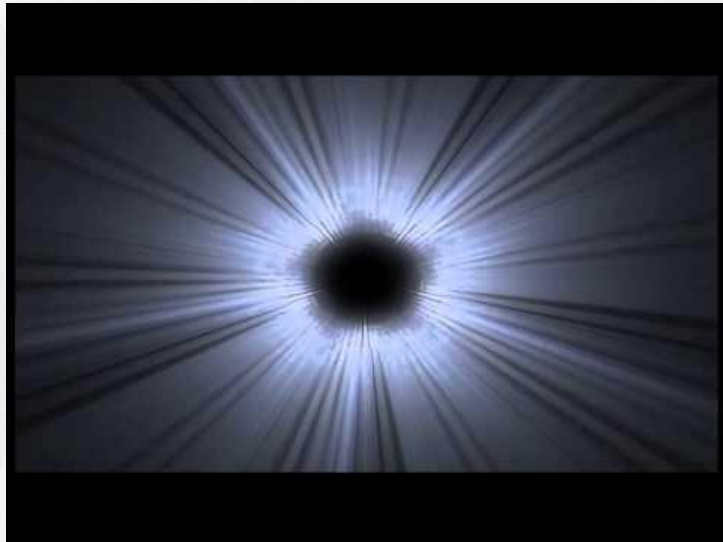


Find your program/org's table. Take a seat. Get grounded.



Check in with yourself [Mind/Heart/Body]

As we settle in this morning, take a 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

**practice inspired by Abolitionist Teaching Network*

DISCONNECT from Inequitable Practices and Systems

Recognize the Harmful Impacts of Dominant Culture in the Four levels of Racism and Identify Barriers to Change

ADEI Learning Series - Session #2
November 15, 2022 @DCU Center



MASSACHUSETTS
Department of Elementary
and Secondary Education



UPD CONSULTING

Housekeeping

1

Make sure you've signed in at the check-in table and that you are wearing your nametag

2

Take bio and mask breaks as needed. Group breaks are planned at: 10:30, noon, and 2:15

3

Laptops are not needed for this session. Please mute phones and limit use to breaks.

4

Printed session materials are located at your tables. Digital copies will be available on ADEI website.



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.

Welcome &
Opening
Remarks



Wyvonne Stevens-Carter
Adult Education State Director

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.



DISCUSSION PROMPT - Building Community

DIRECTIONS

- **2 mins** to introduce prompt and individually reflect
- **2 min** to find partner, then partners find another partnership to form a quad
- **2 mins** for each person to share (round robin) in quad

FOR DISCUSSION

- What **connections** did you make to Session #1's topics:
 - CONNECT - DISCONNECT - RECONNECT Phases of ADEI
 - Four Levels of Racism
 - Garden Metaphor
 - Identity Wheel and Wheel of Power & Privilege
- What did you **see**? What did you **notice**? What did you **wonder**?
- What **changes** showed up in conversations, how you saw others and their situations?

Be Vulnerable, Authentic, & Courageous in Your Share



Square Up and Share Out

MORNING Agenda and Session Learning Objectives

40

minutes

Warm Welcome

Opening Remarks, Building Community

40

minutes

Impact of Racism in AE-Part 1

Four Levels of Racism, Intent vs Impact - Facilitator Story

15

minutes

Brief Break

We will try to break around 10:30

60

minutes

Impact of Racism in AE-Part 2

Four Levels of Racism, Intent vs Impact - METCO Story

40

minutes

Impact of Racism in AE-Part 3

Four Levels of Racism, Intent vs Impact - Personal Story

60

minutes

Lunch Break

Lunch provided. Be ready to re-engage by 1:15PM

By the end of the session...

- ❑ I will explore how to better leverage my full self in this challenging work. **Individual**
- ❑ We will grow our understanding of common barriers to working together to improve racial equity. **Interpersonal**
- ❑ We will explore explicit and subtle ways in which organizational practices and policies perpetuate racial inequities. **Institutional**
- ❑ We will understand three of the most prevalent traits of dominant culture and how they show up in concrete ways as barriers to addressing racial equity in our classrooms, programs, and/or organizations. **Structural/Cultural**

AFTERNOON Agenda and Session Learning Objectives

30
minutes

Aspects of Dominant Culture
Either/Or Thinking, Paternalism, Perfectionism

45
minutes

Dominant Culture in AE Setting
Application Activity in Your AE Context

15
minutes

Brief Break
We will try to break around 2:30

40
minutes

Bridge to Practice
Reflect from S#1/Team Time to Plan for S#2

30
minutes

Equity Warrior Archetype
Exploration and Affinity Partner Discussions

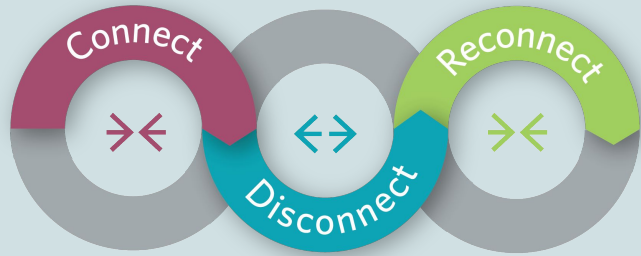
10
minutes

Optimistic Closure
Next Step & Reflection. Adjourn by 4:00PM

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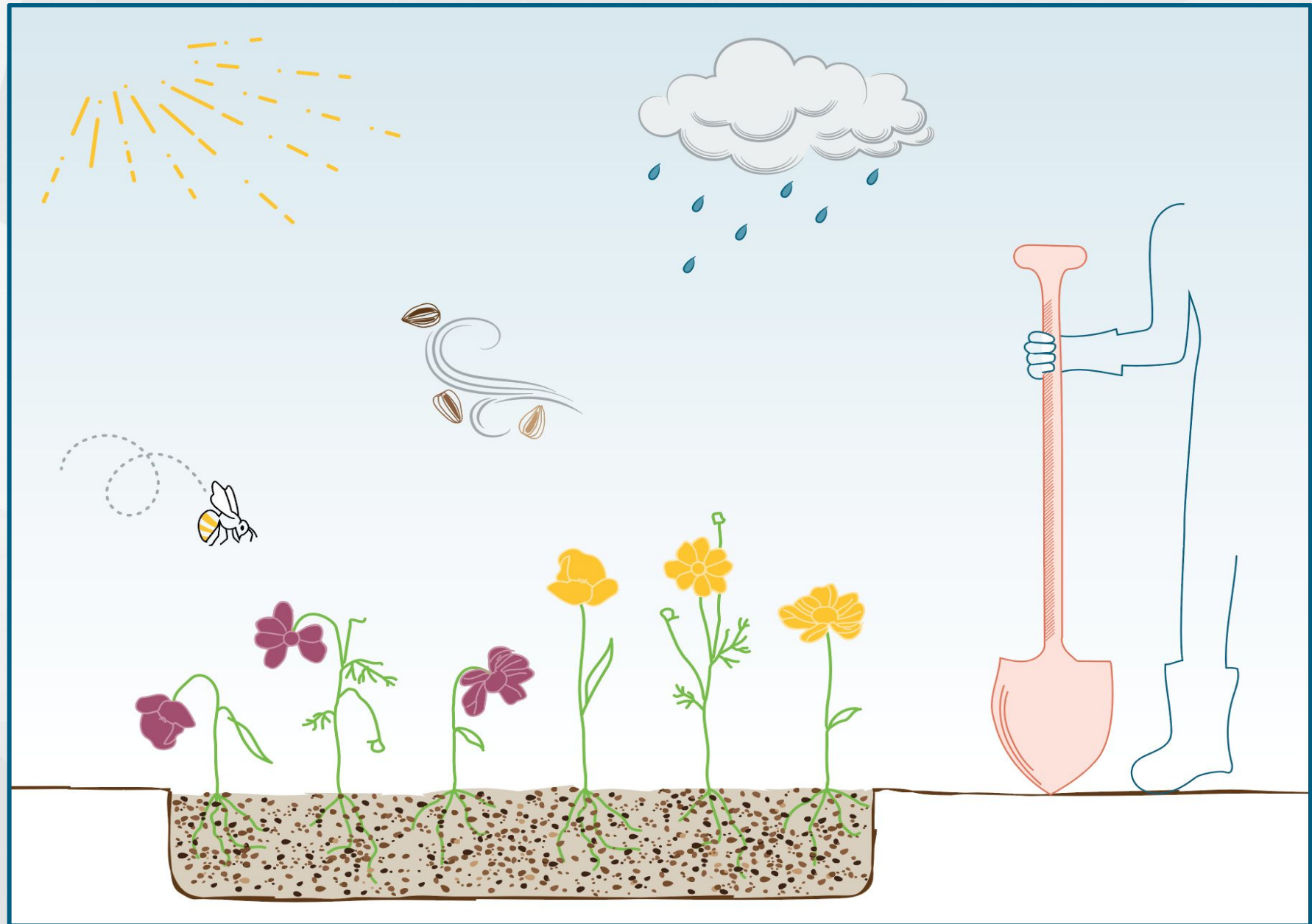
Connecting ADEI Phases to Garden Analogy



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

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

↕
↗ **Reconnect** through liberatory communities



40
minutes

Warm Welcome

Opening Remarks, Building Community

40
minutes

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Four Levels of Racism, Intent vs Impact - Facilitator Story

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minutes

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Impact of Racism in AE-Part 2

Four Levels of Racism, Intent vs Impact - METCO Story

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minutes

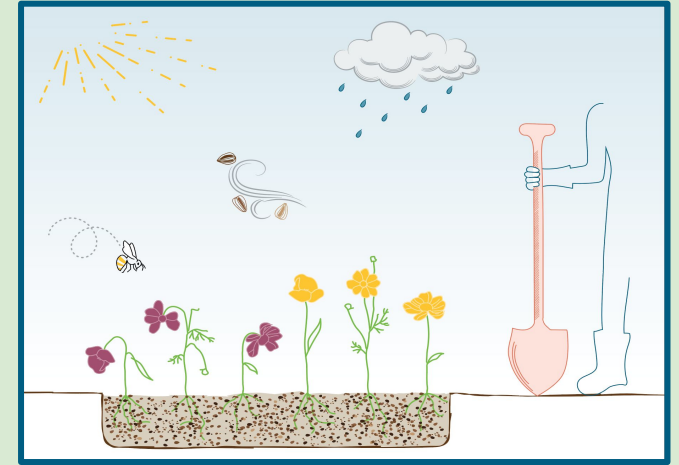
Impact of Racism in AE-Part 3

Four Levels of Racism, Intent vs Impact - Personal Story

60
minutes

Lunch Break

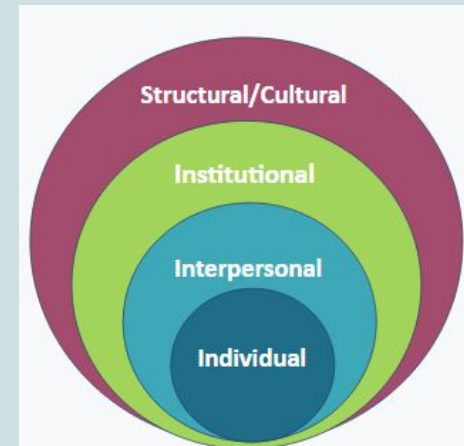
Lunch provided. Be ready to re-engage by 1:15PM



Intent vs Impact

and

Four Levels of Racism



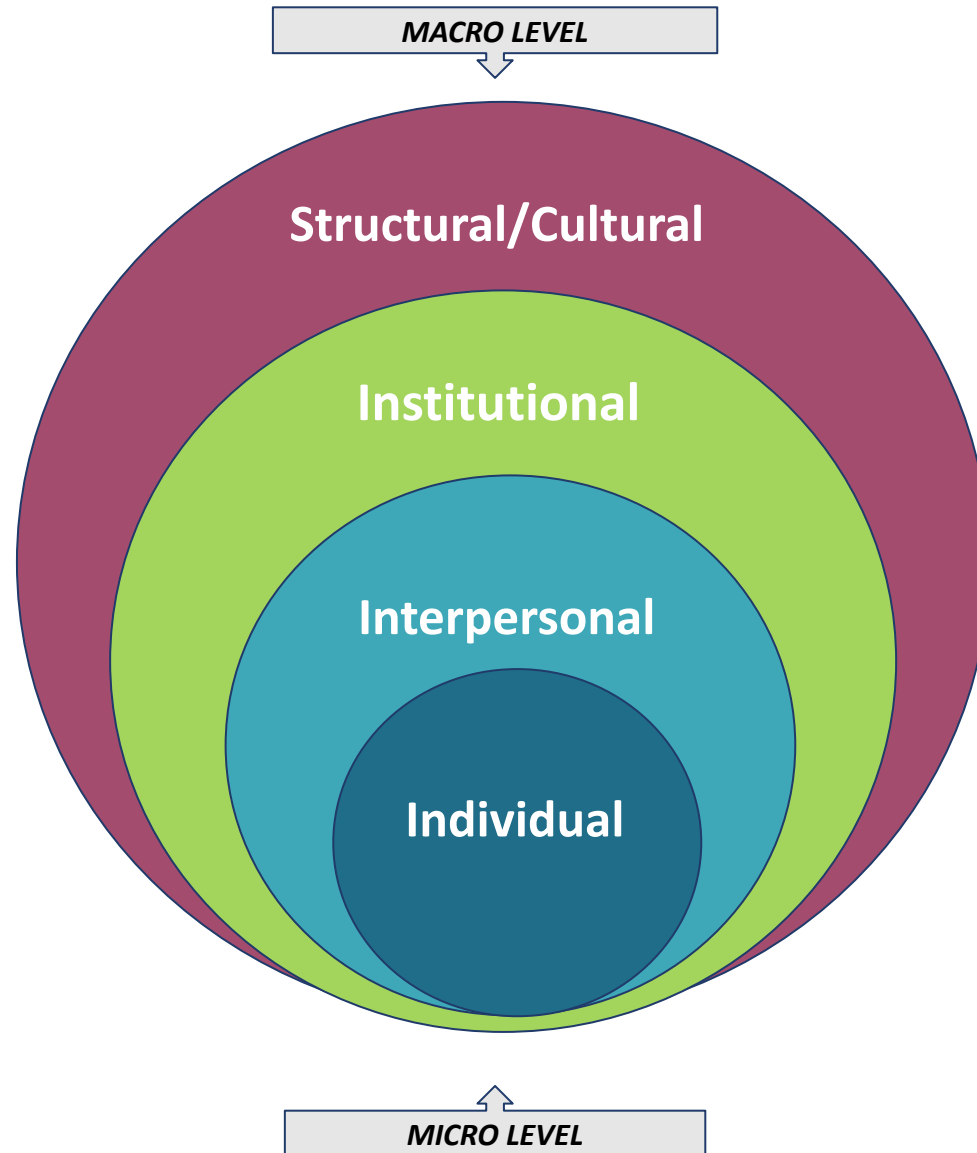
Four Levels of Racism

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

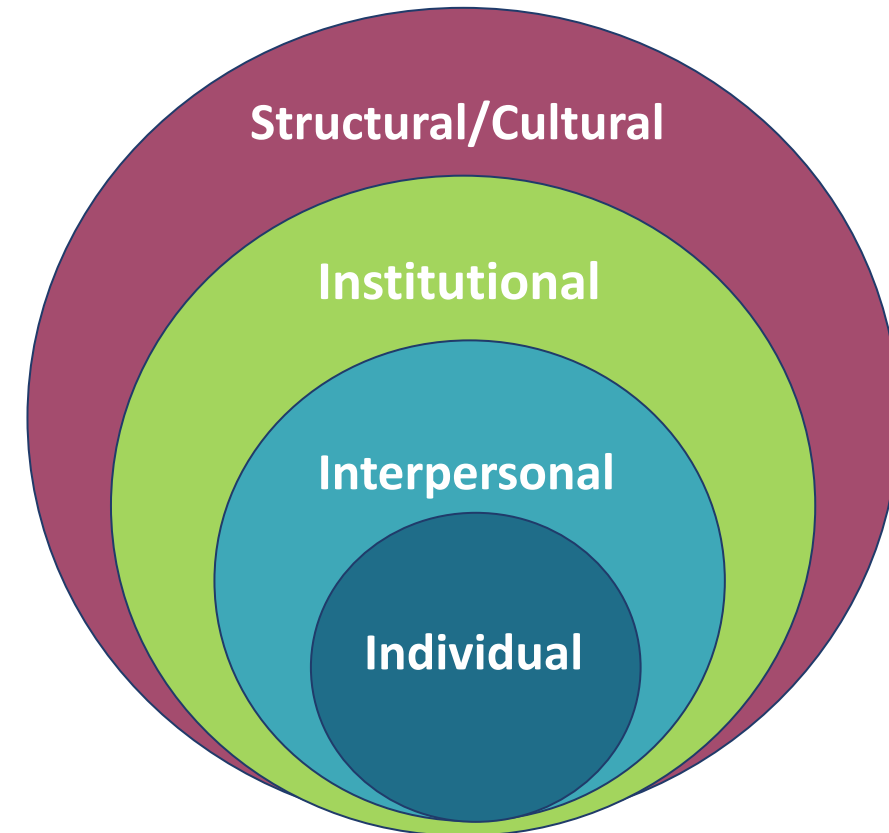
Policies, practices and procedures that work better for white people, than for people of color, often unintentionally - including those that are “race neutral”

Individual/Personal

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

Let's Practice! Match the example to the level

- A. A student new to this country introduces themselves with a name that is common in the United States instead of using their given name in their native language.
- B. A hiring manager disqualifies candidates of color, citing “they are not a good culture fit.”
- C. There is a clear lack of Black representation among educators. 82% are White, 18% are BIPOC, and only 2% are Black males.
- D. A teacher asks their colleague, “Why does everything have to be about race with you?”



Let's Practice! Match the example to the level

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- C. There is a clear lack of Black representation among educators. 82% are White, 18% are BIPOC, and only 2% are Black males.
- D. A teacher asks their colleague, "Why does everything have to be about race with you?"

Individual/Personal

Institutional

Structural/Cultural

Interpersonal

Desegregation: The Impact of Rebranding Racism



UPD CONSULTING

as UPD Facilitator,
Anthony Gordon,
shares his story,
consider:

*What elements of
his story reflect the
Four Levels of
Racism as you
understand them?*

Anthony Gordon (He, Him, His)



As you recall details from Anthony's stories, consider ...



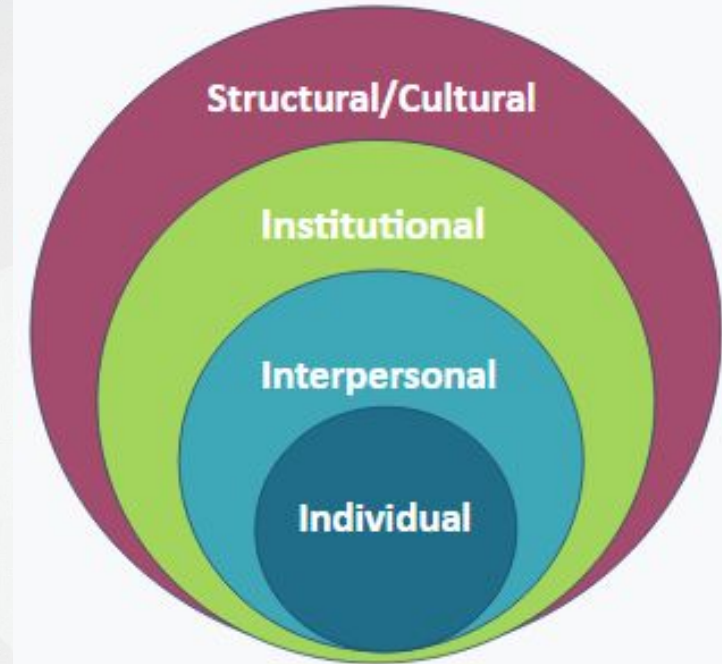
What is resonating most with you about elements of Anthony's story and why?

INTENT vs IMPACT

What was the **intent** of certain policies, practices, and actions taken in Anthony's story vs what was the actual **impact** (on Anthony's mother, on Anthony, on others)?

LEVELS OF RACISM

How are you seeing the different **Levels of Racism** showing up in Anthony's story?



As you recall details from Anthony's stories, consider ...



10:00

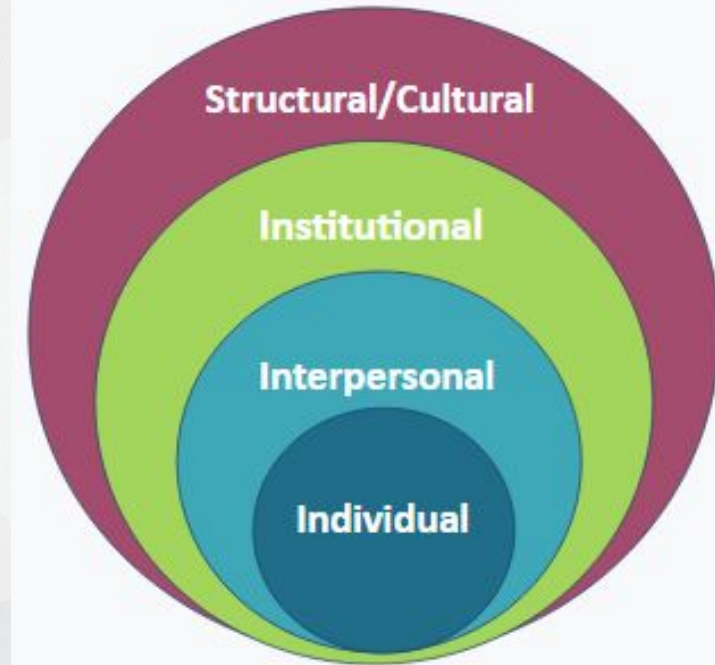
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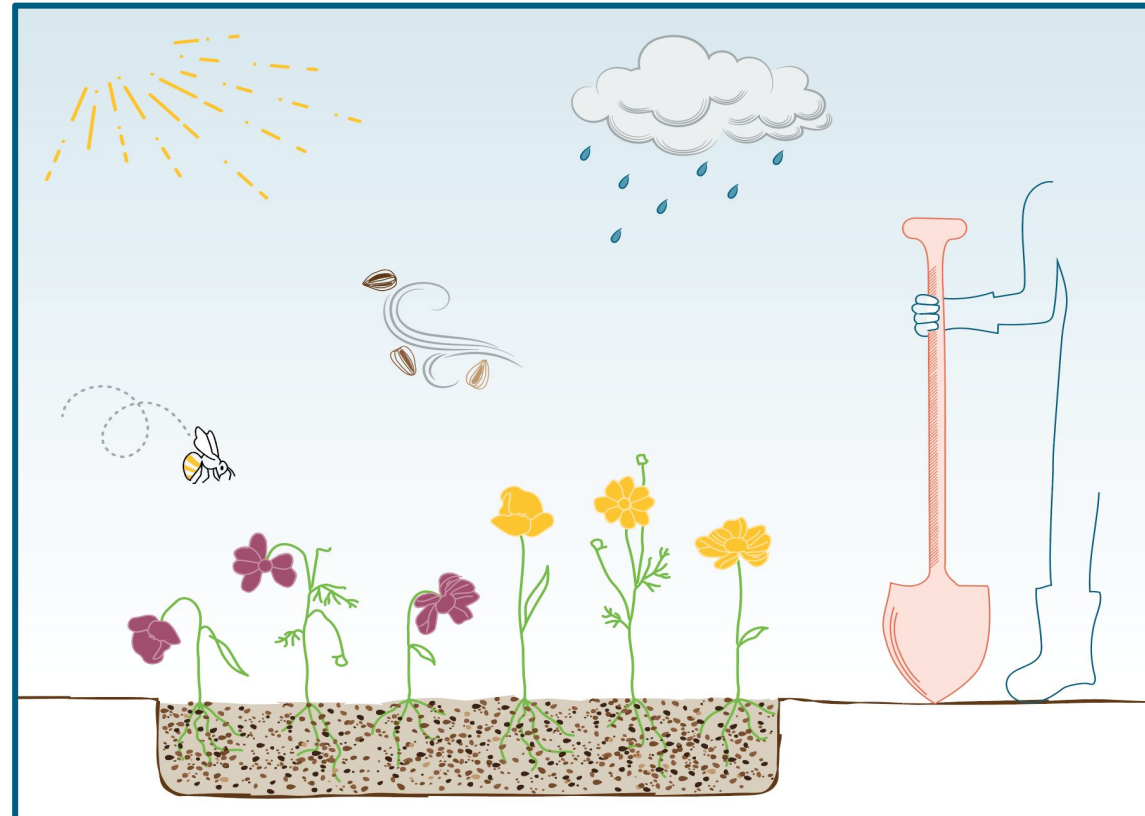
LEVELS OF RACISM

How are you seeing the different **Levels of Racism** showing up in Anthony's story?



“Racism often isn’t solved...it’s just rebranded.” –Anthony Gordon

Take a moment and reflect on Anthony’s story in your Participant Guide. What **connections** and **disconnections** are you making?



40
minutes

Warm Welcome
Opening Remarks, Building Community

40
minutes

Impact of Racism in AE-Part 1
Four Levels of Racism, Intent vs Impact - Facilitator Story

15
minutes

Brief Break
We will try to break around 10:30

60
minutes

Impact of Racism in AE-Part 2
Four Levels of Racism, Intent vs Impact - METCO Story

430
minutes

Impact of Racism in AE-Part 3
Four Levels of Racism, Intent vs Impact - Personal Story

60
minutes

Lunch Break
Lunch provided. Be ready to re-engage by 1:15PM

**Reflect. Renew.
Recharge.**

15:00

**Return in 15 minutes
seated at your table and
ready to engage.**

40
minutes

Warm Welcome

Opening Remarks, Building Community

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minutes

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Four Levels of Racism, Intent vs Impact - Facilitator Story

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minutes

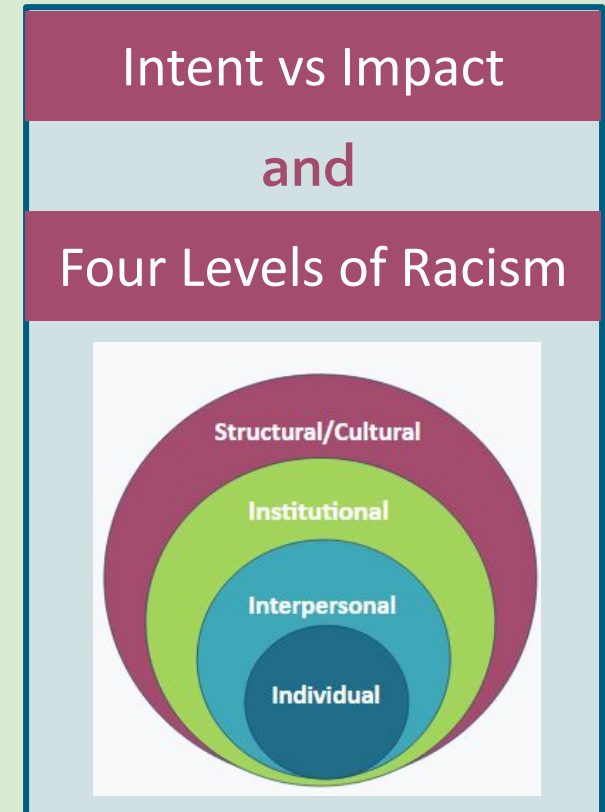
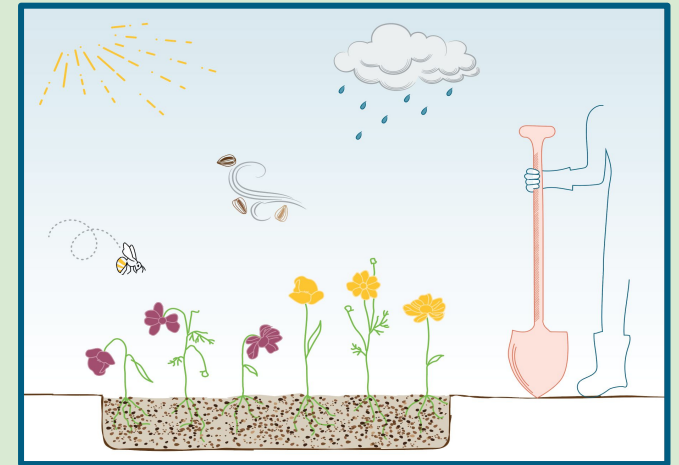
Impact of Racism in AE-Part 3

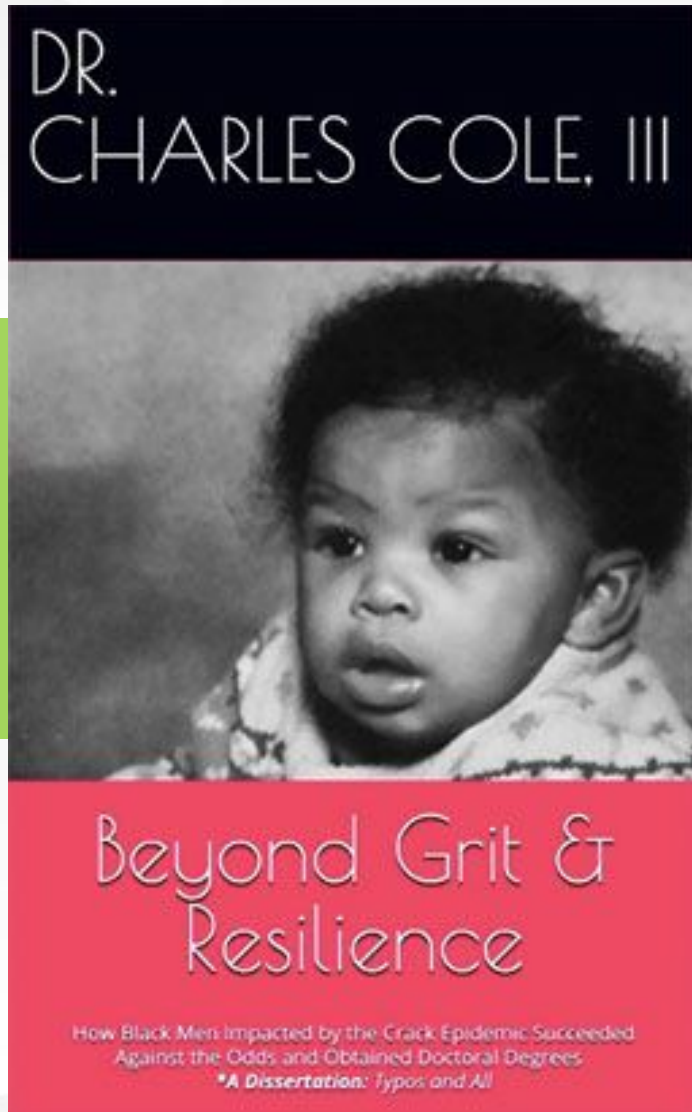
Four Levels of Racism, Intent vs Impact - Personal Story

60
minutes

Lunch Break

Lunch provided. Be ready to re-engage by 1:15PM





So much of me “making it” was about me learning all the things and doing all the things necessary to **successfully navigate an unjust system.**

I get that this is the way it is. But this is **not the way it ought to be.** If all we focused on was playing the game, we have to ask: **At what cost?”**

I “made it”, but I also paid this tax.

*Many of your students might be making it, but...
At what cost?*

As you watch this promotional video from METCO...

- Jot down quotes. Pay attention to identities such as role and race
- Consider the Institutional and Structural policies & practices as play
- Identify the cost of the Black Achievement Tax



As you watch an excerpt from this documentary about the current day experiences of METCO students, pay attention to...

- Intent vs. Impact
- Four Levels of Racism (focus on Institutional and Structural)
- Cost of the Black Achievement Tax



Think Pair Share

In what ways
are you seeing...

- Intent vs. Impact
- Institutional and Structural Racism
- The Cost of the Black Achievement Tax

The purpose of METCO is to basically prepare students for the "real world". -
Former METCO Dir

It builds friendships and actually breaks down racial barriers.
- CEO

I don't often see people like me. For better or worse, it makes me learn patience and to how to navigate the world.
- METCO Student

There is a great deal of trust to put your student on a bus and send them to a school [where they are often the only student of color in their class] and be educated by people outside of their community.
- METCO Coordinator

3:59

Explore as a Group: Intent vs. Impact Across the Four Levels of Racism

With the people at your table:

1. Gather your supplies:

*Chart paper, markers,
masking tape, notes*

15:00

2. Assign someone to record the group's thoughts on the chart paper
3. Discuss and record the **Intent** and **Impact** of METCO through all **Four Levels of Racism**.

Use your understanding from the pre-work article, the videos, and your own lived experiences

4. Tape your chart to the wall close to your table when you are finished. We will then take a gallery walk so that you see other group's posters and thoughts

Intent v Impact across Four Levels of Racism in METCO



	INTENT	IMPACT
Individual		
Interpersonal		
Institutional		
Structural		

Gallery Walk (10 minutes)

HEAD

Thinking



HEART

Feeling



HANDS

Doing



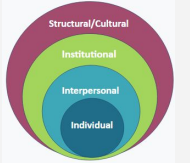
On Your Own or with Your Tablemates:

1. Walk around and look over other group's posters
2. Use your Participant Guide to jot down:

How are the perspectives from the posters helping me to...

- a. *THINK deeper or in a new way?*
- b. *Connect and FEEL for those impacted most by METCO?*
- c. *Want to DO in my own context?*

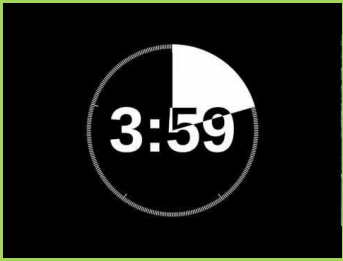
Intent v Impact across Four Levels of Racism in METCO



	INTENT	IMPACT
Individual		
Interpersonal		
Institutional		
Structural		

10:00

With a Partner at Your Table, Discuss (5 mins):
What is the METCO activity helping you **THINK**, **FEEL**, and want to **DO**?



HEAD
Thinking



How am I thinking
deeper or in a
different way?

HEART
Feeling



How am I feeling
about those most
impacted?

HANDS
Doing



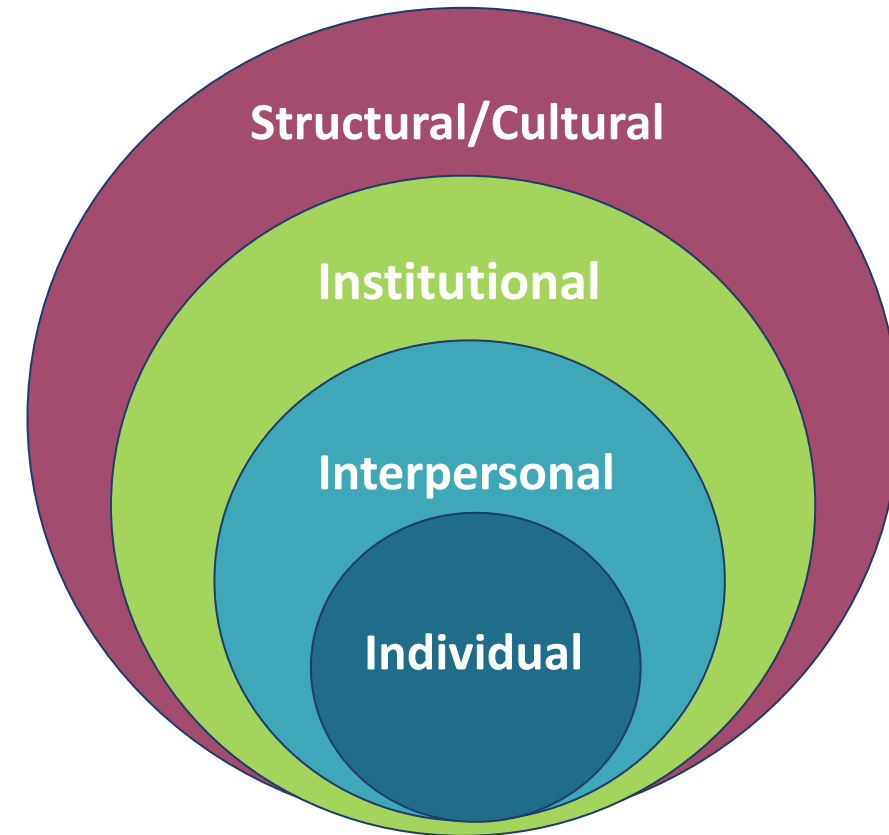
What does it
make me want to
do in my context?

One Last Look - Why We MUST Make Change at the Institutional Level

“The most common understanding of racism in our country is limited to the **interpersonal** level of racism—the personal prejudice and intentional bias in our **individual** interactions across different races.”

but...

“**Interpersonal racism is actually a symptom of a more fundamental system of racism**—an array of cultural norms and **institutional** policies and practices that routinely produce racially inequitable outcomes, often without individual intent or malice.” – from *Race Forward*



40
minutes

Warm Welcome

Opening Remarks, Building Community

40
minutes

Impact of Racism in AE-Part 1

Four Levels of Racism, Intent vs Impact - Facilitator Story

15
minutes

Brief Break

We will try to break around 10:30

60
minutes

Impact of Racism in AE-Part 2

Four Levels of Racism, Intent vs Impact - METCO Story

40
minutes

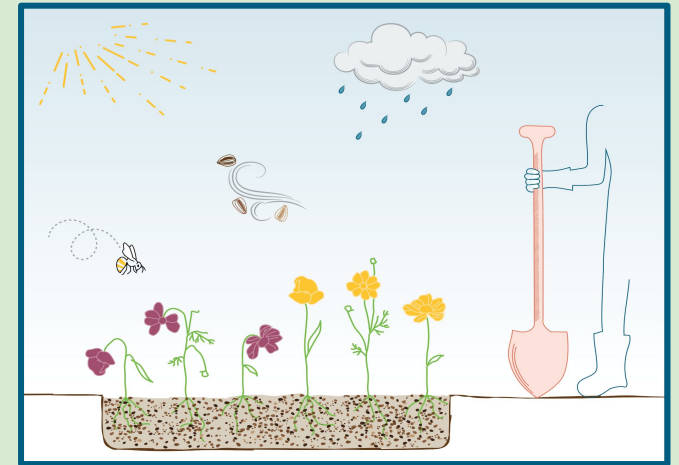
Impact of Racism in AE-Part 3

Four Levels of Racism, Intent vs Impact - Personal Story

60
minutes

Lunch Break

Lunch provided. Be ready to re-engage by 1:15PM



PERSONAL REFLECTION - Relational Storytelling

DIRECTIONS

- **5 mins** to individually reflect on the prompt below (using your Participant Guide)

FOR REFLECTION

*In your professional or personal life when have you experienced a **racialized policy or practice** which did not have the intended impact but had a detrimental impact in the long run?*

What was the impact that you observed? Remember not to speak on behalf of others, but only what you personally have observed.

Be Vulnerable, Authentic, & Courageous in Your Share



PERSONAL REFLECTION - Relational Storytelling

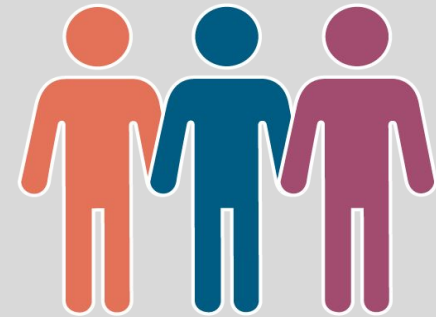
DIRECTIONS

- **2 mins** to find two other people (that you haven't worked with yet today) to form a TRIAD
- **15 mins** to share in rounds in your TRIAD.
 - Introduce Yourself (3 mins) : Name, Org, Pronouns and a fun fact; then assign Person A, B, C
 - Round 2 (4 mins): Person A Share Your Story
 - Round 3 (4 mins): Person B Share Your Story
 - Round 4 (4 mins): Person C Share Your Story
- **2 mins** to find your way back to your original seat

FOR DISCUSSION

*In your professional or personal life when have you experienced a **racialized policy or practice** which did not have the intended impact that had a detrimental impact in the long run?*

Thank you for sharing. I appreciate your honesty and vulnerability.



15:00

Which topics or activities have most helped you DISCONNECT from oppressive practices and ideologies that lead to racial inequities in our Adult Education settings so far in this session?

40

minutes

Warm Welcome

Opening Remarks, Building Community

40

minutes

Impact of Racism in AE-Part 1

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minutes

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Lunch Break

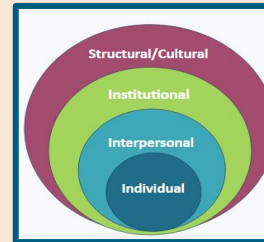
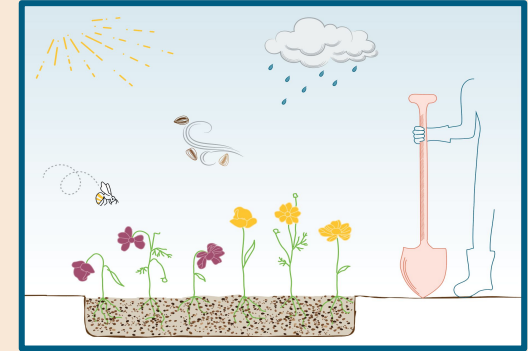
Lunch provided. Be ready to re-engage by 1:15PM

You might want to consider...

Garden Analogy

Intent vs Impact

Four Levels of Racism



Black Achievement Tax

Sharing Your Personal Story

Hearing Others' Stories (Anthony/Colleague)

METCO Example & Student Stories

Something Else?

40
minutes

Warm Welcome

Opening Remarks, Building Community

40
minutes

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minutes

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40
minutes

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60
minutes

Lunch Break

Lunch provided. Be ready to re-engage by 1:15PM

Eat, Drink & Be Merry.

Go for a Walk.
Read. Meditate.
Laugh with Others.



**Return by 1:15PM
seated at your table
and ready to engage.**

30

minutes

Aspects of Dominant Culture

Either/Or Thinking, Paternalism, Perfectionism

45

minutes

Dominant Culture in AE Setting

Application Activity in Your AE Context

15

minutes

Brief Break

We will try to break around 2:30

40

minutes

Bridge to Practice

Reflect from S#1/Team Time to Plan for S#2

30

minutes

Equity Warrior Archetype

Exploration and Affinity Partner Discussions

10

minutes

Optimistic Closure

Next Step & Reflection. Adjourn by 4:00PM

“Things are not getting worse. They are getting uncovered. We must hold each other tight and continue to pull back the veil”.

–Adrienne Marie Brown

Where the
unseen
becomes
seen and
the truth is
revealed...

We must hold
each other tight
& continue to
pull back the
veil, (or remove
the vessel)...



Dominant Culture is a vessel that makes us all “rootbound”



YOU

**YOUR BELIEFS
& ACTIONS**

**DOMINANT
CULTURE**

- Roots tangled and twisted due to this artificially constrained environment
- ... disrupting the tangle of roots by loosening and pruning the system that is restricting nutrients and growth
- Disconnection is an essential step to become deeply rooted and to thrive.

Either/Or Thinking

Highlight from Phil's Story

- Being a Hip Hop artist and Executive
- Refusing the notion of 'professionalism'
- Having to hide your identity and an important part of yourself
- Code Switching necessary to be successful
- Not allow to have complex identities of intersections

Ask us to Disconnect by...

- Positioning options or issues as good/bad, right/wrong, with us/against us.
- Having little/no sense of possibilities of both/and.
- Trying to simplify complex things.
- Making it difficult to learn from mistakes or accommodate conflict.
- Pitting oppressions against each other and ignoring intersecting identities. *"And many of the black people that I felt were really authentic (or those who resonated with me the most) were at the bottom of the organization"*

Paternalism

Highlight from Ian Story...

- Not using tools of oppression (power) to raise free people.
- Your experience doesn't mean I'm not the expert in my child's experience
- Importance of pausing and being curious to take another perspective

Ask us to Disconnect by...

- Assuming they are qualified to (and entitled to) define standards and the right way as well as make decisions for and in the interests of those without power
- Thinking it's not important or necessary to understand the viewpoint or experience of those for whom they are making decisions, often labeling those for whom they are making decisions as unqualified intellectually, emotionally, spiritually, or physically
- As the "powerless/those with "less" power:
 - Marginalizing and have limited access to information but are familiar with the impact of decisions on them
 - Internalizing the standards of those in power and acting to defend, collude, or even assimilate into them

Perfectionism

Highlights from Jenni's Story...

- Takes an immense amount of time to meet someone else's idea of quality
- Who gets to set the standards for quality?
- Efforts could go towards other things that are more meaningful
- This trait is VERY common in Education and in anti-racism work

Asks us to Disconnect by...

- Pointing out either how the person or work is inadequate (or more common), talking to others about the inadequacies of a person's work without ever talking directly to them
- Seeing mistakes as personal; it is confused with *being* a mistake – doing wrong with being wrong
- Not giving the person making the "mistake" or doing "wrong" to participate in defining what doing it "right" looks like or whether a "mistake" actually occurred
- Giving little time, energy, or money into reflection or identifying lessons a tendency to identify what's wrong; little ability to identify, name, define, and appreciate what's right, only focusing on what's wrong

TURN AND TALK – (10 mins)

10:00

Name at least (1) characteristic that shows up in your personal or professional practices

How have these Dominant Culture traits caused HARM to yourself and others?



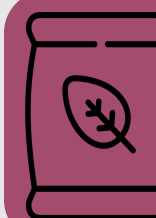
This may not have been the INTENT of the actions, but what was the unintended IMPACT?



Either/Or Thinking



Paternalism



Perfectionism

30
minutes

Aspects of Dominant Culture
Either/Or Thinking, Paternalism, Perfectionism

45
minutes

Dominant Culture in AE Setting
Application Activity in Your AE Context

15
minutes

Brief Break
We will try to break around 2:30

40
minutes

Bridge to Practice
Reflect from S#1/Team Time to Plan for S#2

30
minutes

Equity Warrior Archetype
Exploration and Affinity Partner Discussions

10
minutes

Optimistic Closure
Next Step & Reflection. Adjourn by 4:00PM



← YOU

← YOUR BELIEFS
& ACTIONS

← DOMINANT
CULTURE



**Either/Or
Thinking**



Paternalism



Perfectionism

Dominant Culture Traits in Your AE Setting

Step 1

Gather Your Supplies

Chart paper with ONE characteristic of Dominant Culture on it, markers, sticky notes, notes in Participant Guide, masking tape

Step 2

Discuss and Record Examples

Consider: what does it **look like** and **sound like** in your specific AE setting and context? Among students, staff, instructors, leaders, etc...?

Step 3

Draw a Visual Representation

Consider: what will help others better understand your Dominant Culture characteristic. Get creative! (like we did with the Garden Analogy)

Step 4

Brainstorm Possible Antidotes

Consider: What actions would it take to counteract the harmful ways this trait shows up in myself, other students, and other colleagues?

Step 5

Display Your Chart on the Wall

You and your team will then have an opportunity to do a Gallery Walk and view other groups' thinking around the same and different DC traits

EITHER/OR THINKING

Examples at <enter name of org/prog>

Sounds Like	Looks Like

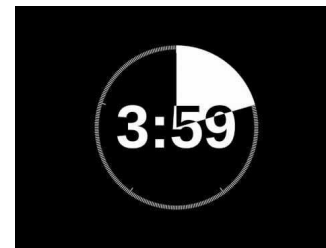
Visual Representation	Possible Antidotes

15:00

Dominant Culture Gallery Walk

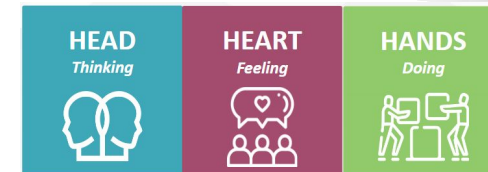
On Your Own, Take 10 Minutes to:

1. Take a walk with your sticky notes and visit other posters
2. Use the sticky notes to interact with add to others' thinking. It can look like:
 - a. adding more **examples** and **antidotes**
 - b. making **suggestions** and giving **kudos** to the elements of the **visual**
 - c. asking **questions** for clarification



Back at Your Table, Take 5 Minutes to:

3. Read over the sticky notes others left on your poster and discuss as a group: *What is this helping you **THINK**, **FEEL** and want to **DO** as a team/org?*



Reflection – What is Your MIRACLE GROW Moment?

What is the BEST antidote you've seen that will have the fastest or biggest change in:



...disconnecting from your Dominant Culture Trait?



...untangling the rootbound system of racial inequity in the AE system?



...allowing for optimal growth in your specific context?

30
minutes

Aspects of Dominant Culture
Either/Or Thinking, Paternalism, Perfectionism

45
minutes

Dominant Culture in AE Setting
Application Activity in Your AE Context

15
minutes

Brief Break
We will try to break around 2:30

40
minutes

Bridge to Practice
Reflect from S#1/Team Time to Plan for S#2

30
minutes

Equity Warrior Archetype
Exploration and Affinity Partner Discussions

10
minutes

Optimistic Closure
Next Step & Reflection. Adjourn by 4:00PM

**Reflect. Renew.
Recharge.**

15:00

**Return in 15 minutes
seated at your table and
ready to engage.**

30
minutes

Aspects of Dominant Culture
Either/Or Thinking, Paternalism, Perfectionism

45
minutes

Dominant Culture in AE Setting
Application Activity in Your AE Context

15
minutes

Brief Break
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10
minutes

Optimistic Closure
Next Step & Reflection. Adjourn by 4:00PM



Review and Reflect on SESSION #1 Bridge to Practice

10:00

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.

With a partner, take **5 mins each** to reflect on how your Bridge to Practice from Session #1 went by:

- Summarizing your area/s of focus and why
- Sharing what you found rewarding/challenging
- Reflecting on where power dynamics were showing up
- Noticing and naming any emotions that came up for you

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.

Stop and Jot - Personal Reflection & Intention Setting



YOU

**YOUR BELIEFS
& ACTIONS**

**DOMINANT
CULTURE**

REFLECTION

- In completing Session #1's Bridge to Practice, what would you like to **celebrate** yourself for?
- In what ways might Dominant Culture traits be showing up in your Session #1's Bridge to Practice experience?

INTENTION SETTING

- What would you like to **improve** upon for the next Bridge to Practice?

Session #2: Bridge to Practice

15:00

STEP 1

Pick up to three **practices, policies, or norms** in your program or organization.

Describe the **intent** and how the **racialized impact** is showing up in the “current state” and specific context of your Adult Education setting.

STEP 2

Explore how one or more of the **traits of Dominant Culture** is shaping the practice, policy, or norm. In what ways, specifically, is it showing up? Give **examples of what you’re seeing and hearing**.

STEP 3

What **antidotes** can help you and your team **disconnect** from the vessel of Dominant Culture and how it is showing up in your identified policies or practices, norms?

STEP 4

Choose one or more of your antidotes to **pilot** among your team. As you do, notice what emerges as you “untangle” the roots.

Step #4: A Closer Look - WHY pilot multiple options, people, & opportunities?

Because we are approaching STEP 4 of the **Bridge to Practice** as possible antidotes to pilot or pressure test (with multiple options, people & opportunities across time, we are normalizing:

STEP 4

Choose one or more of your antidotes to **pilot** among your team. As you do, notice what emerges as you “untangle” the roots.



- **multiple options** instead of only one right or wrong answers or solutions → counteracts **Either/Or Thinking**
- **multiple people** empowered to enact change rather than assuming only a single program, organization, or state-level leader can enact change → counteracts **Paternalism**
- **multiple opportunities** to try it out rather than thinking we have to wait for the perfect time, place and opportunity to get it right → counteracts **Perfectionism**

Imagine how the antidotes you choose to pilot could address:

Intent vs Impact

Black Achievement Tax

Four Levels of Racism

Dominant Culture Traits

30
minutes

Aspects of Dominant Culture
Either/Or Thinking, Paternalism, Perfectionism

45
minutes

Dominant Culture in AE Setting
Application Activity in Your AE Context

15
minutes

Brief Break
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40
minutes

Bridge to Practice
Reflect from S#1/Team Time to Plan for S#2

30
minutes

Equity Warrior Archetype
Exploration and Affinity Partner Discussions

10
minutes

Optimistic Closure
Next Step & Reflection. Adjourn by 4:00PM



The Pitfall of the Equity Warrior Archetype

What is the

Equity
Warrior

archetype?



White Savior

What do you notice in this painting



BIPOC Lone Warriors – *Same Name, Different Reality*



Pair Up and Share Out - Exploring Equity Warrior with Affinity Partners

DIRECTIONS

- 2 mins to introduce prompt and individually reflect
- 2 min to find an affinity partner (*White Savior –OR– BIPOC Lone Warrior*)
- 10 mins for discussion (*share the space; be mindful of power dynamics*)

CONSIDER ANY PROMPTS BELOW FOR DISCUSSION

- What is **resonating** with you about the characteristics of the Equity Warrior Archetype?
- What **examples** do you see of White Saviorism and the BIPOC Lone Warrior in your personal and professional life?
- What **personal connections** are you making?
- Why do you think **individualism** (like what is seen in all Equity Warriors) is one of the **most difficult Dominant Culture traits to disconnect from**?

Be Vulnerable, Authentic, & Courageous in Your Share



Pair Up and Share Out

Decide which embodiment of the Equity Warrior you most identify with (White Savior or BIPOC Lone Warrior) then pair up with someone from that same affinity and discuss.

30
minutes

Aspects of Dominant Culture
Either/Or Thinking, Paternalism, Perfectionism

45
minutes

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Application Activity in Your AE Context

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10
minutes

Optimistic Closure
Next Step & Reflection. Adjourn by 4:00PM



**“All I can offer you is
the truth...”**

– Morpheus, *The Matrix*



We Are The System And The System Is Us



Who's Ya
People?



Celebrating Ya People and Gifting Growth

Cultivated Community

practiced Connection, Curiosity,
Compassion & Courage



Embodied Neo

sought the truth, even in the face of
discomfort and the unknown



Untangled Roots

patiently through the complexity of
their thoughts, feelings, & actions



NEXT STEPS

SURVEY

Take our feedback survey as you depart.

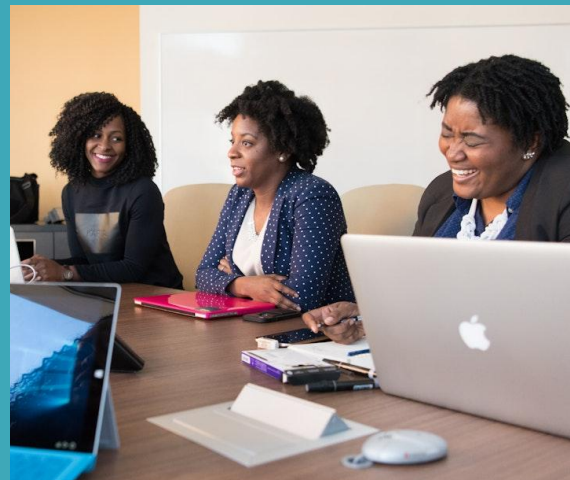
Your feedback is important.



SESSION

We are excited to welcome you for Session #3 January 10th or 11th

Virtual



SOURCES

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



www.adeitraining.com

SUPPORT



Send questions & comments to adeitraining@updconsulting.com