

Your Experience with the National Civil Rights Museum

**Remember to sit with your
affinity groups to begin our day.**



Advancing Racial Justice Day 3



Community Agreements Pg 2

Awareness and Self-Knowledge

Listen for Understanding

Be Gracious

Stay Engaged

Be Open and Suspend Judgment

Say “I”- tell your truth

Seek Discomfort

Reach for Empathy

Expect non- Resolution and non-Closure

Feedback on Feedback

21 responses – High of 5.0 for the Museum, 4.8 for the facilitators, Low of 4.6 for the Afternoon Content

Themes:

The Museum was a value add, the Affinity Circles were a plus, and the facilitator team is candid and graceful

Your Words

I am so thankful that we are here in Memphis, we are together as member leaders and staff, and that we all got to experience the Civil Rights Museum. I grew as a leader and human with this group ♥

Thank you for the opportunity to participate in affinity groups. This is something that the... would like to incorporate during the ... Conference. It was really helpful to experience it in person and get a chance to practice it.

It would be a shame if we all traveled to Memphis and did not get to experience the National Civil Rights Museum, especially as this is an incredible example of organizing with race and identity in mind. Thank you for taking us!

The affinity group work was really important but I think that the directions could have been more clear or graceful to have individuals select their affinity group based on how they identify rather than how other people perceive an individual.

Overview Of Today's Learning

Welcome & Introductions

Community Building

Setting the Stage

Talking Race

Actor/Ally/Accomplice

Interrupting Microaggressions

Being Anti-Racist

Case Studies in Racial Equity

Moving Forward

Closing



Racial Equity Tools

- Proactively seek to both eliminate systemic barriers and advance equity
- Identify clear goals, objectives and measurable outcomes
- Develop mechanisms for successful implementation
- *A set of questions used to anticipate, assess and prevent potential adverse consequences of proposed actions on different racial groups.*



A SET OF QUESTIONS THAT CAUSES PAUSES BEFORE ACTIONS

Affinity Group: National Civil Rights Museum

What was your experience with the National Civil Rights Museum, and how does it relate the type of self-care you need when doing this type of work?



Chad and Matt

Allyship

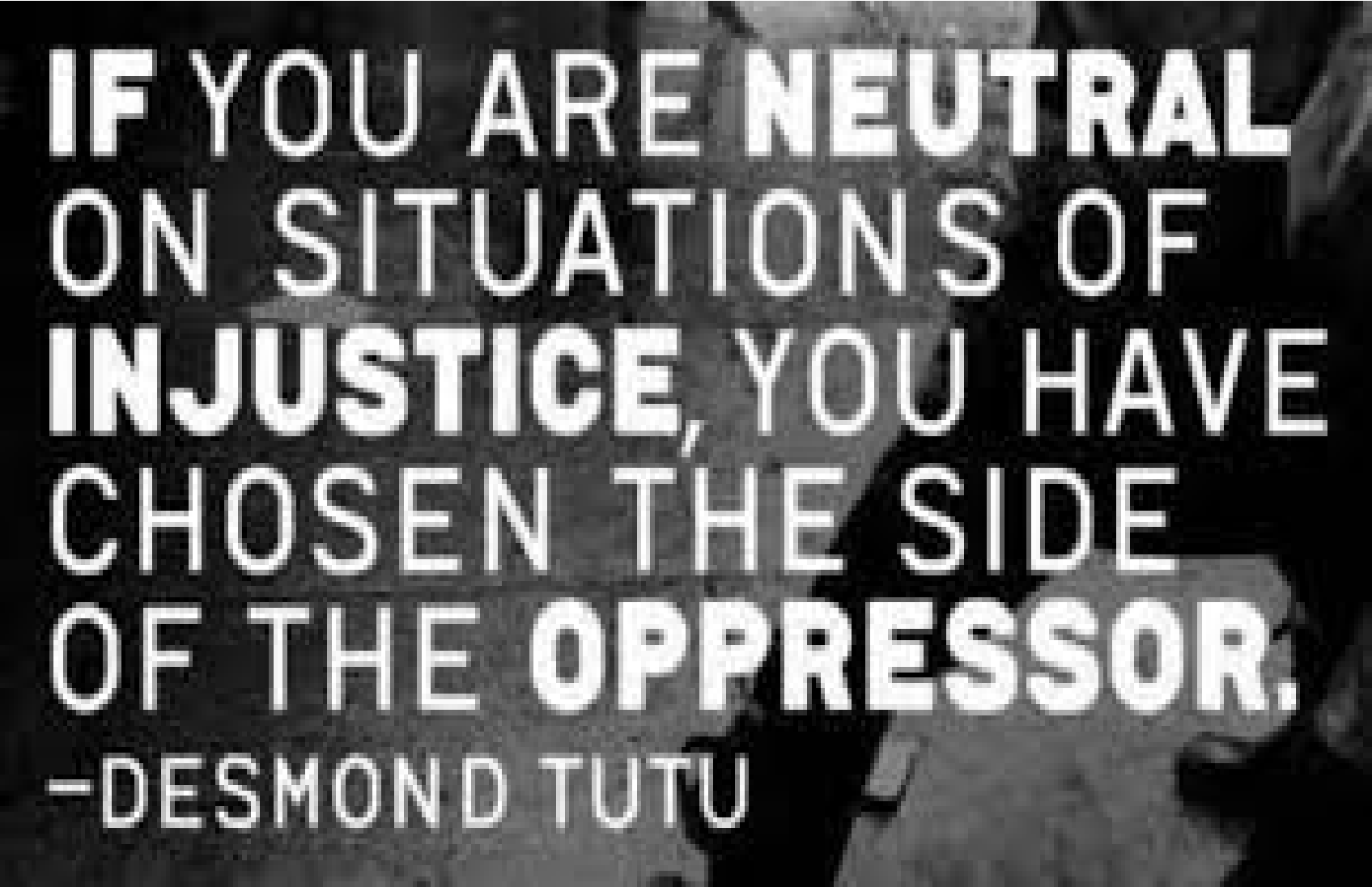


What do you think...

Actor

Ally

Accomplice



**IF YOU ARE NEUTRAL
ON SITUATIONS OF
INJUSTICE, YOU HAVE
CHOSEN THE SIDE
OF THE OPPRESSOR.
-DESMOND TUTU**

What does it mean to be an ALLY?

Actor

The actions of an Actor do not disrupt the status quo, much the same as a spectator at a game, both have only a nominal effect in shifting an overall outcome. Such systems are challenged when actors shift or couple their actions with those from Allies and/or Accomplices. The actions of an Actor do not explicitly name or challenge the pillars of White supremacy which is necessary for meaningful progress towards racial justice.

Ally

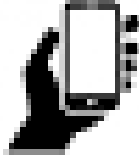
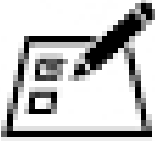
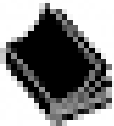
Ally is typically considered a verb - one needs to act as an ally, and can not bestow this title to themselves. The actions of an Ally have greater likelihood to challenge institutionalized racism, and White supremacy. An Ally is like a disrupter and educator in spaces dominated by Whiteness. Being an Ally is not an invitation to be in Black and Brown spaces to gain brownie points, lead, take over, or explain. Keep in mind that as White people, whether as an Actor, Ally or Accomplice, we are still part of the 'oppressor class'. This means we have to be very creative in flipping our privilege to help Black, Brown and Indigenous peoples. Allies constantly educate themselves, and do not take breaks.

Accomplice

The actions of an Accomplice are meant to directly challenge institutionalized racism, colonization, and White supremacy by blocking or impeding racist people, policies, and structures. Realizing that our freedoms and liberations are bound together, retreat or withdrawal in the face of oppressive structures is not an option. Accomplices' actions are informed by, directed and often coordinated with leaders who are Black, Brown First Nations/Indigenous Peoples, and/or People of Color. Accomplices actively listen with respect, and understand that oppressed people are not monolithic in their tactics and beliefs. Accomplices aren't motivated by personal guilt or shame. Accomplices build trust through consent and being accountable - this means not acting in isolation where there is no accountability.

Moving from Actor to Ally p. 50

Where Do You Want To Start?

 Your Protest(s)	 Your Money	 Your White Communities	 Your Advocacy
 Your Job	 Your Time / Volunteering	 Your Vote / Electoral Politics	 Interrupting Violence/Intimidation
 Your Self-Education	 Your Children	 Your Art	 Your Home

Working in groups of three and using the Actor to Ally handouts

Circle where you think you are in each of the categories.

Whole Group Conversation

What is surprising?

What do you think is missing?

How might you use this when you return home?

Key Points



Scott and Adia

Immigration and Nativism





The Racist History of UK's Immigration Laws

Discussion

How does all this intersect with race?



Key Points

U.S. immigration policies have fluctuated and been shaped by world events and economics

Anti-immigrant rhetoric and policies are perpetuated by government-endorsed fear of others and maintaining the country's white supremacist status quo



Important

Nativism is as old as time.



Discussion

What does this mean for our work?



➤ Become Familiar with Key Terms and Policies

- http://undocu.berkeley.edu/wp-content/uploads/2021/10/2.-UndocuAlly-Training-Fall-2021_Key-Terms-and-Concepts.pdf

- <https://www.freedomforimmigrants.org/terminology>

➤ Share "Know Your Rights" and "Legal Protection" Resources

- <https://www.labornotes.org/immigration>

➤ Negotiate: Contract Language

- <https://www.labornotes.org/sites/default/files/Model%20Immigration%20Contract%20Language.pdf>

➤ Create a "Sanctuary" Workplace

- <https://docs.google.com/presentation/d/1-2DIfEm2fBb0jORdqRv2qgyMPqTxm1zfxQcsUGH126Y/edit#slide=id.p>



Key Points

Racial discrimination can be further complicated based on one's immigration status.

We are all living on indigenous land.

The European Colonizers of this land and their descendants have maintained their dominant status by creating anti-immigrant policies.

We can take action as allies to protect immigrants in our communities and school districts



Shelly and Linda

Disrupting Microaggressions

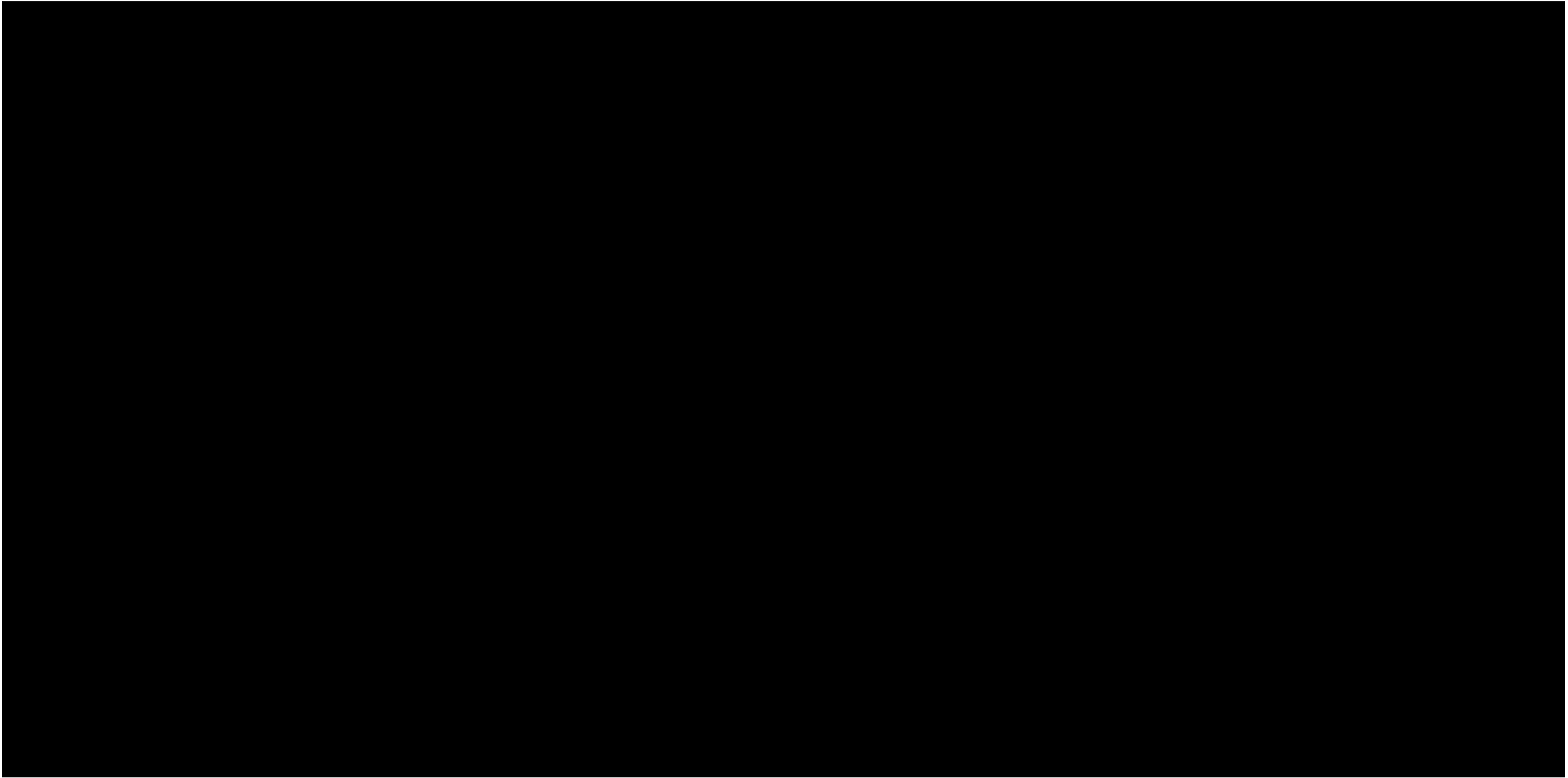


The Mosquito Bite



FOR PEOPLE WHO STILL DON'T THINK

How Do You Respond to Microaggressions?



Interrupting Microaggressions pg. 43

Interrupt

Question

Educate

Echo- Bystander



Example --

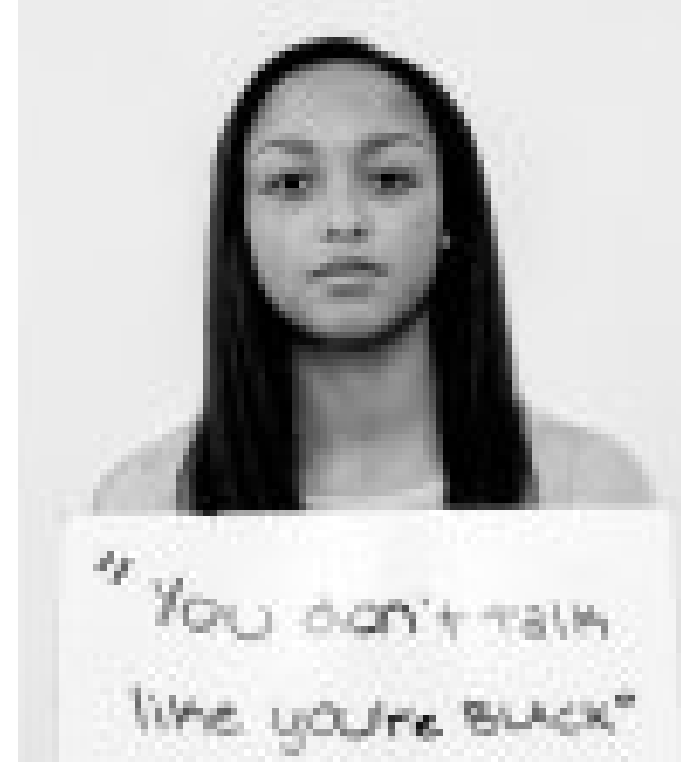
Wow, I can't believe how what a well spoken ESP Leader you are!

Interrupt – why are you surprised?

Question –what were you expecting?

Educate – When I hear that it hurts. I am often discounted because of the job I do no one expects that I have a college degree or that I can read, write and speak well.

IF THERE WERE A BYSTANDER WHO DID THIS–Thanks for asking about that, it bothered me too. We need to have high expectations and high regard for each other – this work is too tough.



Practice the Interruption

Read the Background – Who said what to whom

Speaker- responsible for acting out the remark

Responder – responsible for crafting a response

Coach – responsible for observing

Extra Credit – Try out the role of being a Bystander in this scenario



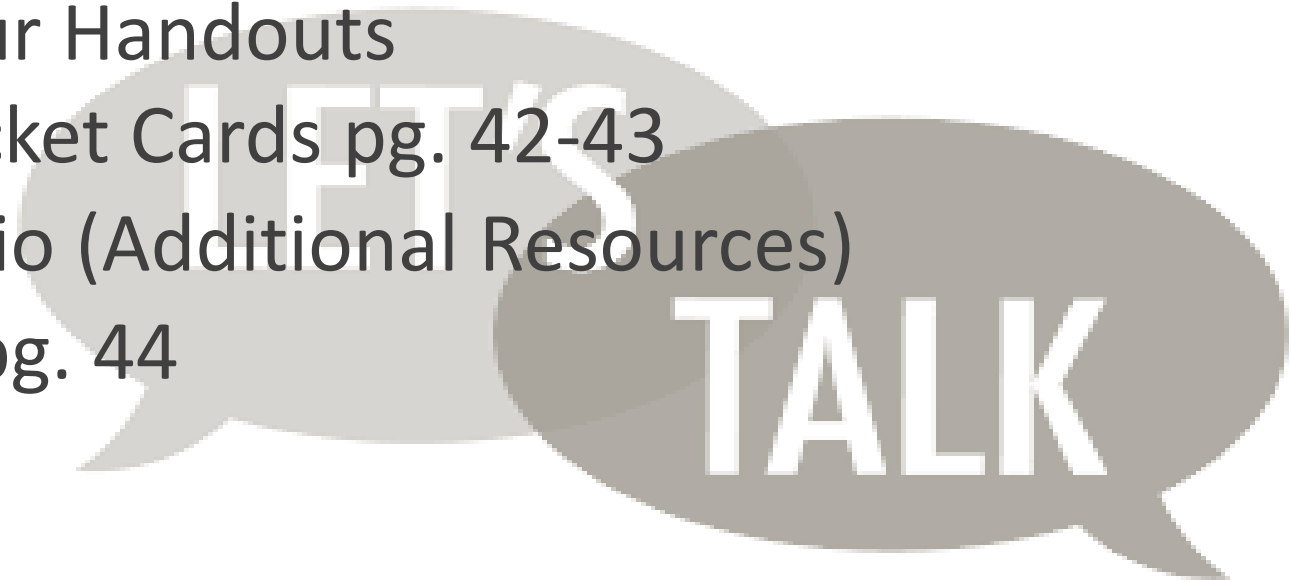
Working on our Words

Using what you each have already recorded and the materials in your handouts, craft some responses to your scenarios.

Your group has 30 minutes to practice interrupting microaggressions.

Use the following resources in your Handouts

- Teaching Tolerance - 4 Step Pocket Cards pg. 42-43
- What Can I Do at Work –Scenario (Additional Resources)
- Interrupting Microaggressions pg. 44



Key Points



It is a basic human right to demand a safe space.

Remember that you have the power to control the situation through your actions and reactions.

We all do it – own it, apologize and stop it.

Learn how to become an ally.

Jackie and Albert

Practicing Becoming Anti-Racist Case Studies



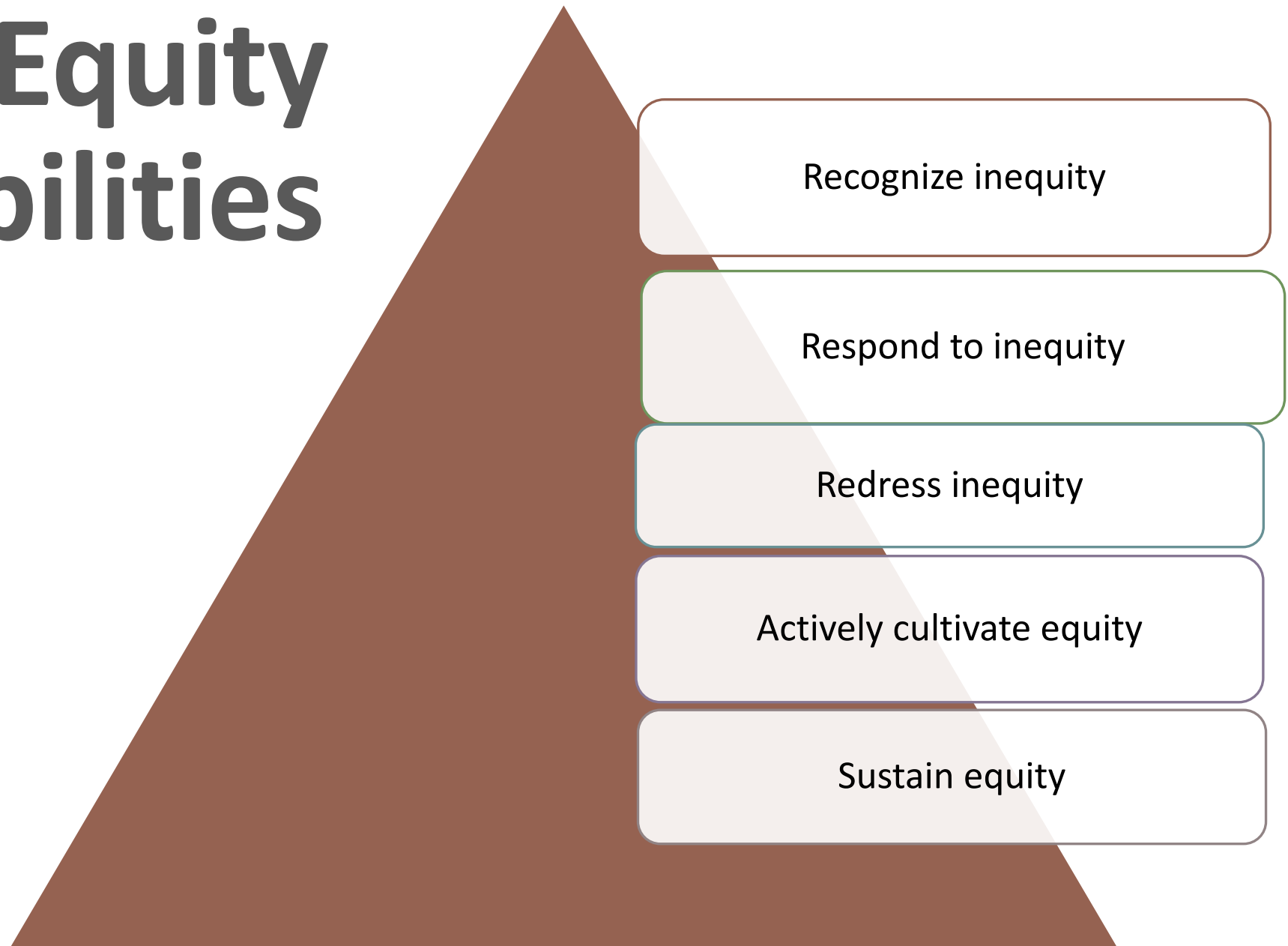


Practicing is not only playing your instrument, either by yourself or rehearsing with others - it also includes imagining yourself practicing. Your brain forms the same neural connections and muscle memory whether you are imagining the task or actually doing it.

— Yo-Yo Ma —

AZ QUOTES

Practicing Equity Literacy Abilities



1. Recognize Racism

Do I *recognize* even the subtlest bias and inequity in my sphere of influence?

- I can't respond to or redress an inequity I don't recognize

2. Respond to Racism

When a bias or inequity becomes apparent in a particular instance, do I have the skills and the will to *respond*?

- Reactive, in the immediate term

3. Redress Racism

Do I have the knowledge and skills to understand how individual instances of racial inequity are usually related to bigger sets of conditions related to *individual ideology* and *institutional culture*? Am I able to **redress** those instances by proactively addressing their **root causes**?

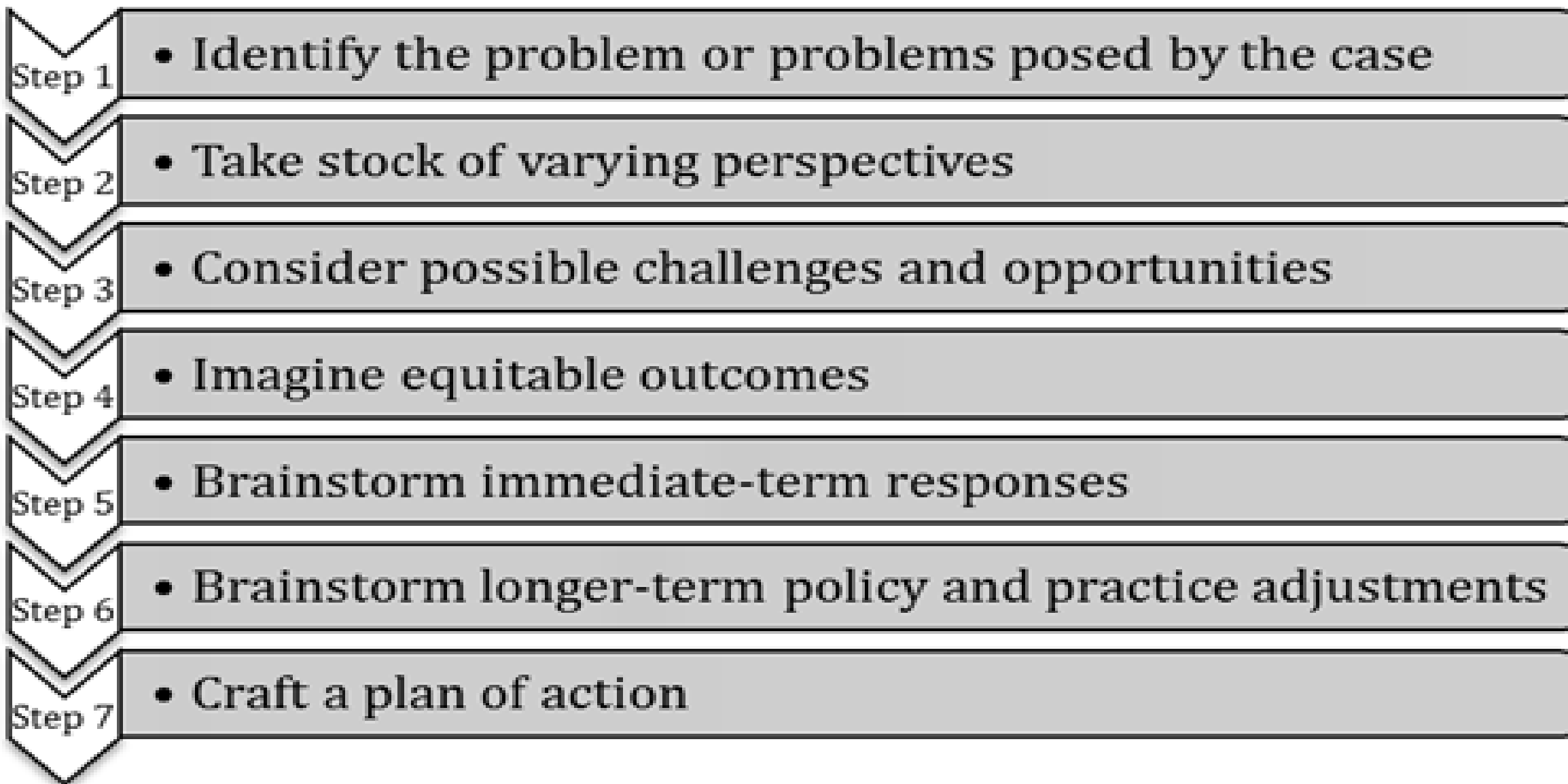
4. Actively Cultivate Antiracism

Do I have the knowledge, skills, and will to apply an antiracist lens to every discussion, every decision? Is racial equity an add-on or afterthought or do I *actively cultivate* it through every policy and practice and throughout institutional culture?

5. Sustain Antiracism

As we progress toward a full antiracist commitment, people who are used to the advantage of extra access and opportunity are going to complain and attempt to slow or reverse that progress. Do I know how to sustain equity efforts in the face of this push-back? Do I have the will to do so?

Seven Steps for Case Analysis pg. 56



Case Studies

Equity Case Analysis Process p. 56

Staff Meeting Microaggressions p. 57

Staff Training p. 58

Safe Space for White Members p. 59

Use of Racial Slur p. 60



Three Quick Thoughts

Is there anything that
you said or that you
heard that the room
needs to hear?



Ellen

Closing

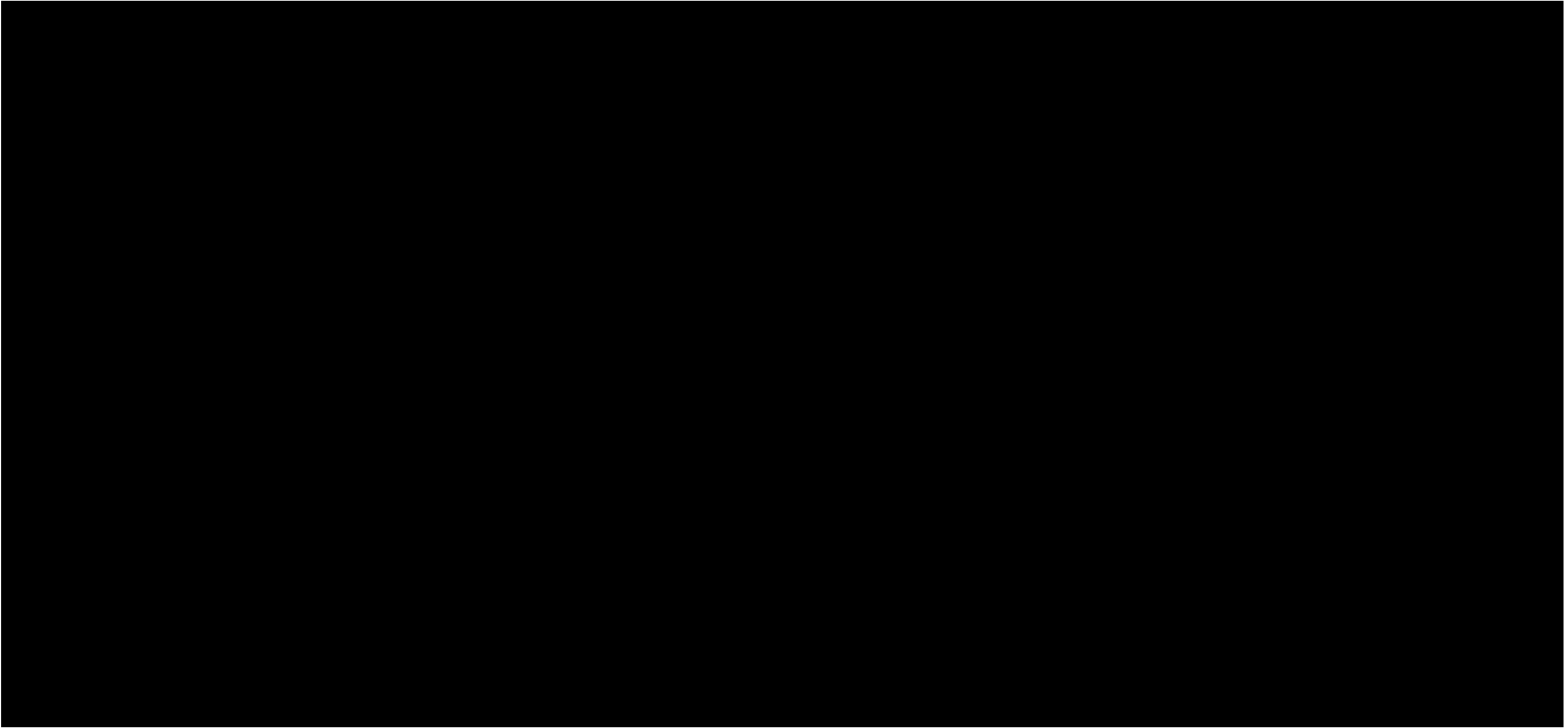


Our Vision of Now and the Future

**What will your
workplace, locals,
community look like
after we have
achieved Racial
Justice?**



Final Word



Final Reflections

- What is one thing you are going to do “tomorrow”?
- What is one thing you are going to do next month?
- What is one thing you might do in six month?



One Word

Thinking back to your core value that you shared earlier and today's experience:

What is one word that describes your spirit right now?



