPASSION</b> because our humanity is central to all of our wellbeing.	We act with <b>COURAGE</b> because the changes we need to make and the actions we need to take can be hard.



# BREAKOUT SESSION #2 – Community Connections

## DIRECTIONS

- 1 mins for facilitator to share
- 2 mins to individually reflect
- 8 mins to discuss in breakout rooms (*We encourage you to be both vulnerable and courageous in your shares*)

## FOR DISCUSSION

- How might your classrooms, programs, and organizations profit (benefit) by becoming **more antiracist**?
- How might **creating new connections in our brain pathways** and **cultivating community with our colleagues** in this series help us do that?

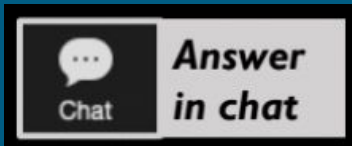
## Cultivate Community

			
We engage in <b>CONNECTION</b> with one another, because none of us can be successful in this work alone.	We show up with <b>CURIOSITY</b> because none of us has all the answers.	We interact with <b>COMPASSION</b> because our humanity is central to all of our wellbeing.	We act with <b>COURAGE</b> because the changes we need to make and the actions we need to take can be hard.

Only BRAVE SPACE allowed

# Introduction to The Gardener's Tale

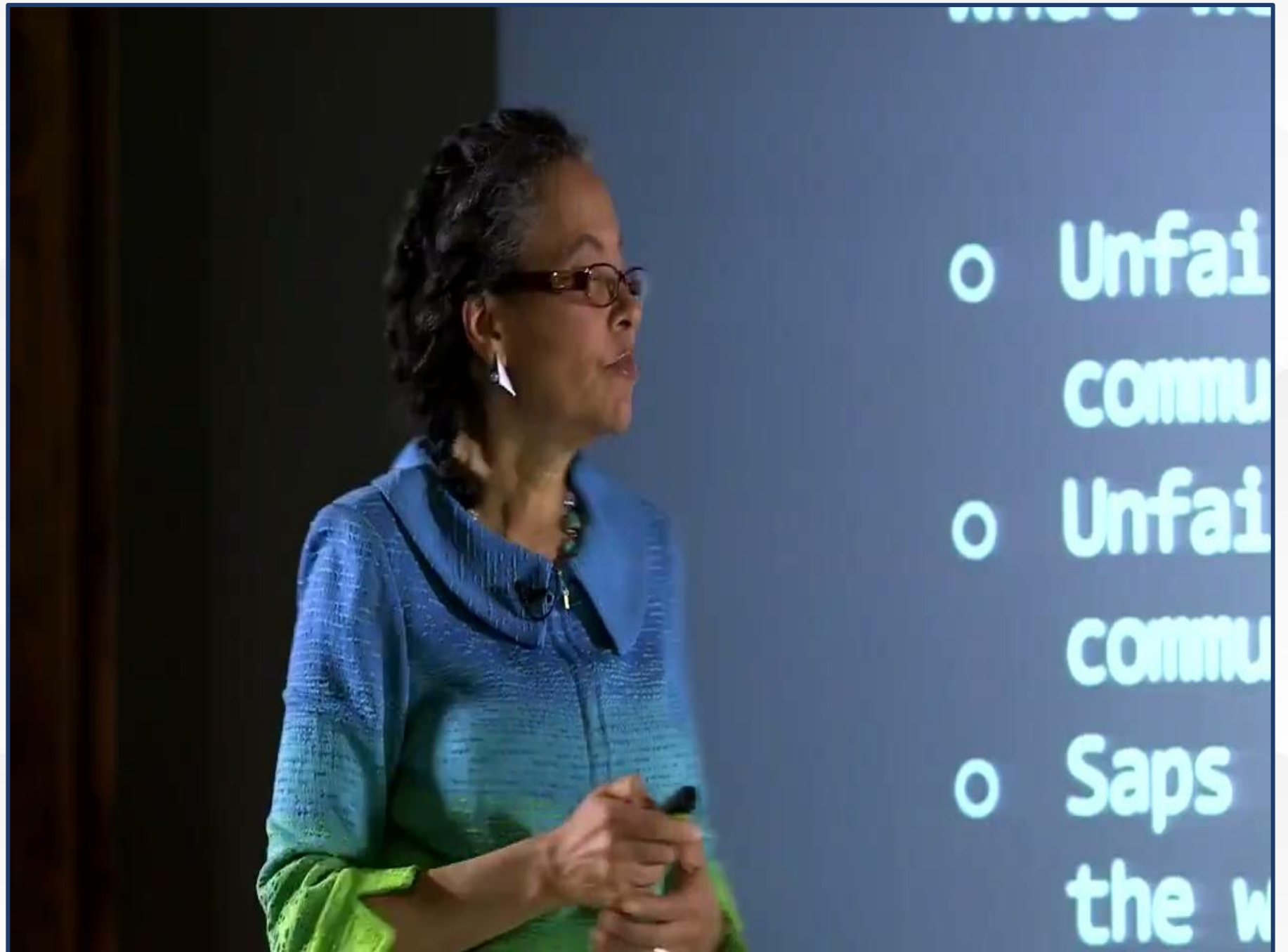
*Dr. Camara Jones*



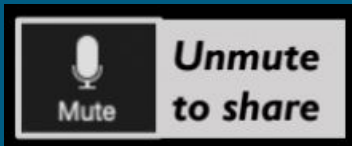
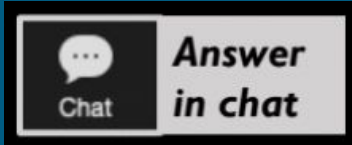
*What practices, policies, habits, or traditions in your classrooms, programs, and organizations might be places of...?*

*“rich, fertile soil”*

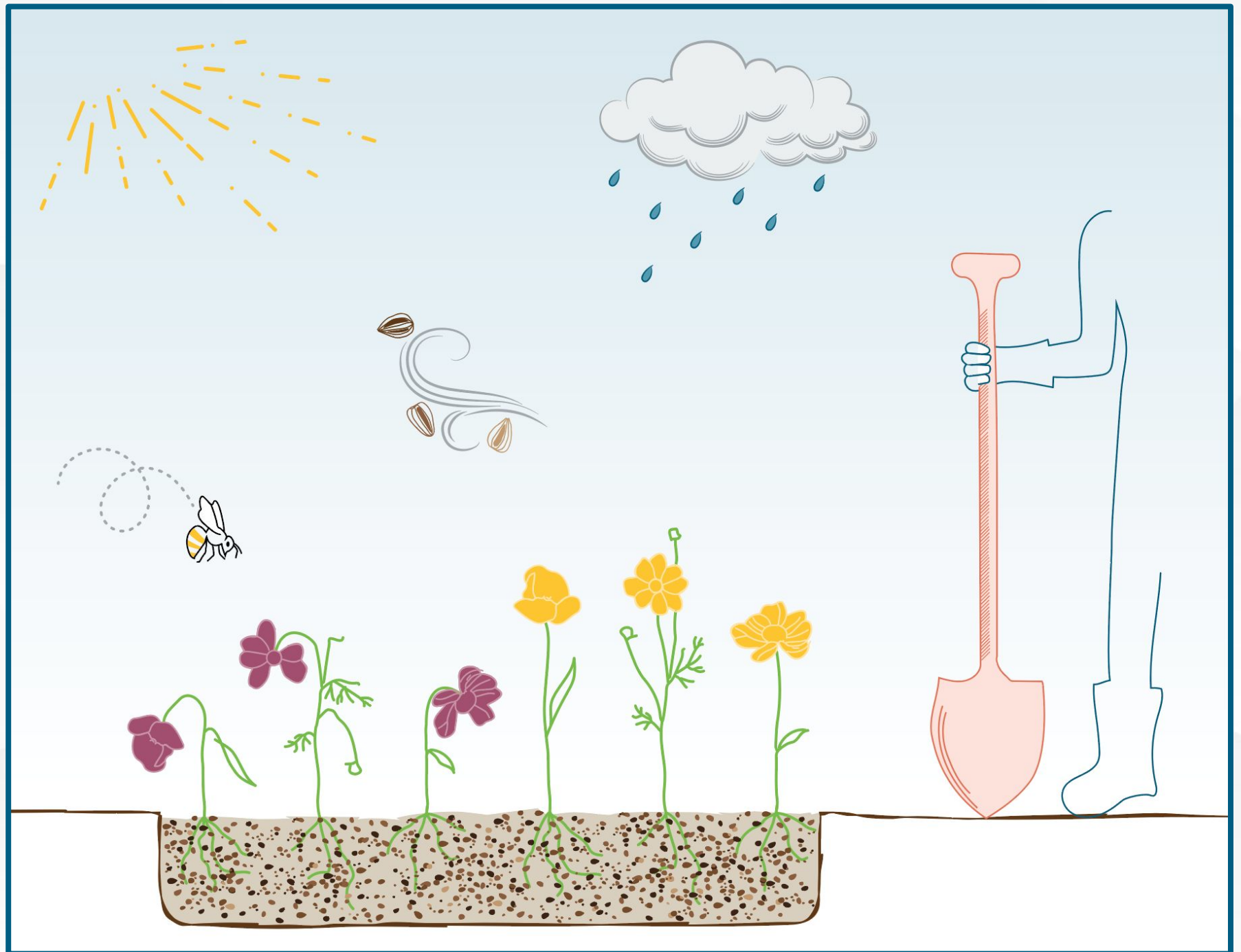
*“poor, rocky soil”*



# Introduction to Garden Analogy



*What is something in the graphic that is really resonating with you at this moment and helping your understanding of the effects of racism among many levels?*



30  
minutes

**Warm Welcome**  
Opening Remarks, Building Community

45  
minutes

**Foundational Frameworks**  
Phases, Cultivating Community, Garden Analogy

10  
minutes

**Brief Break**  
*We will try to break around 10:15/2:15*

50  
minutes

**Four Levels of Racism**  
Individual, Interpersonal, Institutional, Systemic

45  
minutes

**Identity, Power, & Privilege**  
Application in Program/Org Teams

10  
minutes

**Optimistic Closure**  
Head-Heart-Hands Reflection, Bridge to Practice

**Reflect. Renew.  
Recharge.**



**Return in 10 minutes  
with cameras on and  
ready to engage.**

30  
minutes

**Warm Welcome**  
Opening Remarks, Building Community

45  
minutes

**Foundational Frameworks**  
Phases, Cultivating Community, Garden Analogy

10  
minutes

**Brief Break**  
*We will try to break around 10:15/2:15*

50  
minutes

**Four Levels of Racism**  
Individual, Interpersonal, Institutional, Systemic

45  
minutes

**Identity, Power, & Privilege**  
Application in Program/Org Teams

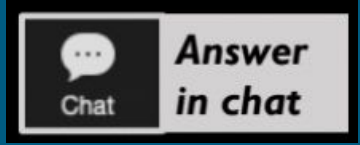
10  
minutes

**Optimistic Closure**  
Head-Heart-Hands Reflection, Bridge to Practice

**There's no such  
thing as a  
single-issue struggle,  
because we don't live  
single-issue lives.**

**- Audre Lourde**

# Four Levels of Racism

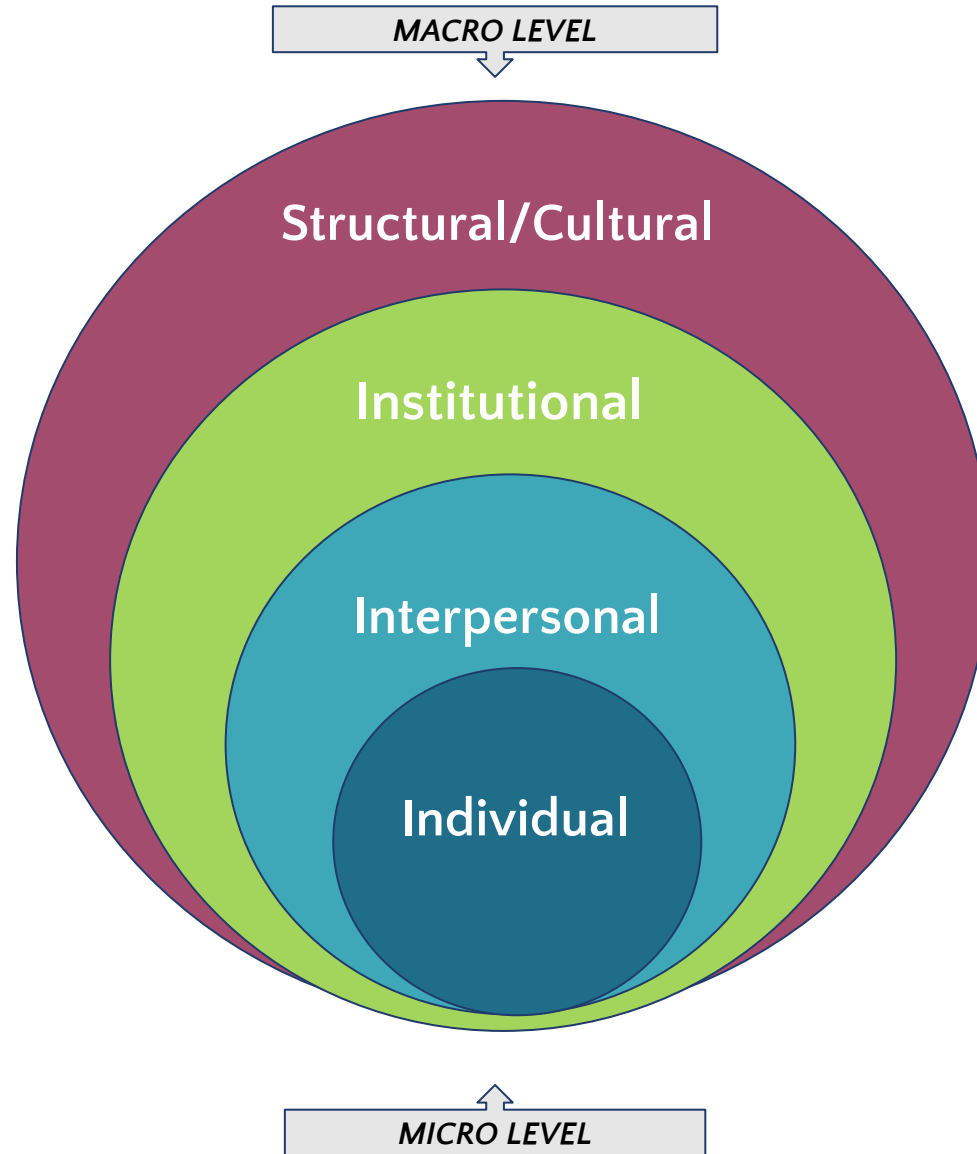


## Structural/Cultural

A history and current reality of institutional racism across all institutions, combining to create a system that negatively impacts communities of color

## Interpersonal

Occurs between individuals. Once we bring our private beliefs into our interactions, racism is now in the interpersonal realm



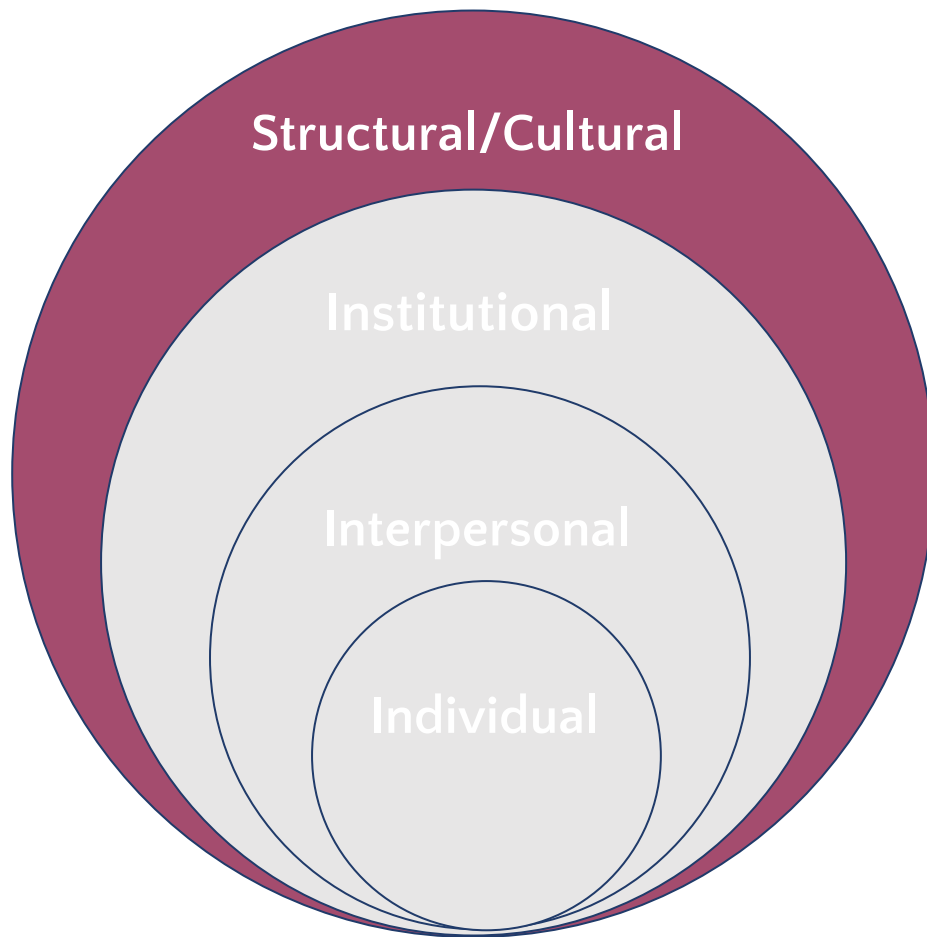
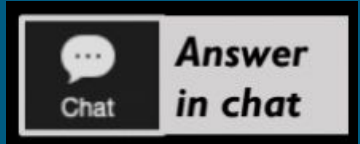
## Institutional

Policies, practices and procedures that work better for white people, than for people of color, often unintentionally – including those that are “race neutral”

## Individual/Personal

Pre-judgment, bias, discrimination, stereotype threat, and internalized oppression based on race and felt by an individual

# Structural/Cultural Level – Ecosystem

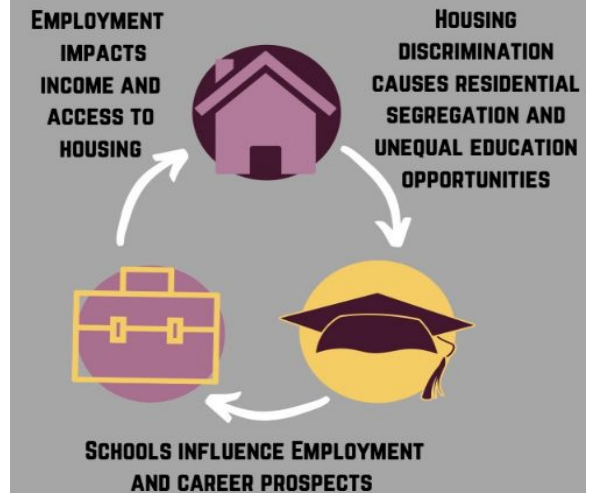


Structural/Cultural Level is racial bias among institutions and across society.

## What it involves...

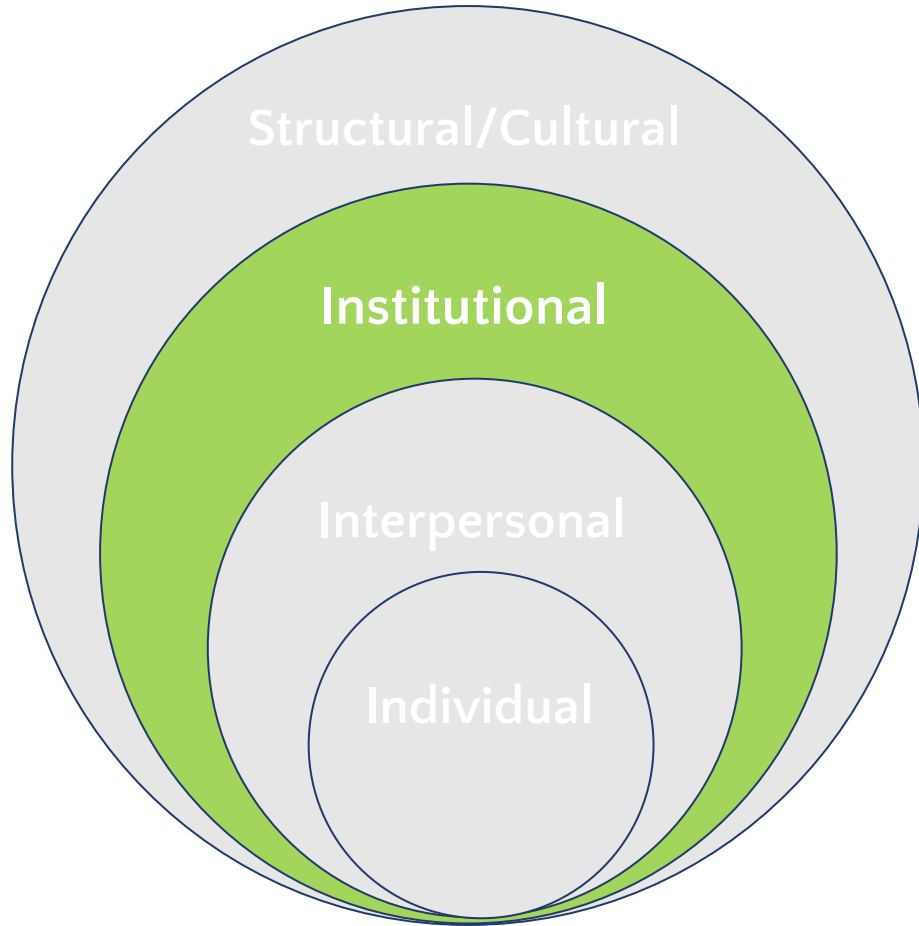
*the compounding effects of societal factors, including the **history, culture, ideology** and **interactions of institutions** and **policies** that systematically privilege white people and disadvantage people of color.*

## What it looks like...



# Institutional Level – Environment

Institutional Level is bias that is embedded in the laws and regulations of a society or an organization.

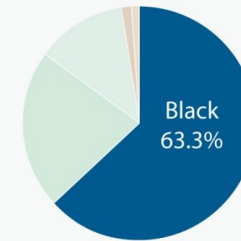


Source: from National Equity Project's [Framework for Healing](#)

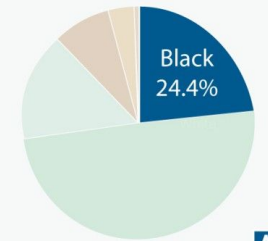
## MASSACHUSETTS' ACLU 2015 Report - *Boston's Stop & Frisk Data*

### Who's Stopped and Who's Not

Boston Police-Civilian Encounters  
2007 - 2010



Boston Population  
2010 U.S. Census data



ACLU

**STOP  
AND  
FRISK  
BOSTON**



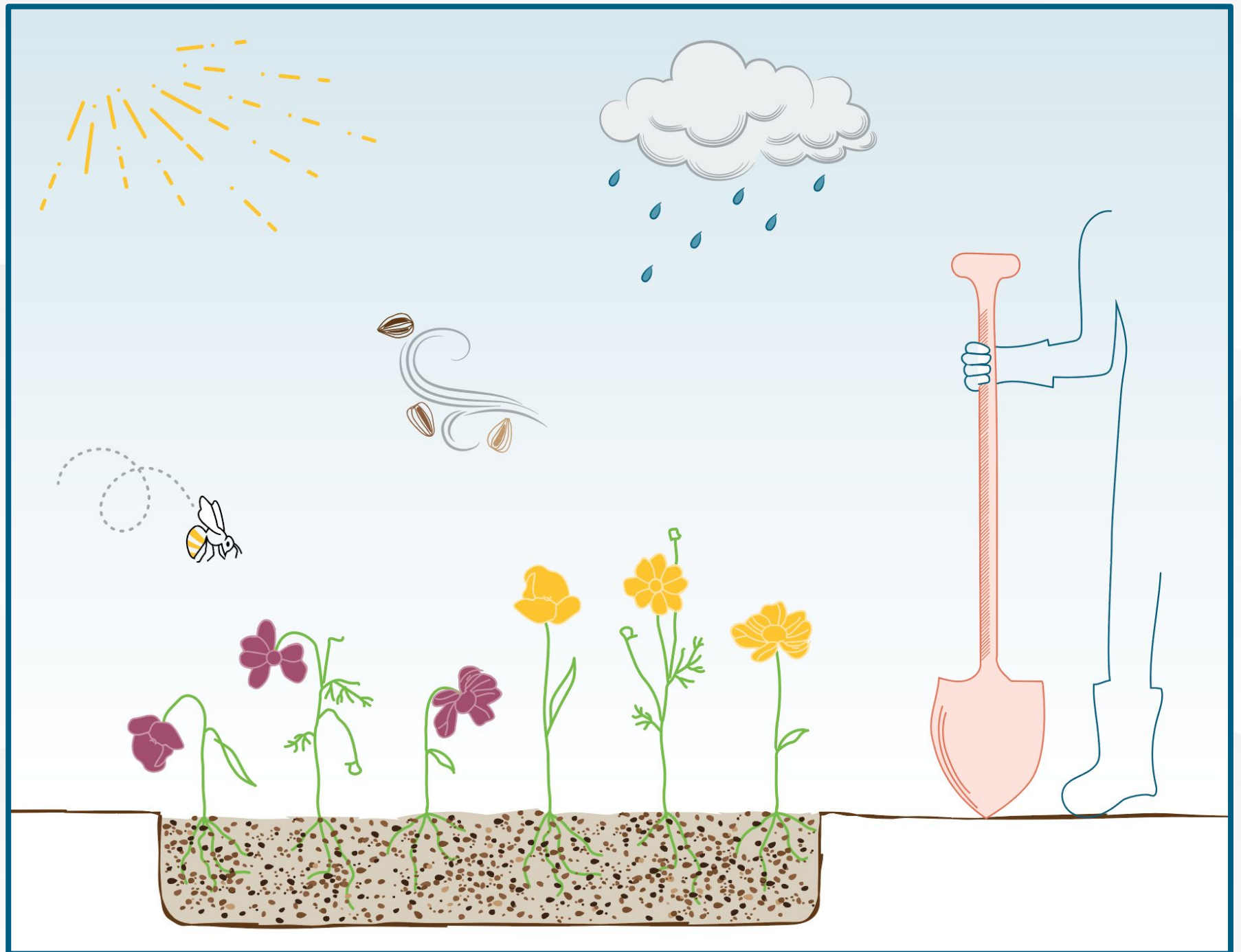


# Apply and Add to Garden Analogy

## STOP & JOT

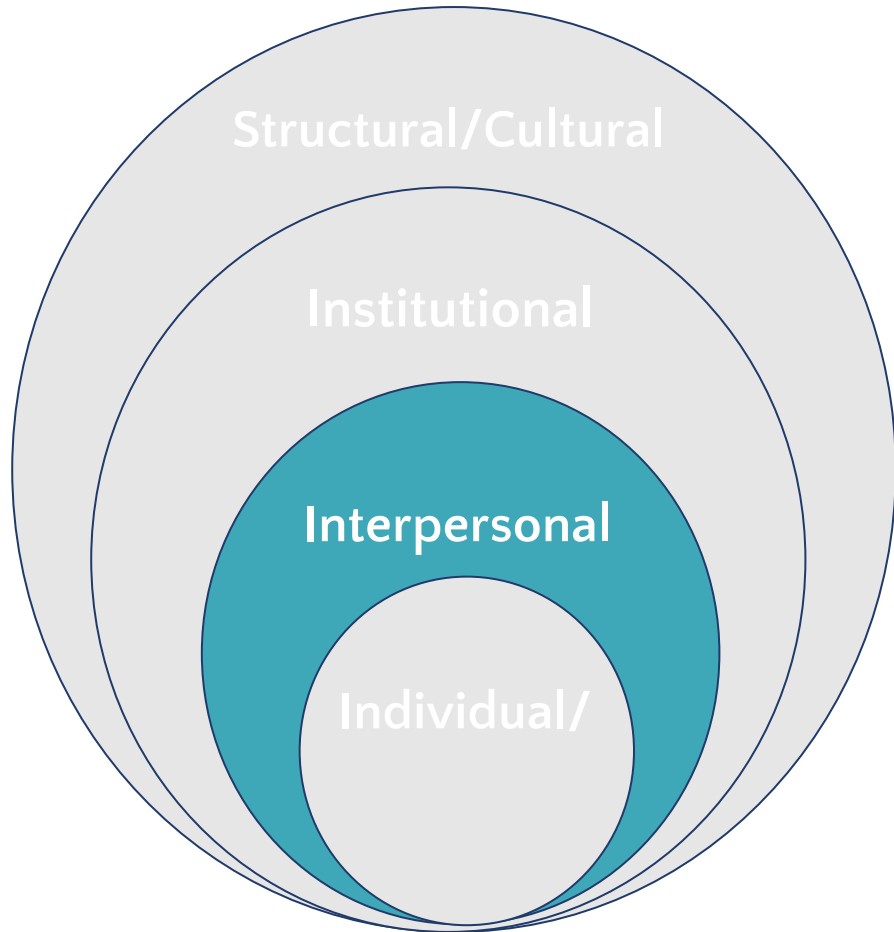
*“Institutionalized racism is often evident as inaction in the face of need.”*

–Camara Jones, MD, MPH, PhD



# Interpersonal Level – Roots/Multiple Plants

Interpersonal Level is bias that occurs when individuals interact with others and their personal racial beliefs affect their public interactions.



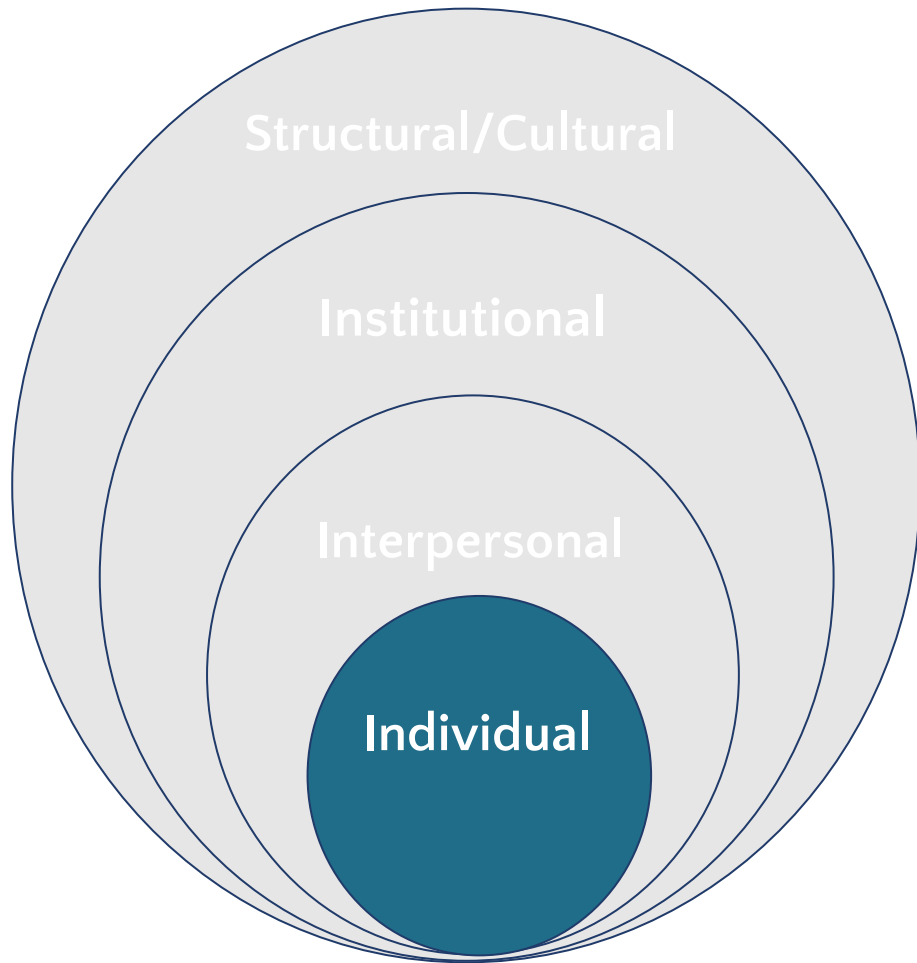
Source: from *National Equity Project's [Framework for Healing](#)*

## STEREOTYPE THREAT- Whistling Vivaldi

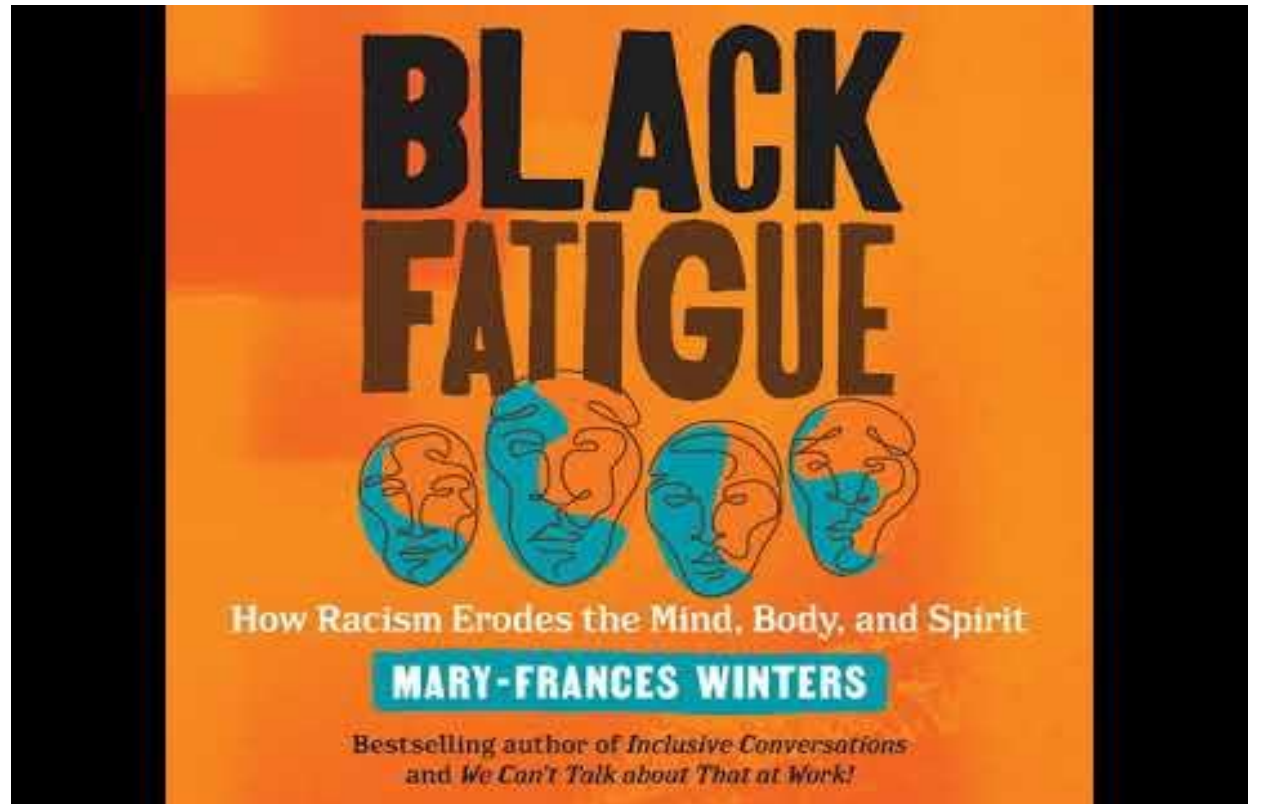


# Individual/Personal Level – Individual Plants

This type of racism comprises our private beliefs and biases about race and racism, influenced by our culture. This can take many different forms including: prejudice towards others of a different race



Source: from National Equity Project's [Framework for Healing](#)





## GARDEN PESTS

- hate groups
- racist individuals with influence

## EXTREME WEATHER

- events that exacerbate racial disparity
- pandemics, downturns in the economy, etc

## HARMFUL TECHNIQUES

- racist policies, education, and ideologies
- appear harmless at first
- cause great harm down the road.

# BREAKOUT SESSION #3 – Apply Garden Analogy to Levels of Racism

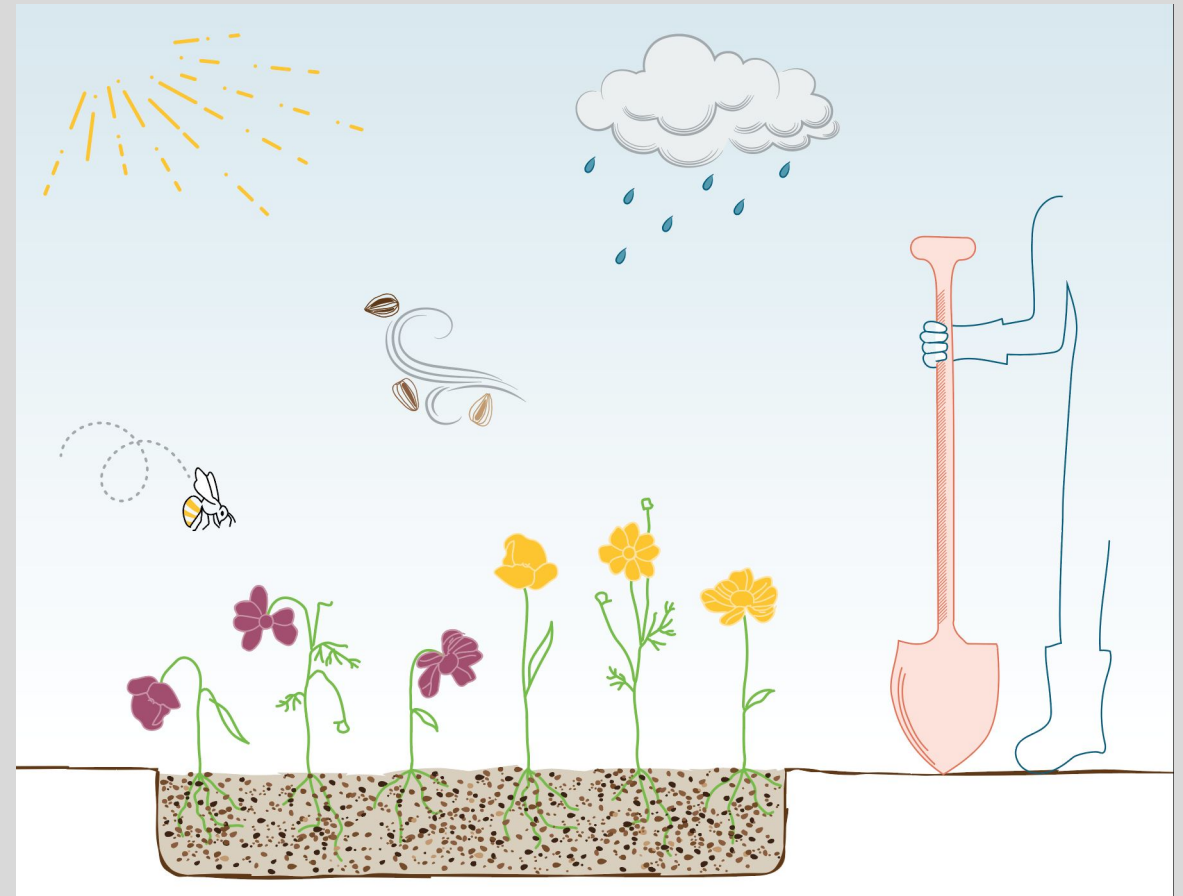
## DIRECTIONS

- 1 mins for facilitator to share
- 2 mins to individually reflect
- 15 mins to discuss in breakout rooms

## FOR DISCUSSION

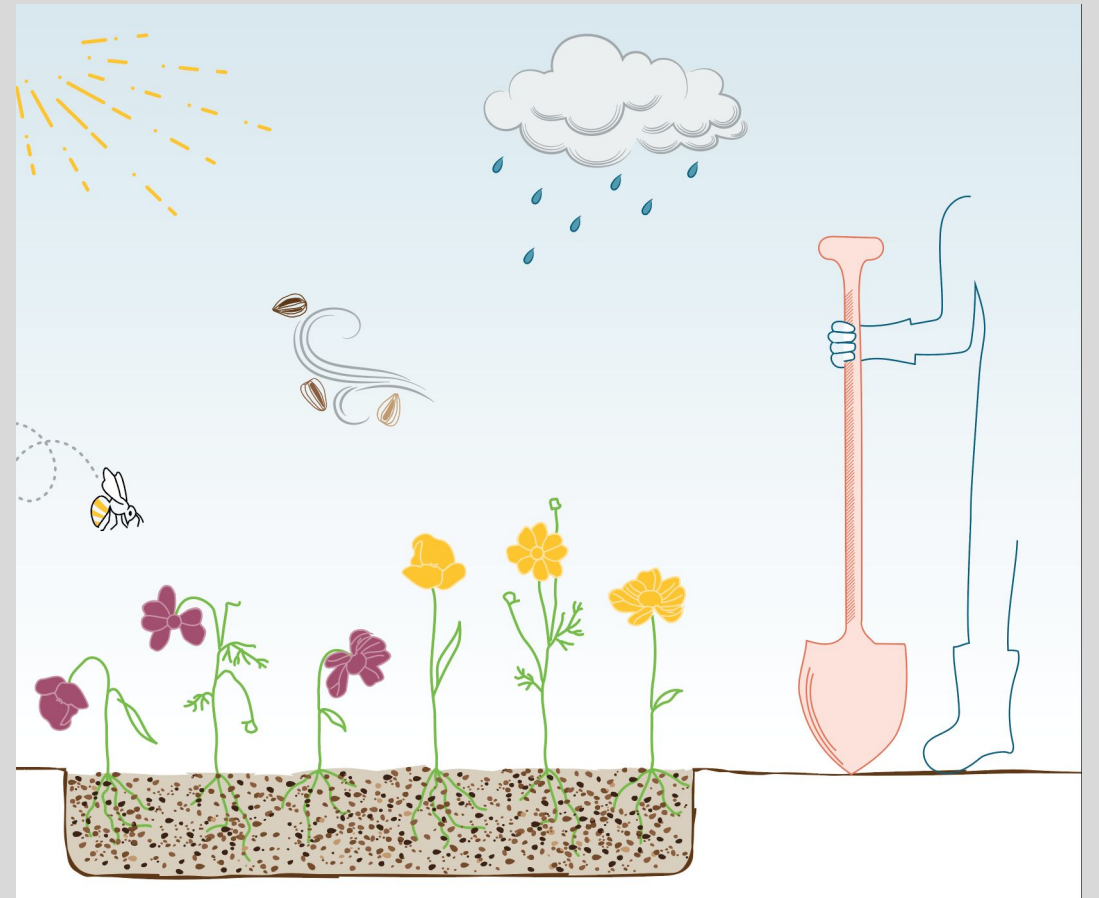
- What are some of the **threats** to advancing racial equity that you see in your Adult Education settings?
- What are some of the **tools** to advance equity that you see in your Adult Education settings that you can imagine?
- What **elements would you add** to your garden analogy visual and why?

## APPLY THE GARDEN ANALOGY



## GROUP DEBRIEF – APPLYING THE GARDEN ANALOGY

- What are some **insights** that you have gained?
- What was a **threat** and **possible tool** you discussed?
- What elements did you think about **adding** to the visual?



As you listen to Phil's story think of what ways you see the level of racism showing up.

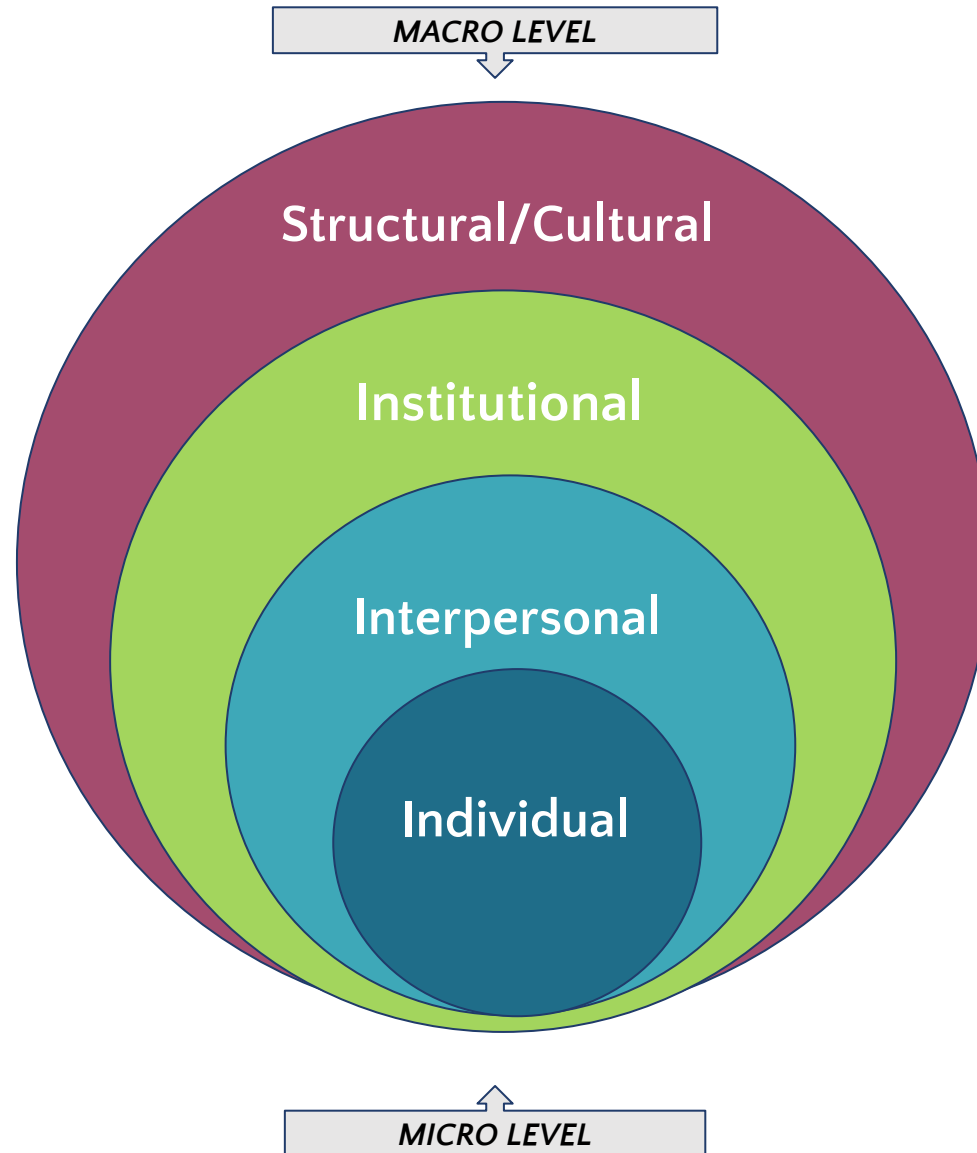
## Structural/Cultural

A history and current reality of institutional racism across all institutions, combining to create a system that negatively impacts communities of color

---

## Interpersonal

Occurs between individuals. Once we bring our private beliefs into our interactions, racism is now in the interpersonal realm



## Institutional

Policies, practices and procedures that work better for white people, than for people of color, often unintentionally – including those that are “race neutral”

---

## Individual/Personal

Pre-judgment, bias, discrimination, stereotype threat, and internalized oppression based on race and felt by an individual

# Applying The Levels of Racism to Phil's Story

## INDIVIDUAL *(individual plants)*

- Struggled thinking how my Black kids were being perceived by whites in the space.
- Would have been powerful to have a white ally in the space to acknowledge my children.
- Probably would have alleviated the tension I felt during that session.

## INTERPERSONAL *(roots/multiple plants)*

- A rift developed for me with my trainer (that he has no idea about)
- A white guy making sarcastic remarks to my 9 year old son.
- Lands differently when race is involved.

## INSTITUTIONAL *(environment)*

- Would've felt good to know my children were welcomed publicly
- I did not feel like my kids belonged.
- I also at one point didn't feel like I belonged.



# Mindfulness Break

Heart. Body. Mind.

Take a moment to  
check-in with yourself



30  
minutes

**Warm Welcome**  
Opening Remarks, Building Community

45  
minutes

**Foundational Frameworks**  
Phases, Cultivating Community, Garden Analogy

10  
minutes

**Brief Break**  
*We will try to break around 10:15/2:15*

50  
minutes

**Four Levels of Racism**  
Individual, Interpersonal, Institutional, Systemic

45  
minutes

**Identity, Power, & Privilege**  
Application in Program/Org Teams

10  
minutes

**Optimistic Closure**  
Head-Heart-Hands Reflection, Bridge to Practice

**“When we identify where our privilege intersects with somebody else's oppression, we'll find our opportunities to make real change.”**

**-Ijeoma Oluo**

# BREAKOUT SESSION #4 – Share Your Identity Wheel

## DIRECTIONS

- 2 mins for facilitator to share
- 2 mins to individually reflect
- 15 mins to discuss in breakout rooms

## FOR DISCUSSION

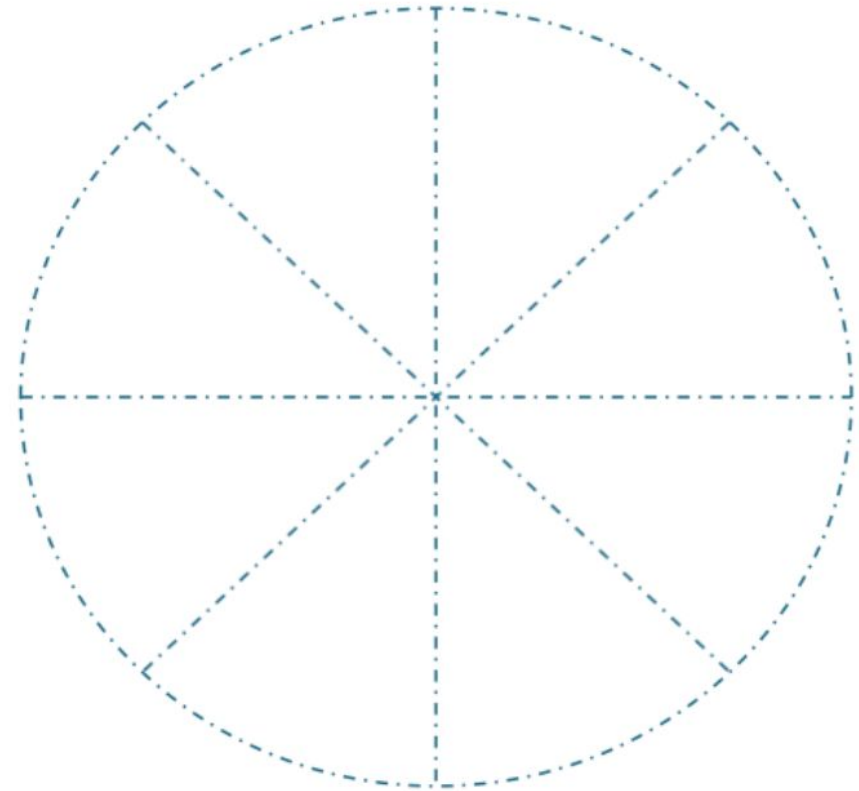
What part/s of your identity feel most important to share with your group?

We invite you to:

- be authentic and vulnerable
- know and trust your boundaries
- think about how your identities have been valued, undervalued, overvalued, and devalued in professional settings

## Identity Wheel

*First...* Draw a pie that shows the different identities that make up *you*.



# INDIVIDUAL REFLECTION

## DIRECTIONS

Consider the discussions from your Breakout Room with your program/org team

- 2 mins to individually reflect

## FOR REFLECTION

What part/s of your identity most affect the role that you play in this group's dynamics?

Think about:

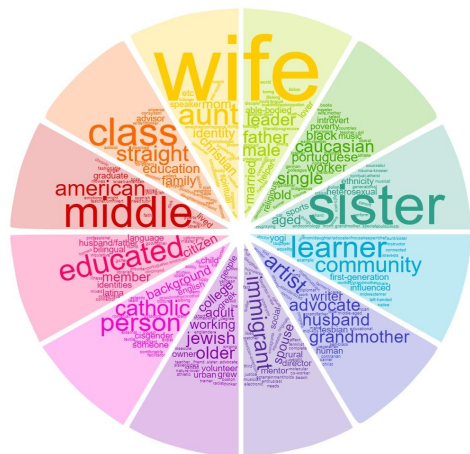
- parts of your identity that might create blind spots/biases in your work? (privilege)
- parts of your identity where you might have experienced the most personal struggles/changes (oppression)

## Journal Your Thoughts

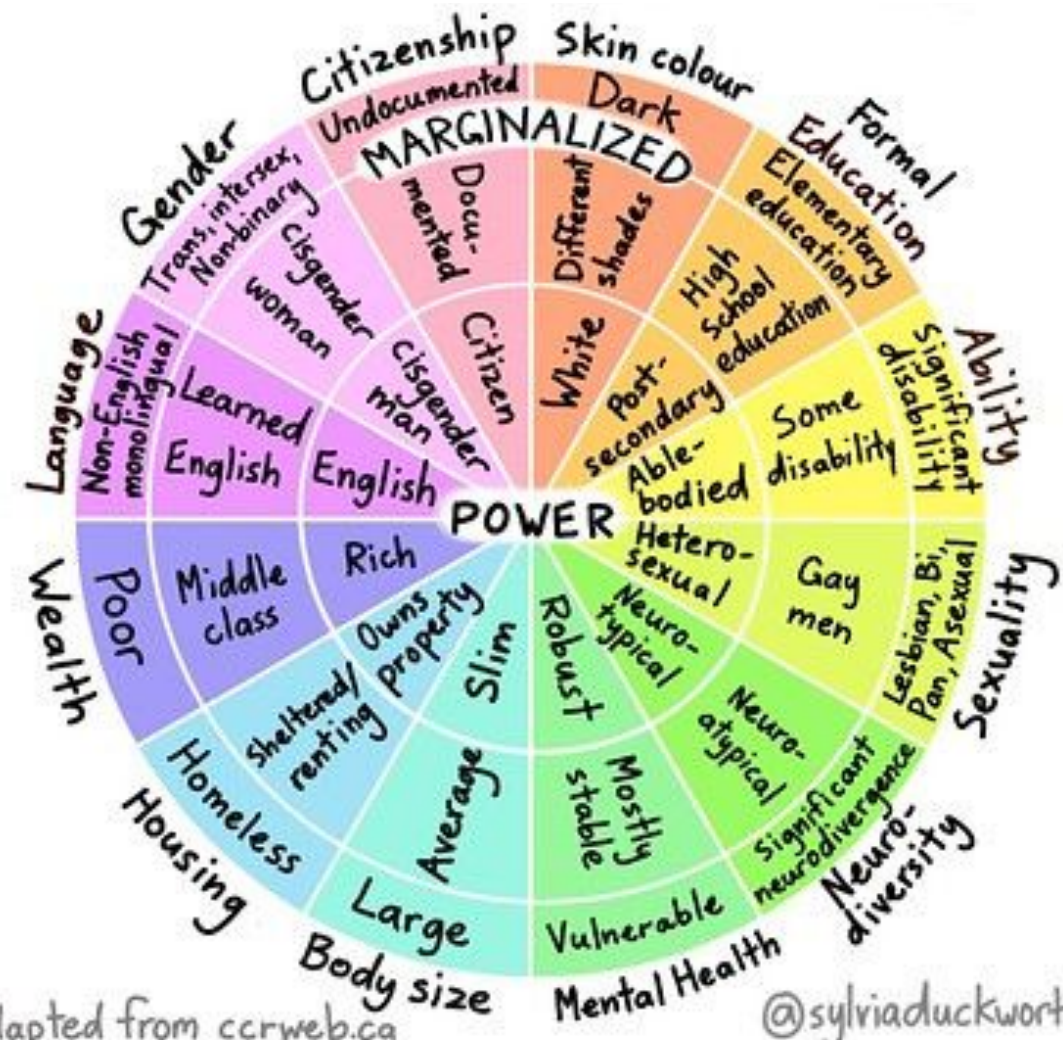


# Connecting Individual Identity to Power and Intersectionality

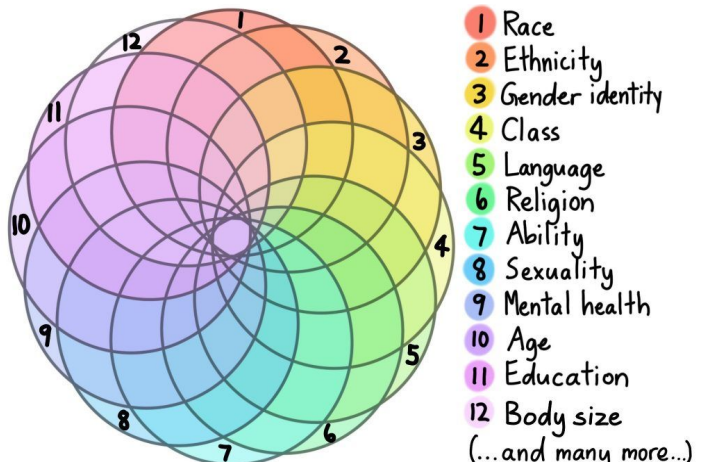
## Identities Shared in Breakout



## Wheel of Power & Privilege



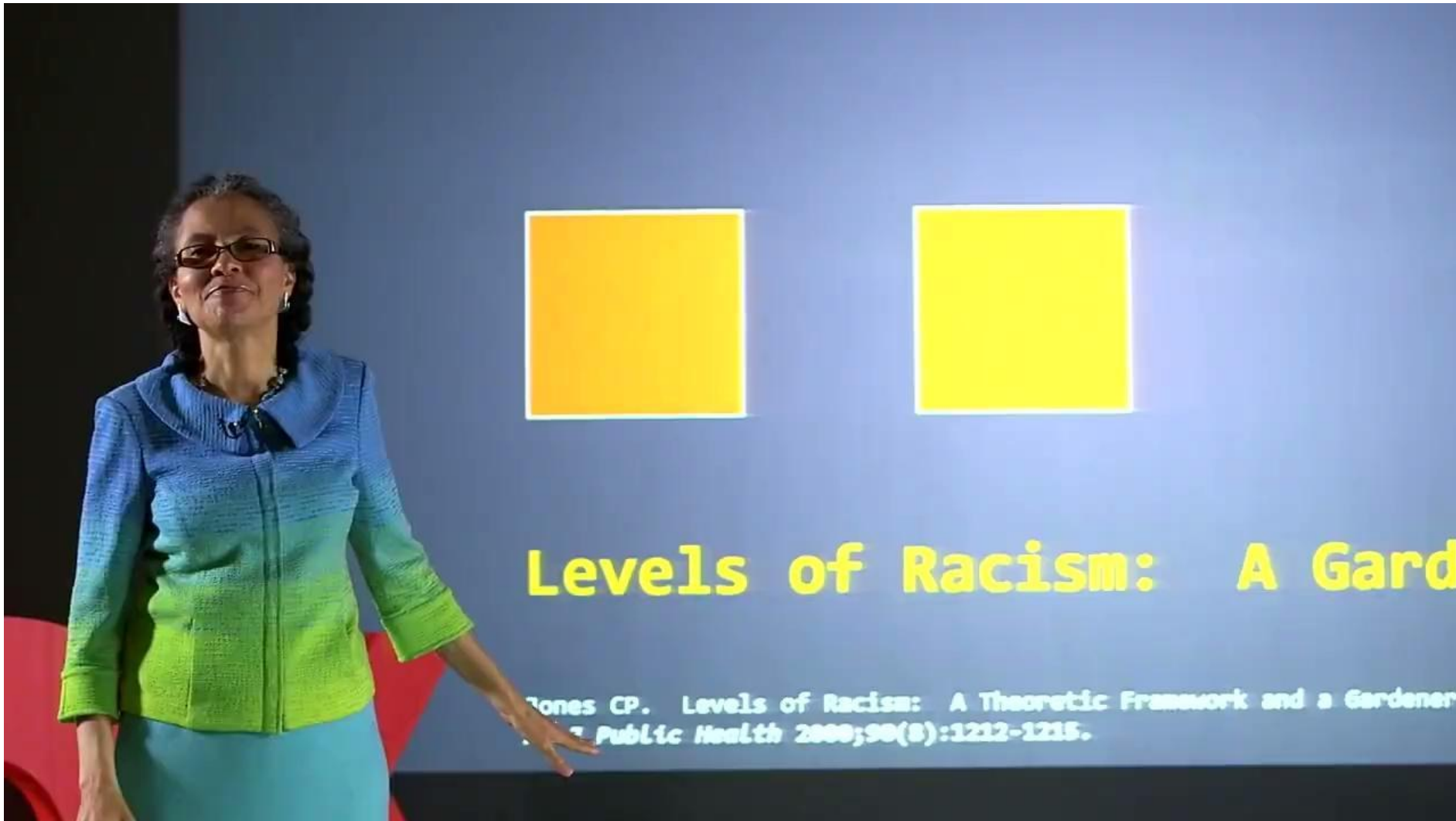
## Intersectionality



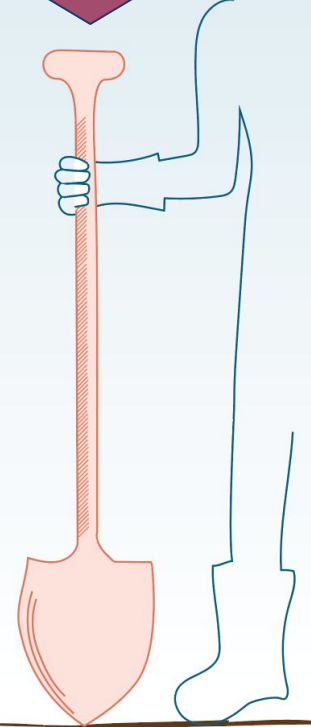
Adapted from ccrweb.ca @sylviaduckworth



# Preference of Gardener and Gardener's Identities



Who is the gardener in your AE setting?



30  
minutes

**Warm Welcome**  
Opening Remarks, Building Community

45  
minutes

**Foundational Frameworks**  
Phases, Cultivating Community, Garden Analogy

10  
minutes

**Brief Break**  
*We will try to break around 10:15/2:15*

50  
minutes

**Four Levels of Racism**  
Individual, Interpersonal, Institutional, Systemic

45  
minutes

**Identity, Power, & Privilege**  
Application in Program/Org Teams

10  
minutes

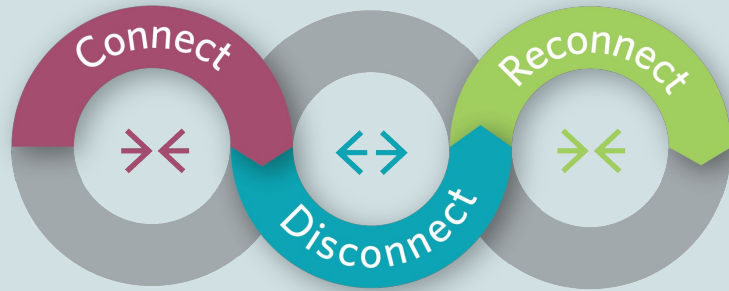
**Optimistic Closure**  
Head-Heart-Hands Reflection, Bridge to Practice

**There can be  
no equity  
without racial  
equity.**



# Where, in today's learning objectives, do I have the POWER to affect antiracist change at all levels in my program/organization?

## PHASES OF ADEI



↘ **Connect** to individual and institutional truths  
↗

↕ **Disconnect** from oppressive practices and structures

↘ **Reconnect** through liberatory communities  
↗

## By the end of the session...

- ❑ I will see our individual and collective identities clearly in order to engage in this work with awareness of my blind spots and areas for growth. **Individual**
- ❑ We will grow our understanding of how racialized identities impact a variety of life experiences. **Interpersonal**
- ❑ We will explore how institutional policies and practices often cause disproportionate harm to people with racialized identities. **Institutional**
- ❑ We will develop our abilities to identify the ways in which racial inequities manifest and are sustained across systems. **Systemic**

# TO DO BEFORE OUR NEXT SESSION: Bridge to Practice

## STEP 1

**Notice and name areas in your program/org where resources in one area are being pulled from other areas with potentially greater needs**

*Think about where there is detriment to racialized people.*

## STEP 2

**What ways, specifically, is this causing advantages for some and oppression for others?**

## STEP 3

**In what ways might intersecting identities of those affected be impacting these advantages or oppression?**

## STEP 4

**How do you know this to be true?**

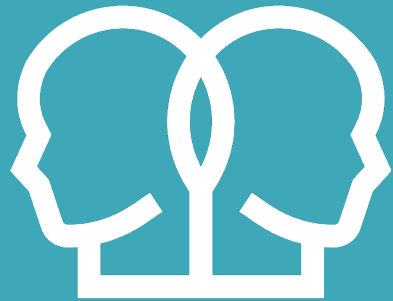
*Think about collecting evidence and making observations from a place of curiosity.*



# Individual Reflection Using HEAD – HEART – HANDS

## HEAD

*Thinking*



What ideas from this session are making you think in new ways?

## HEART

*Feeling*



What are you feeling as you sit with the experience we have had for the past three hours?

## HANDS

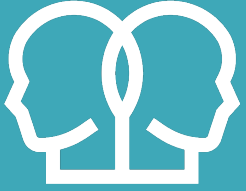
*Doing*



What are these ideas and feelings making you want to do?

# HEAD

*Thinking*



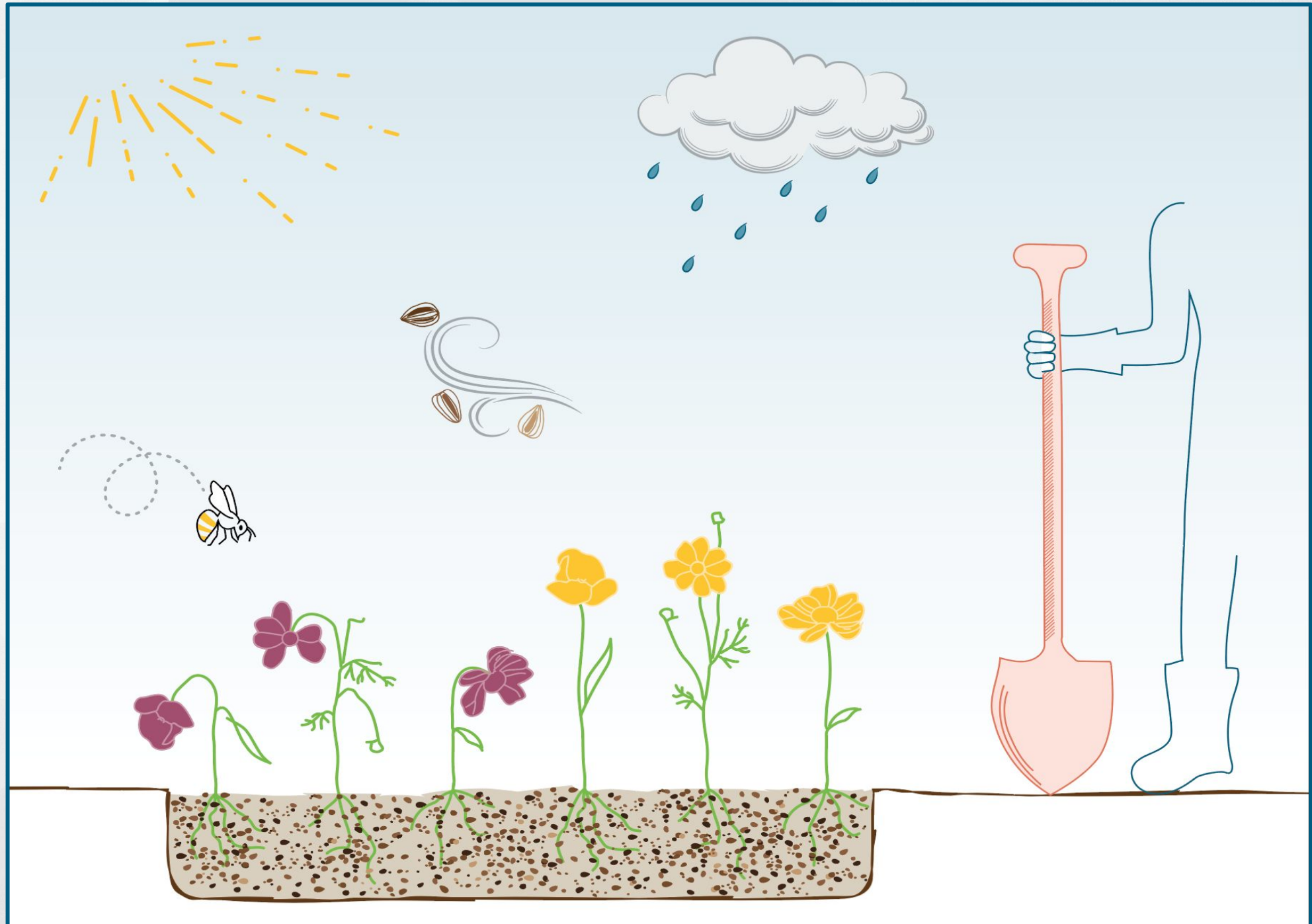
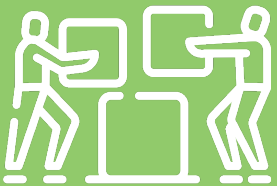
# HEART

*Feeling*

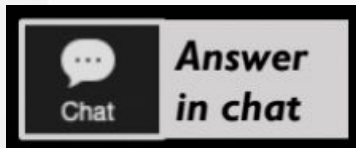


# HANDS

*Doing*



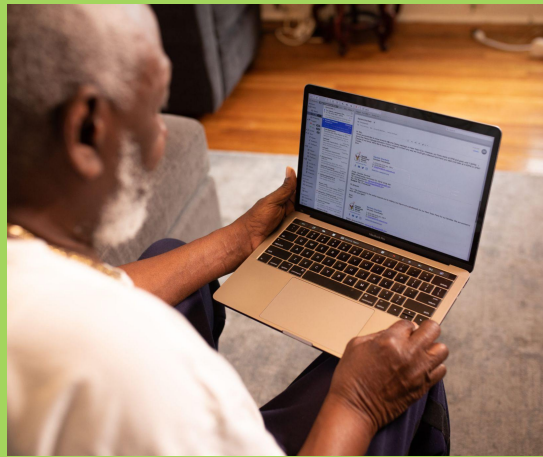
# NEXT STEPS



## SURVEY

Take our feedback survey as you depart.

Your feedback is important.



## SESSION

We are excited to welcome you for Session #2  
November 15

In Person



## SOURCES

Check the ADEI website later this week for links to resources from this session



[www.adeitraining.com](http://www.adeitraining.com)

## SUPPORT



Send questions & comments to [adeitraining@updconsulting.com](mailto:adeitraining@updconsulting.com)

30  
minutes

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45  
minutes

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**Identity, Power, & Privilege**  
Application in Program/Org Teams

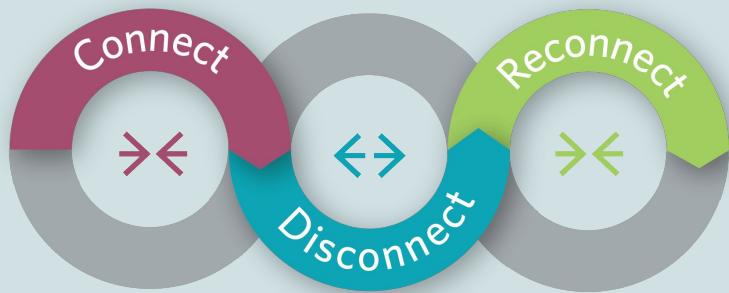
10  
minutes

**Optimistic Closure**  
Head-Heart-Hands Reflection, Bridge to Practice

**insert a  
quote here**

# Our Brain on ADEI – A Demonstration

## PHASES OF ADEI



↘  
↗ **Connect** to individual  
and institutional truths

↕  
↕ **Disconnect** from  
oppressive practices and  
structures

↘  
↗ **Reconnect** through  
liberatory communities



# Individual Reflection Using HEAD – HEART – HANDS

**HEAD**  
*Thinking*



**HEART**  
*Feeling*



**HANDS**  
*Doing*

