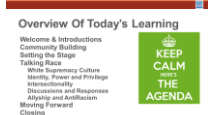
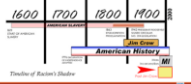


Facilitator Agenda: Advancing Racial Justice (the remix) Day #2

General Materials Needed:			Room Set-up:	
1 Set of Handouts per Person	Chart Paper	Round Tables Projector, Screen and Speakers Carousel stations and reporting stations around the perimeter 50 people		
Name Tags and Name Tents	Markers			
Sign-in Sheet	Post its			
Pens and Pencils	Index Cards			
Key Outcomes for the Day Participants will practice restorative circles Participants will understand the connection between identity, intersectionality and oppression Participants will understand systems of racism and explore possible ways to disrupt them				
Time	Essential Questions	Resources	Instructions, Activity and Debrief (Facilitators)	Outcomes
	What question(s) should this learning section answer?	Charts, handouts, articles, materials, slide	What are you saying, what are they doing, what questions will you use to guide learning and make clear the important points Include an estimate for how long each section of the learning will take	As a result of this section of learning, what will participants know or be able to do?
8:30 -8:40    	How will we work together?		10 Minutes – Regroup and Ground (IN A CIRCLE OF CHAIRS TO MOVE INTO NEXT SECTION) Review the Community agreements Feedback on Feedback Day 2 Agenda Any logistics	Participants will reflect on Day1 and understand any changes made for Day 2.
8:40-9:10	What are Restorative Processes?	Circle of Chairs for Participants	30 Mins – Restorative Practices Introduction (p. 28-92) Facilitator says 5 minutes	Participants will cultivate a reflective mindset.

  	How can you use Restorative Processes to build Community? How can you use Restorative Processes to build collective knowledge?	Restorative Practices Resource p 28-92 Talking piece Circle norms same as group	Ask participants to form a circle. "I'd like to welcome you to the circle." Read quote from Chief Black Elk aloud (slide) <i>"Everything the power of the world does is done in a circle. The sky is round, and I have heard that the Earth is round like a ball and so are all the stars. The wind, in its greatest power, whirls. Birds make their nests in circles, for theirs is the same religion as ours. The sun comes forth and goes down again in a circle. The moon does the same and both are round. Even the seasons form a great circle in their changing and always come back again to where they were."</i> Chief Black Elk, Holy Man of the Oglala Sioux "Resolving our issues and discussing our experiences is an indigenous practice that is still in use. At one point it was actually outlawed because it was so antithetical to the dominant culture. Think of how most classrooms have been arranged – rows – hierarchy. In a circle there is no hierarchy, and everyone is equal. The process that we are going to engage in is one that you can use to engage colleagues and members in deeper conversations. To engage in deeper conversations about race and social justice, we need to build a community of trust and respect. We will begin to build our community here in this circle. To ensure safety we say that what is said in the circle stays in the circle. Stories stay in the circle, but the lessons are taken out and shared with others." Reminder of Agreements "We will come to the circle throughout our time together, and just as we have norms for the training, we have norms for the circle." Plus – the use of talking stick, and the ability to pass. <i>*PLAY VIDEO*</i> Community Pass One	Participants will begin to build a reflective, trusting community that allows for honest conversations about advancing racial justice. Participants will be introduced to the Restorative Practices circle process and begin to make the connection about how to use this process as they work
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			- The participants in this video mentioned that while avoiding certain labels or ways of identifying people might avoid surface-level conflict, we ignore people's experiences that are connected to those labels. Are the labels that you hold most closely to your sense of self those that hold more privilege or less privilege? I'll start, to model this for us. *SHARE* <i>(*For the facilitator: focus on the more privilege/less privilege, not the specific labels in the modeling. *)</i> - Internal weather check-in. We want to check in to see how you are all feeling today and rather than asking it directly, we want you to use a weather term or weather terminology to describe how you are feeling. I will model this for you. Today, I am partly sunny. (Pass the talking piece, listening to how everyone is feeling.) When pass is complete, facilitator summarizes the weather terms heard in the circle. This helps us to know the general mood in the room, and if we need to check in with specific people or the entire group. Community Pass Two - Share an a-ha moment you had from one of the activities or videos yesterday. (pass the talking the piece) Community Pass Three (pick one) - What is your privilege and what role does it play in your life? - When do you feel powerless and why? Circle Closing Facilitator – What are you taking away from this Circle about labels and recognizing our complexities?	
9:10 – 9:15 Natasha 		Need the PPTs	5 Minute Total - Timeline Bridge Official Eurocentric Colonizer's description of United States history begins with 1612 – and goes through 2022 – 1 Min – Key points Racism has been baked into our policies and practices since the start of our country.	Participants will discuss illustrating the development of structuralized racism in what we now call the United States of America.

History of Racism  Timeline of Racism's Rise Debriefing the Timeline - Based on what you have seen and heard, how are you feeling? - Ex. I feel surprised by _____ - If you could go back in time, which of these slides would you go back and read and why? - Does it feel linear, stagnant? What has changed? Key Points Racism has been baked into our policies and practices since the start of our country. Interrupting structural racism requires more than a focus on individuals.			Interrupting structural racism requires more than a focus on individuals.	
9:15-10:15 Ellen  What is White Culture? 6 Basic American Cultural Values The first is for Individual Freedom and the price for that is Self-Reliance. The second is for Equality of Opportunity, and the price for that is Competition. The third is for The American Dream, the opportunity for a better life and a higher standard of living. The price for the American Dream has traditionally been Hard Work. The relationship among these values—the rights and the responsibilities—creates the fabric of the American society. It is this fabric that defines the American Dream—the belief that if people take responsibility for their lives and work hard, they will have the individual freedom to pursue their personal goals and a good opportunity to compete for success. White Culture is... By "white culture," we mean the dominant, unquestioned standards of behavior and ways of functioning embodied by the vast majority of institutions in the United States. Resource in handouts – p. 93 Paying Attention to White Culture and Privilege	Do white people have a culture?	Attention to White Culture and Privilege p. 93-106	60 Minutes Total – What is White Culture 15 mins- What is White Culture? 2 mins –Intro We are going to dig into some thinking about what makes discussing race so difficult. To do that we are going to begin by looking through the window of White Culture. At your tables, read the following slide to yourselves – in about one minute – turn to those folks you are sitting with and discuss what stands out as things you agree with and things you don't agree with – We will take a total of 5 minutes at your tables for this discussion. (Give them 10 minutes to discuss – then 3 minutes to share out) "6 Basic American Cultural Values - The first is for Individual Freedom and the price for that is Self-Reliance. We cannot be truly free if we cannot take care of ourselves and be independent. The second is for Equality of Opportunity, and the price for that is Competition. If everyone has an equal <i>chance</i> for success, then we have to compete. The third is for The American Dream, the opportunity for a better life and a higher standard of living. The price for the American Dream has traditionally been Hard Work. - The relationship among these values—the rights and the responsibilities—creates the fabric of the American society. It is this fabric that defines the American Dream—the belief that if people take responsibility for their lives and work hard, they will have the individual freedom to pursue their personal goals and a good opportunity to compete for success. Found at https://vintageamericanways.com/american-values/	Participants will be able to describe the aspects of white culture – and actually recognize that there is a white culture.

	spaces where this work can be done?		caucusing can lead to more authentic and powerful integrated groups. Caucusing not only respects the choice of marginalized groups to be together, it also makes the dominant culture visible – an important step in making intentional changes to the culture. Further, working only in integrated groups puts an undue burden on people of color to be the teachers and obscures the responsibility of white people to do their own work. Both people of color and white people are needed to work collectively for racial equity. But they have different work to do, precisely because of their different experiences with and location relative to white culture and privilege. For people of color the caucus can be a space where whiteness is not at the center or a place where one need not accommodate or assimilate to white people's responses to the emotional and conflictual nature of racial equity work. The caucus provides an opportunity to not only speak about the impact of racism and white culture within an organization, but also about how oppression is internalized on an individual, intergroup, and institutional level. This space can build solidarity among diverse people of color while at the same time allowing that full diversity to emerge and be celebrated. This caucus can be a liberating place for people of color to heal, bring their full selves, and consider how to collectively work for racial equity. 5 Mins – Make the move and remember why we are making this move Get settled and then take your break. <i>(*For the facilitators: Keep an eye out for the potential for an "affinity group of one," so none of our participants feel isolated or singled out.*)</i>	
10:15-10:30 	BREAK			
10:30 -12:00 Natasha  		Three Questions and Three Tips p. 117	90 Minutes Total - Why This Work is Tough 15 Mins –Three Things to Know Pg. 117 1 min intro - A useful framework of questions (there is also a handout on Page 4 of the handouts) that can help support you as you begin tough conversations around Racial Justice are 2 Min -Show Slide – what is your truth? – I will wait while you read this -- What I want you to notice is that it is important to know what experiences you are bringing to the conversation.	Participants will learn about racial anxiety and assess their own level.

3 Questions to Ask What do you value? 2 What do you value? (pg 21) 3 What's your privilege? (pg 21) What is your privilege? Key Points Important LaQuita Why This Work is Tough How White Privilege Works Racial Anxiety p. 4-8 pre attendance Racial Anxiety Report Out What is racial anxiety? Salina White Fragility and White Privilege Connections	Why is talking about	Pre Attendance Racial Anxiety Assessment. 4-8	2 min -Show Slide – What do you value?- I will wait while you read this -- What I want you to notice is that when we know our values it helps us be more sensitive and open during conversations that are tough 2 min -Show Slide – What is your privilege? I will wait while you read this -- What I want you to notice is each of us has an identity that has allowed for the oppression of others, and just because we have privilege does not mean that we have not experienced oppression. 1 Minute Key Points – - You must know yourself and your comfort level for talking about race. - You need to know that every other person is also assessing their own comfort level and trying to figure out who they are in this work. When we do this work, we begin by building a space that is safe – but safe does not mean comfortable. 25 Minutes – Why this Work is Tough – Privilege and Racial Anxiety 5 mins – Introduction and video -We are going to take a closer look at the concept of privilege as you watch, consider how Privilege and Racial Anxiety are Connected. Show video (5 Mins) then immediately go to the slide about Racial Anxiety – ask them to access the Assessment that they took in their pre-attendance found on pages 4-8. 10 Mins – Table Talk -With your own table, What Surprised you about your assessment? Why does this concept of White Fragility make facilitating this content tough? 5 Minutes - Report out and look for the following points that participants might report – and share these if they don't explicitly or implicitly talk about them. - Symptoms of Racial Anxiety exists - Anxiety can cause adult learners to disengage - Being transparent will feel difficult and there will be some degree of non-closure and imperfection - Attending to community development requires intentionality	Participants will understand three foundational concepts and their contributions to why this is work is tough, white culture, privilege, and anxiety.
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White Privilege and White Fragility White privilege is the societal privilege that benefits white people over non-white people, particularly if they are otherwise under the same social, political, or economic circumstances. White fragility is defined as "a state in which even a minimum amount of racial stress becomes intolerable, triggering a range of defensive moves."  Three Quick Thoughts What are you learning so far about why this is tough work?  Key Points White culture is ever-present in most organizations, and it can be especially invisible to white people. White fragility is a kind of racial anxiety that makes it particularly difficult to discuss racial injustices. LaQuita White Fragility and White Privilege Connections  Remember Our Caution As you watch Who do you relate to? Who are you struggling with? What are your physiological and emotional responses? What this work can look like.  Salina	race so difficult?	Pre Attendance What is White Privilege? P. 43-53 Attention to White Culture and Privilege p. 93	- Building from low risk to high risk takes time - This is an ongoing process and we all arrive at different times 2 Minutes – as a wrap up to this small section – share the video “what is racial anxiety” 10 Minutes –Connecting White Privilege and White Fragility – Share the slide with these two critical concepts to understand – White privilege is the societal privilege that benefits white people over non-white people, particularly if they are otherwise under the same social, political, or economic circumstances. White fragility is defined as “a state in which even a minimum amount of racial stress becomes intolerable, triggering a range of defensive moves. In this video the well-recognized author who has benefitted greatly from her own white privilege Robin D’Angelo, does a decent job of explaining the connection between white privilege and white fragility. (Share the video) Move to slide – Three quick thoughts and take just three thoughts about what folks are learning about why this is tough work. 1 Minute – Key Points - White culture is ever-present in most organizations, and it can be especially invisible to white people. White fragility is a kind of racial anxiety that makes it particularly difficult to discuss racial injustices.	Participants will develop an understanding of what makes this work tough and learn basic steps to support their success in their future work.
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Table Talk and Report Out Remember to breathe and reset before you jump in. Table Talk -Who do you relate to? -Who are you struggling with? -What are your physiological and emotional responses? What do you feel needs to be discussed in the room? Resources to Consider P. 27 Knowing Where You Are in Your Development P. 58 Guidance on Self-Care for Facilitators P. 117 Guidance to Help Frame Racial Conversations P. 129 Guidance from NEA for Racial Conversations P. 132 Talking About Race P. 268 Fighting Racism, Battling Burnout: Causes of Activist Burnout Key Ideas Know yourself and your comfort level for talking about race. Symptoms of White Fragility and Racial Anxiety exist and Anxiety can cause adult learners to disengage. Begin by building a space that is safe enough – but safe does not mean comfortable – think courageous. Structure content so that a group builds up enough safety and connection to risk sharing, asking questions and begin applying new skills. There are no singular experts – together we can build expertise			35 Mins – What this Work can Look Like REMEMBER OUR CAUTION 8 Mins Intro and Video - We are going to watch a segment from the 1994 movie “Color of Fear” that shows how 8 North American born men have the conversations that many of us fear. As you watch notice if and when you begin to feel uncomfortable. Notice your breathing and your what your brain begins to tell you. What would your comfort level be for hanging into this conversation. Notice Who do you relate to? Who are you struggling with? What are your physiological and emotional responses? Show video (5 Minutes) 10 Minutes to discuss reactions in small groups -Remember to breathe and reset before you jump in. Table Talk ◦ Who do you relate to? ◦ Who are you struggling with? ◦ What are your physiological and emotional responses? 10 Minutes Whole Room Discussion - What do you feel needs to be discussed in the room? 2 Mins – Resources to Consider as you begin this work P. 27 Knowing Where You Are in Your Development P. 58 Guidance on Self-Care for Facilitators P. 117 Guidance to Help Frame Racial Conversations P. 129 Guidance from NEA for Racial Conversations P. 132 Talking About Race P. 268 Fighting Racism, Battling Burnout: Causes of Activist Burnout 2 Mins Key Ideas – Know yourself and your comfort level for talking about race. Symptoms of White Fragility and Racial Anxiety exist and Anxiety can cause adult learners to disengage Begin by building a space that is safe enough – but safe does not mean comfortable – think courageous.	
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			Structure content so that a group builds up enough safety and connection to risk sharing, asking questions and begin applying new skills. There are no singular experts – together we can build expertise	
12:00 to 1:00 	LUNCH			
1:00-2:15 Jessica        Salina	What makes What is intersectiona lity? How do our identities intersect?	Your Identities Circle worksheet p. 108 Teaching Tolerance: Intersectionali ty p 110	75 Mins Identity and Intersectionality 35 minutes for this first section 2 Minutes -Introduce topic with video and definition- What is Intersectionality? We are going to move back into a couple of foundational concepts – identity and intersectionality. Show intersectionality video https://www.youtube.com/watch?v=EXJ4Dbdm1ks Share the slide with the definition - <i>Intersectionality</i> is a framework for understanding a person, group of people, or social problem as affected by a number of discriminations and disadvantages. It takes into account people's overlapping identities and experiences in order to understand the complexity of prejudices they face. See p.110 for more information about this concept. 10 Mins – individual and then small group talk - Using the Personal Identities Handout p 108 –We are going to take a look at a number of the identities that make us who we are. Around the circle are a number of identities and in the middle are a number of questions. <i>(*Notes to facilitators: the p.108 on in the participant guide does not currently match the slide. It's missing the questions. Check this during your prep.*)</i> For the first 5 to 6 minutes, you are going to do this exercise on your own. You will Place the number of the question in the box by the identity or identities that best answers that question. Once you are finished, share your circles with your table mates. We are going to share at our tables for about 10 minutes What surprised you in doing this? What is something interesting you heard at your table? 5 Mins – Three quick thoughts- (Facilitator just pick three) Is there anything that you said or that you heard that the room needs to hear?	Participants will learn how intersectionality provides for an understanding of how overlapping identities inform our relationships with privilege and oppression.

What Intersectionality is Not  Being Black & Trans- Listen for the Intersections  From our Pre-Reading p. 21 - America's War on Black Trans Women The inequities and prejudice Black trans women face don't exist in the form of single oppression. It's the intersection of all the different oppressions that Black trans women face in this country. That's why it's important to listen for the intersections of all the different oppressions that Black trans women face. The study also found other shocking disparities: 41% of Black trans people have been homeless (more than five times the general population), 34% of Black trans people have household incomes less than \$10,000 (more than eight times the general population), and nearly half of the Black trans population has attempted suicide. Although these statistics apply to the Black trans population in general and not to Black trans women specifically, based on how much more frequently Black trans women are killed, it's reasonable to assume that they also experience these harms more frequently than other Black trans people. Types of Oppression Handout p. 109 Using time to focus, go through each category, share how you experience privilege or oppression in this category. • Do you experience privilege or oppression in this category? • Did you become aware of any privilege or oppression you had not previously considered? • How do you use your privileges?  Whole Room What have you been thinking or saying that you think the whole room would be interested in hearing? 	What are the oppressions that are involved with gender identity and sexual orientation? How do they intersect with racism?	Pre Attendance America's War on Black Trans Women p. 21 -26	5 Mins – Intro and video watching - What Intersectionality is not– We have talked about what Intersectionality is. Let's take a minute and talk about what it is not. It is important to understand that Intersectionality is NOT the “Oppression Olympics.” Due to the complexity of our identities, it is common for people to be privileged in some areas and oppressed in others. For example, a white woman may benefit from white privilege and may experience sexism because she is a woman. I am going to share video and I am asking you to listen for how the intersections of this person's identity inform and compound the oppressions that they face. Show the video of Black Trans Person 5 Mins – Share the America's War on Black Trans Women – and ask folks to read it to themselves. As the facilitator just read the bold part out loud as a way to bring closure to this section. “The inequities and prejudice Black trans women face don't just take the form of outright violence. A study by the National LGBTQ Task Force indicates that Black trans people have a 26% unemployment rate. That's twice as high as the unemployment rate for transgender people of all racial and ethnic backgrounds, and four times as high as the unemployment rate in the general population. The study also found other shocking disparities; 41% of Black trans people have been homeless (more than five times the general population), 34% of Black trans people have household incomes less than \$10,000 (more than eight times the general population), and nearly half of the Black trans population has attempted suicide. Although these statistics apply to the Black trans population in general and not to Black trans women specifically, based on how much more frequently Black trans women are killed, it's reasonable to assume that they also experience these harms more frequently than other Black trans people. In short, being a Black trans woman in America means you're far more likely than most other people to experience serious roadblocks and harms, in the form of everything from extreme poverty to violent murder.” Facilitator says -This is what intersectionality helps us understand.	
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Key Points People experience their identities, privileges, and oppression in different ways. Human sexuality is highly complex and requires constant awareness of privileges and oppressions. The oppression of nonheteronormative people constantly intersects with racism as LGBTQ People of Color face more oppressions than White LGBTQ people. Our oppressions and privileges are reinforced by the American cultural norms.		Types of Oppression Chart p. 109	40 Mins for this section— 2 minutes Intro and Discussion -We are going to take some time to talk about identity, intersection, and oppression as you experience it in your workplace. 15 Minutes • Do you experience privilege or oppression in your work? How does it show up? • Have you become more aware of any privileges or oppressions you had not previously considered? • How do you use your privileges in your work? 20 Mins – Whole Room Discussion – What have you been thinking about that you think the whole room needs to know about? 2 Minute – Key Points Identities, privileges, and oppressions are intersectional. The oppression of nonheteronormative people constantly intersects with racism as LGBTQ People of Color face more oppressions than White LGBTQ people. Our oppressions and privileges are layered and reinforced by the American cultural norms	
2:15-2:30	BREAK			
2:30-3:00 Ben  Immigration and Nativism Discussion How does all this intersect with race? What does this mean in our work? 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.	What does it mean to be American?		30 Minutes Total - Nativism and Immigration – consider adding movement here(maybe a gallery walk next time???) 6 minutes intro and video The next “ism” that we’re going to discuss is nativism, which is the policy of protecting the inhabitants of established inhabitants against those of immigrants. We’re going to start our conversation by watching a video that explains the racist history of U.S. immigration policies. Show <i>The Racist History of US Immigration Laws</i> video - 5 min 10 Mins - How does all this intersect with race? What does this mean in our work? Key Points	Participants will explore the concept of Nativism.

Four Steps in Addressing Bias p 118 Interrupt Question Educate Echo- Bystander  Example -- Wow, I can't believe how well spoken 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 color of my skin. 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. Working on our Words Using what you each have already recorded and the materials in your handouts, craft some solutions in the final column. Using the following resources in your handouts: - Building Tolerance - A Deep Pocket Card p. 118 - What Can I Do at Work - Scenario p. 120 - Interrupting Microaggressions p. 121  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. 			Example - Wow, I can't believe how well-spoken you are for an ESP Leader! 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 have. No one can believe that I have a college degree or that I can read, write, and speak. 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. 45 min - Responding to Microaggressions Often participants will tell us that they are uncomfortable with addressing microaggressions when they occur because they don't know what to say. Our next activity will give you the opportunity to practice what to say when you are a victim or witness to a microaggression. 5 min – Directions for Activity: The purpose of our next activity is to practice responding to microaggressions in a way that will ultimately lead to their reduction rather than reinforcement. This is extremely challenging, because it is hard to respond honestly without leading other people to become defensive or hostile. This activity involves three roles – speaker, responder, and coach and all members should have at least one opportunity to play each role. The speaker is responsible for choosing a scenario (or making one up) and saying the remark that is a microaggression. The responder is given the challenge of responding to the remark in a way that reduces the likelihood of future microaggressions, and the coach is a social observer who provides candid feedback on the strengths and weaknesses of the response. To get the most out of this exercise, it is important to spend as much time as possible practicing rather than simply discussion microaggression reduction, and the coaches should be as open as possible in their feedback. To begin the exercise, one person should play the role of the speaker, one should play the role	
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			of the responder, and the remaining group members should play the role of the coaches. Let the conversation build for a minute or so before the remark is made, and let it continue for a while after the response is given. Once the speaker and responder have concluded their interaction, the coaches should critique the response, and the roles should be rotated for another practice round with a new speaker and responder. Do not worry about getting through all the scenarios or adhering precisely to the scripted comments – the scenarios are simply designed as icebreakers to facilitate the activity. 30 min to work through scenarios in groups of 4. Facilitators will visit each of the groups to make certain that you are spending your time doing role playing and not holding discussion. This is a time to practice so that you WILL know what to say. We will now divide into four (4) person groups. All group members should play each of the roles at least once, and that speaker should choose a new scenario with each rotation. 7 Scenarios #1 Speaker: Union Membership Chairperson Responder: UniServ Director Background: New Member Orientation meeting where the UniServ Director has been asked to speak. You observe the membership chair ask a potential member the question. Comment: “What are you? Where are you really from?” #2 Speaker: Participant in a training session Responder: Workshop Facilitator Background: Break time during the training session and the participant comes over to talk about how great the training is so far. Comment: “Someone asking to touch your hair because it is exotic. #3	
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			Speaker: A high school student Responder: A teacher Background: Comment was overheard during after-school study hall Comment: "You must be good in math; can you help me with this problem." #4 Speaker: Your best friend's co-worker Responder: A white bystander Background: Comment was made by friend of a friend at happy hour. Comment: "How do Black people feel about affirmative action?" #4-a Speaker: A fellow colleague Responder: UniServ Director on the job for 5 years Background: Comment was made during lunch time with several people at the table. Comment: "Of course she'll get the promotion, she's a minority." #5 Speaker: Union member Responder: Union President Background: Union member approached officer at the end of general membership meeting Comment: Being told you speak English well when it is your first language. #6 Speaker: A middle-age woman Responder: Black woman Background: Slightly busy hotel lobby with several people in line waiting to check in Comment: Being mistaken for someone in a service role. #7 Speaker: A middle-age uncle Responder: A family member Background: Comment was made during a family dinner in which the conversation turned to the topic of LGBTQ+ rights. Comment: "All that lesbians need is a good-looking man to convert them."	
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			5 min - Report out on which responses were most effective and which strategies might minimize resistance on the part of the “mosquito”. Facilitator Note: The Suggested strategies we are looking for in report out are below. If the groups do not come up with them on their own, then share with the group. • Use questions such as “Why do you say that?” and “Do you feel that way about every person in that group?” • Point out the difference between what the speaker said and how they behave or believe about themselves, “I’ve always thought of you as someone who is very open-minded” • Tell the other person how you feel (it makes me uncomfortable to hear that) – it is a statement that cannot be refuted • Approach the person with respect rather than indignation Debrief questions: Is the most effective response an immediate one, or is it better to wait? Are public responses more effective than private responses? Are there situations in which it is best to not respond? 1 min -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.	
4:15 – 4:30  Day Two Closing Personal Reflection Take a few minutes to reflect on today's learning experience. • What affirmed your understanding? • What challenged your understanding? • What questions might you still have?			15 Minutes – Closing and Connections What did you experience today that affirmed your understandings? What did you experience that challenged your understandings? What questions do you still have?	Participants will reflect on their learning and engage in a conversation with their colleagues.

Leave One Word Behind Thinking back to your core values that you shared earlier and today's experience: What is one word that describes your spirit right now? 				
4:30	Choice Networking			
5:00	ADJOURN			