

CULTURAL EQUITY EDUCATION & TRAINING COURSE

Christopher A. Warren, Ph.d

TRAINER'S MANUAL

MODULES I & II

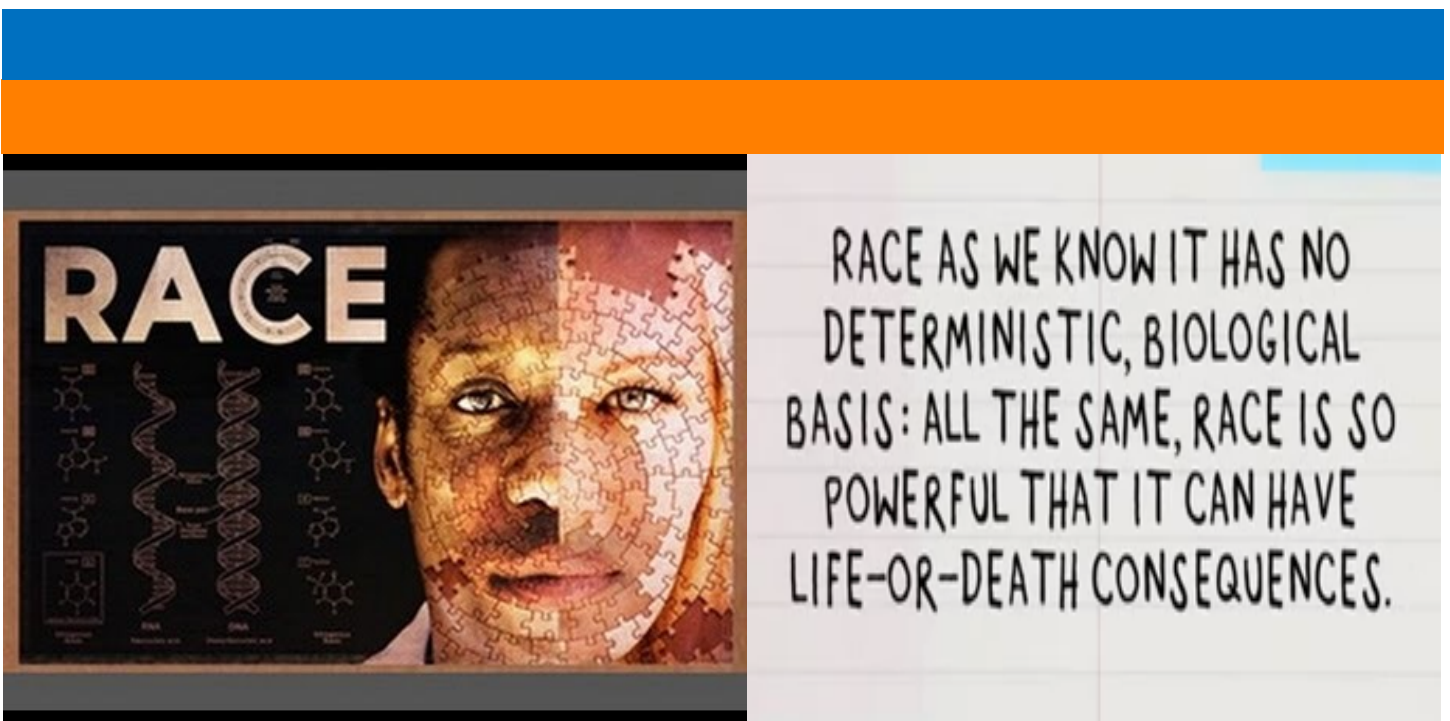
“Deconstruction of a Social Construction”
“Cross-Cultural Understanding & Communication”

PREPARED FOR JUVENILE WELFARE BOARD OF PINELLAS



Module I

“Deconstruction of a Social Construction”



Ice Breaker Activity #1

“Avatar: Who I Truly Am”

ICE BREAKER PURPOSE:

- Create open-minded atmosphere by stimulating creative thought.
- Get participants to begin to look inward; engage in self-exploration.
- Begin to look at other participants based on non-physical traits.

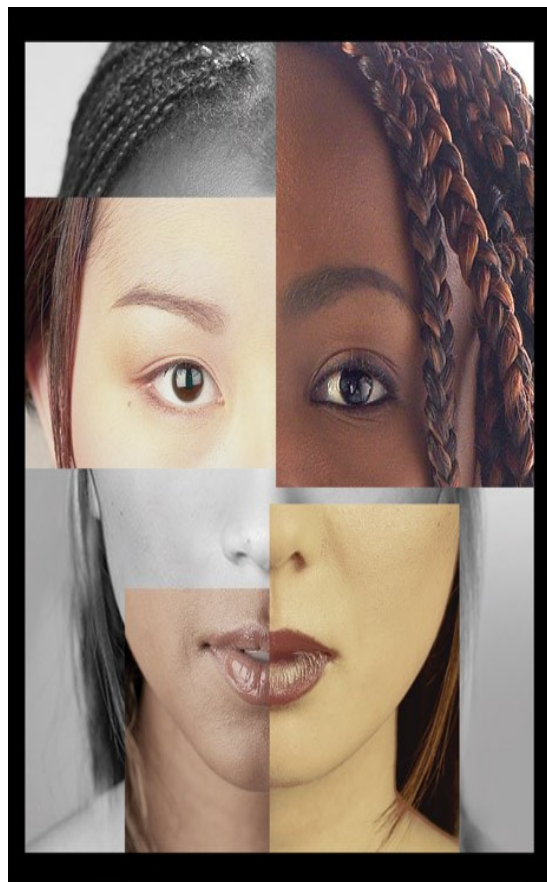
PREPARATION:

Provide each participant with a 3x5 index card and a writing utensil.

ACTIVITY:

After opening up the session by setting clear expectations of what is to occur throughout the day, introduce the idea of “cognitive dissonance,” and how we will often hold beliefs that are odds with who or what we feel we truly represent. The central idea that we would like to convey, is that everyone has two sides, who society perceives them to be based on their physical appearance, versus whom they feel they are on the inside.

Ask each participant to write one animal on each side of the index card: on one side, write the animal they believe most people perceive them to be; and why they feel that people have that perception. On the other side, write down the type of animal they feel most represents them, and why. Once each participant has written down their respective animals, go around the room and ask each person to share their responses. Spend about 15 minutes allowing for conversations about how people in the room came to their conclusions, and how hearing other people’s perceptions may shift or affect their own. This conversation offers a natural forum to discuss sub-typing, self-fulfilling prophecies, cultural biases, stereotyping, and other psychological factors involved in stereotyping.



“Setting the Stage” - Video & Discussion #1

“Race: The Power of an Illusion Episode 1”

DESCRIPTION:

The division of the world's peoples into distinct groups - "red," "black," "white" or "yellow" peoples - has become so deeply imbedded in our psyches, so widely accepted, many would promptly dismiss as crazy any suggestion of its falsity. Yet, that's exactly what this provocative, new three-hour series by California Newsreel claims. **Race - The Power of an Illusion** questions the very idea of race as biology, suggesting that a belief in race is no more sound than believing that the sun revolves around the earth.

Yet race still matters. Just because race doesn't exist in biology doesn't mean it isn't very real, helping shape life chances and opportunities.

Episode 1- The Difference Between Us examines the contemporary science - including genetics - that challenges our common sense assumptions that human beings can be bundled into three or four fundamentally different groups according to their physical traits

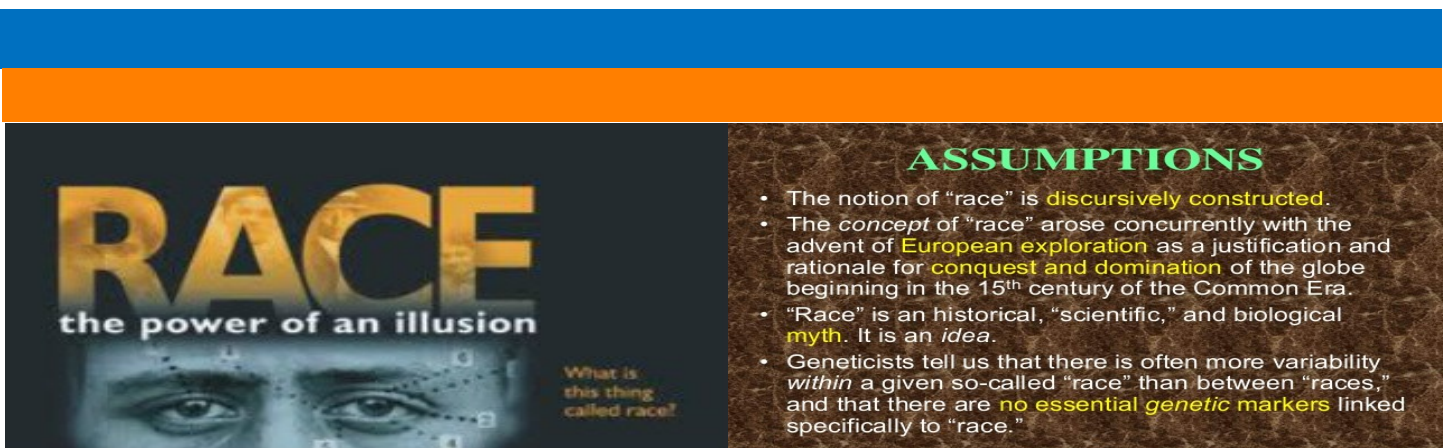
PURPOSE:

Provide historical, political, scientific and socioeconomic foundations for discussing race, racism, prejudice, reverse racism, stereotypes and micro-aggressions. The film will serve as the primary contextual mechanism to ensure that all participants have an even and equitable understanding of the issues to be discussed and worked through during lectures, conversations and interactive training activities.

PREPARATION: Queue **Race - The Power of an Illusion** from video embedded in PowerPoint presentation in Section titled, “Module I.”

OUTCOMES:

- Understand the social vs. scientific construction of the idea of a “race.”
- Explore the roots and creation of “race.”
- Dispel ideas of biological determinations of race through scientific analysis.
- Understand and tracing shifting historical definitions of “race.”



ASSUMPTIONS

- The notion of “race” is **discursively constructed**.
- The *concept* of “race” arose concurrently with the advent of **European exploration** as a justification and rationale for **conquest and domination** of the globe beginning in the 15th century of the Common Era.
- “Race” is an historical, “scientific,” and biological **myth**. It is an *idea*.
- Geneticists tell us that there is often more variability *within* a given so-called “race” than between “races,” and that there are **no essential genetic markers** linked specifically to “race.”

Cultural Understanding Seminar #1

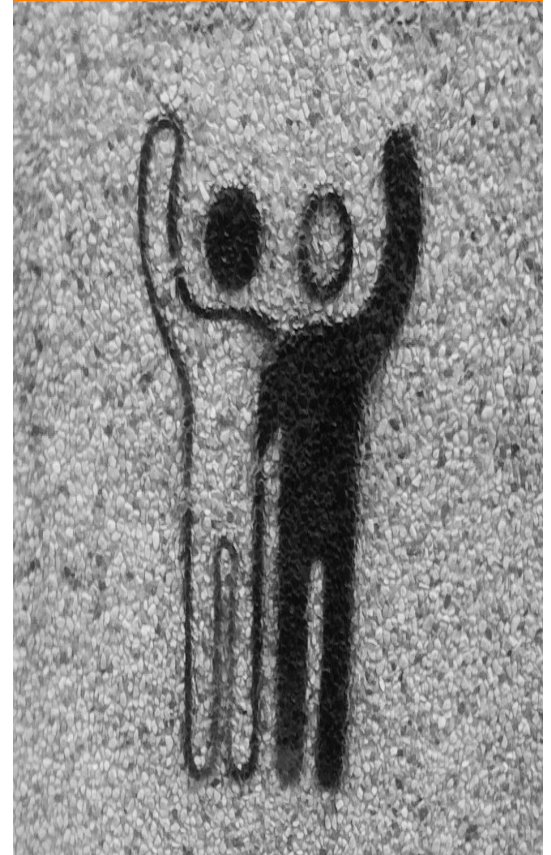
“A Unified Understanding”

PURPOSE:

One of the shared critical components of discrimination, oppression and belief in cultural supremacy/inferiority; is the lack of empathy. Empathy can only occur when human beings see themselves, or feel a shared humanity with others based on an understanding or perception of who they are as people. Much of the discord surrounding racial/ethnic/cultural identities lies in the fact that most people have disparately different ideas of what race, racism, prejudice and reverse racism are, as well as how they affect people’s everyday lives. This interactive lecture and PowerPoint presentation is designed to provide context, definitions and most importantly, clear up misconceptions about the meanings, root and application of de-unifying language and terms surrounding the concept of “race.”

OUTCOMES:

- Participants will have an understanding of the differences between: racism, prejudice & reverse racism; as well how each affects different social situations and institutions.
- Provide context for understanding institutional racism and “racism without racists.”
- Bridge ideas introduced in Icebreaker, “Race” film and Seminar #1 to generate deeper understanding of central contextual issues.



Interactive Training Activity #1

“Southern Social Comfort”

ACTIVITY PURPOSE:

This activity is designed to create awareness of how subtle beliefs and behaviors can affect social interactions in everyday life. This activity is meant to evoke thought and reflection about situations where race, gender, sexuality, disability, weight, and age can affect interactions. Students can think about whether their stereotypes and attitudes influence their own and others' behavior.

PREPARATION:

Provide each participant with a copy of the “Comfort in Social Situations” worksheet. Also, facilitator must have copy of the discussion questions for further exploration during group conversation/Q&A.

Instructions: Read the following statements and rate what you think your comfort level would be in each situation using the scale below. There are no right or wrong answers. Simply be honest with yourself and do not over-think the situations. However, the way you answer the questions may be different depending on your own social group membership, such as your race/ethnicity, gender, age, weight, or ability status. In some cases, you may not think a situation is personally applicable; if so, mark “N/A” in the space provided. After you have completed all sections, follow the instructions to create a total score for each section.

1 2 3 4 5

Very Comfortable-1

Comfortable-2

Neutral-3

Uncomfortable-4

Very Uncomfortable-5



Comfort in Social Situations Worksheet (Activity #1)

Section A:

- _____ Your best friend starts dating a Latino-American.
- _____ You go into a Japanese restaurant where all the patrons and employees are Asian.
- _____ You realize you are the only person of your race when you visit a community.
- _____ A Saudi Arabian sits down next to you on a crowded bus.
- _____ Your new doctor went to medical school in India.

Total: _____

Section B:

- _____ You find out a family friend is choosing to be a stay-at-home dad.
- _____ You greet someone but can't determine the person's gender.
- _____ You take your car in for repairs and the head mechanic is a woman.
- _____ You see a little boy playing with a princess Barbie.
- _____ You see a businessman getting a manicure.

Total: _____

Section C:

- _____ You see two men holding hands.
- _____ A person of the same sex is flirting with you.
- _____ You move in next door to a same sex couple who have two children.
- _____ You go on a date with someone who used to date someone of the same sex.
- _____ You see two females kiss lovingly in public.

Total: _____

Section D:

- _____ You don't know whether to open a door for someone in a wheelchair.
- _____ You watch someone who does not have a visible disability park in a handicap spot.
- _____ You walk by a mentally disabled person who is talking loudly in the grocery store.
- _____ Your friend is dating someone with Aspergers Syndrome (high functioning autism).
- _____ You are standing in line behind a deaf person at a fast food restaurant.

Total: _____

Section E:

- _____ A heavily obese person is working out in the gym next to you.
- _____ You are sitting next to an obese woman on a plane.
- _____ You notice a coworker who is obese is holding up the cafeteria line because she/he wants to fill the tray.
- _____ You watch an obese man get stuck trying to sit in a desk in a classroom.
- _____ You friend sees an overweight person and makes a joke about him/her.

Total: _____

Comfort in Social Situations Worksheet (Activity #1 cont.)

Section F:

_____ There is a 30 year age difference between you and your lab partner.

_____ Your internship coordinator assigns you to an assisted care facility.

_____ Your senior citizen landlord wears a hearing aid and often has difficulty understanding you.

_____ Your grandmother often asks you for help with her computer.

_____ Your 70-year-old next door neighbor can never remember your name.

Total: _____

Results: Compute your total for each section by adding up the numbers from your responses. If you marked an item "N/A," score it as a "3" before computing your total score for that section.

Higher numbers indicate greater discomfort with social situations in that section.

_____ Section A: Race

_____ Section B: Gender

_____ Section C: Sexuality

_____ Section D: Disability

_____ Section E: Weight

_____ Section F: Age

Comfort in Social Situations Discussion Questions (Activity #1)

1. On which section did you score the lowest? Highest? Or are all your scores similar? Why do you think that happened? Do you feel surprised, disappointed, or satisfied by your results? Why?
2. Think about your own social group memberships. How do you think the answers for each section would be different for dominant group members (e.g., a White person answering the questions in Section A or a heterosexual answering the questions in Section C) compared to minority group members (e.g., a disabled person answering the questions in Section D)? Explain your reasoning.
3. Think about your friends and family and how they might have completed the questionnaire. Do you think their responses would be similar to or different from yours? Why?
4. What experiences have you had that may have contributed to the way you answered the questions?
5. What does it mean if someone reports feeling uncomfortable in the situations described on the questionnaire? Does it suggest that the person is biased against certain social groups? Why or why not?

Cultural Understanding Seminar #2

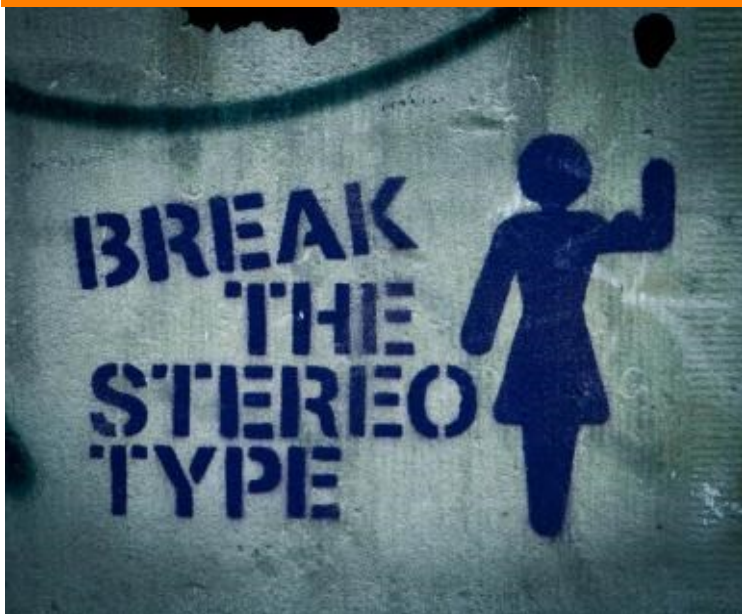
“A Unified Understanding”

PURPOSE:

Another of the shared critical components of discrimination, oppression and belief in cultural supremacy/inferiority; is the lack of respect. Respect can only occur when human beings see themselves, or feel a shared humanity with others based on an understanding or perception of who they are as people. Much of the psychological and emotional pain inflicted via racial/ethnic/cultural oppression stems from the values, capabilities and worth of individuals being determined by demeaning and culturally reductive boxes known as **stereotypes**, as well as the resulting application of those ideas via dehumanizing behaviors known as **microaggressions**. This interactive lecture and PowerPoint presentation is designed to provide context, definitions and most importantly, illustrate how both prejudicial ideas/behaviors and the resulting microaggressions affect people’s everyday lives in terms of their willingness to engage in both inter and intra-cultural relationships.

OUTCOMES:

- Participants will have an understanding of racial/cultural prejudice and microaggressions, as well how each affects personal/professional relationships, workplace climate and intercultural dialogues.
- Provide steps to avoid microaggressions and causing a culturally hostile work environment.
- Collaborate with participants to generate a list of stereotypes that participants subscribe to unintentionally and discuss ways to unpack and do away with them.



Interactive Training Activity #2

“What’s in a Label?”

ACTIVITY PURPOSE:

To demonstrate how stereotypes affect the self-perception and behavior of the person who is stereotyped.

PREPARATION

Obtain the same number of adhesive labels (e.g., of the kind for file folders) as there are participants, and write a stereotypic attribute on each label. Some examples include violent, athletic, cute, overemotional, incompetent, good at math, lazy, untrustworthy, unclean, musical, materialistic, diseased, unintelligent, exotic, forgetful, and frail.

INSTRUCTIONS:

After discussing research and theories on stereotyping, explain that you will conduct a labeling exercise to help participants learn about how stereotypes work. Next, attach a label on each participant’s forehead (or back) so that the label is not visible to the wearer. Make clear that these labels are being assigned randomly and have nothing to do with students' actual attributes.

Then ask participants to spend 15 minutes talking with each other about "future goals" (another general topic can be chosen, but this one works well in eliciting responses to the labels). Tell participants that they should circulate in order to talk with several different people, and that they should treat one another according to the other person's labeled attribute. For example, someone labeled "forgetful" might be repeatedly reminded of the instructions.

After 15 minutes, reconvene the class and ask participants to leave their labels on for a little while longer (if the class size and furniture allows, it's best to sit in a circle). Then ask participants to share how they felt during the exercise, how they were treated by others, and how this treatment affected them. Participants will often mention their discomfort not only with being stereotyped but with treating others stereotypically.

Finally, tell participants that they can now remove their labels. Then discuss questions such as the following:

- Was the label what you guessed, or were you surprised by it?
- When people stereotyped you, were you able to disregard it?
- Did you try to disprove the stereotype? If so, did it work?
- How did you feel toward the person who was stereotyping you?
- If your attribute was positive (e.g., "good at math"), how did you feel?
- When stereotyping others, how easy was it to find confirming evidence?
- When stereotyping others, how did you react to disconfirming evidence?



Module II

“Cross-Cultural Understanding & Communication”



“Setting the Stage”

“Race: The Power of an Illusion Episode 2”

DESCRIPTION:

The division of the world's peoples into distinct groups - "red," "black," "white" or "yellow" peoples - has become so deeply imbedded in our psyches, so widely accepted, many would promptly dismiss as crazy any suggestion of its falsity. Yet, that's exactly what this provocative, new three-hour series by California Newsreel claims. Race - The Power of an Illusion questions the very idea of race as biology, suggesting that a belief in race is no more sound than believing that the sun revolves around the earth.

Yet race still matters. Just because race doesn't exist in biology doesn't mean it isn't very real, helping shape life chances and opportunities.

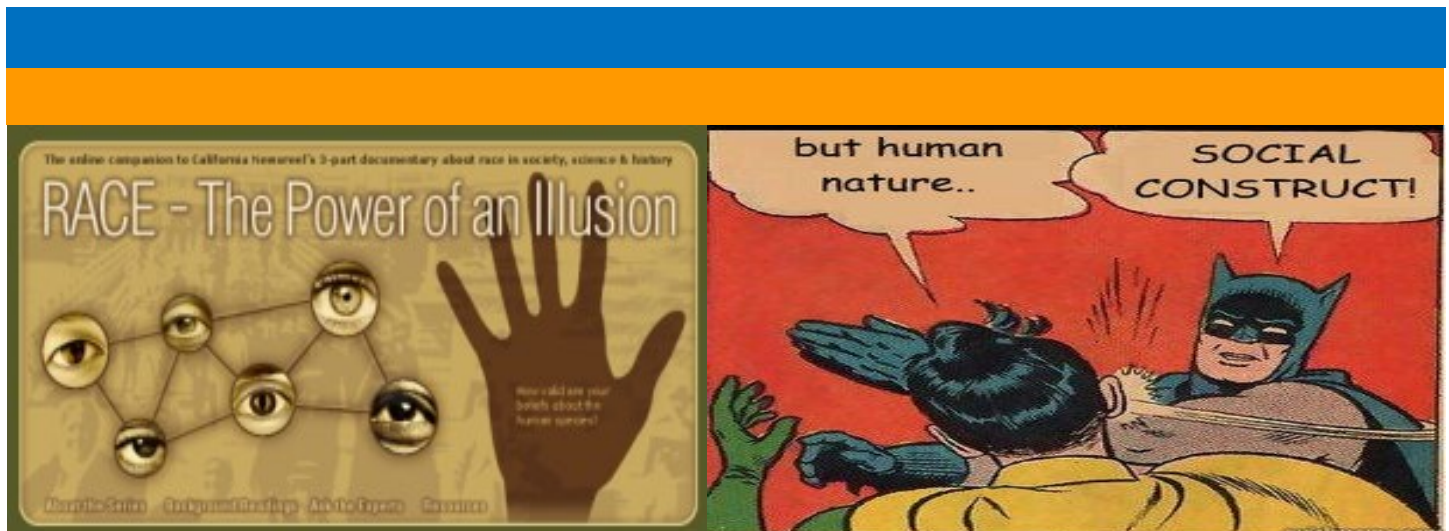
Episode 2- The Story We Tell is an eye-opening tale of how deep social inequalities came to be rationalized as natural - deflecting attention from the social practices and public policies that benefited whites at the expense of others.

PURPOSE:

Provide historical, political, scientific and socioeconomic foundations for discussing notions of privilege, the concept of “Whiteness,” implicit and subconscious bias, and deeper interrogation of institutionalized racism. The film will serve as the primary contextual mechanism to ensure that all participants have an even and equitable understanding of the issues to be discussed and worked through during lectures, conversations and interactive training activities.

OUTCOMES:

- Understand how racism is socialized into our everyday lives.
- Grasp the history of how race and racism impacted our social service industries.
- Ascertain working knowledge on the pervasive ideas of “Whiteness” in American culture.
- Develop an understanding of how democracy and segregation coexist.



Cultural Understanding Seminar #3

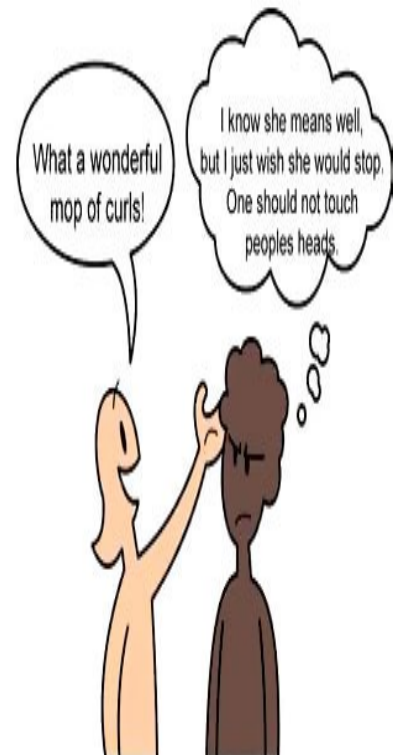
“A Unified Understanding”

PURPOSE:

One of the shared critical components of discrimination, oppression and belief in cultural supremacy/inferiority; is the lack of effective cross-cultural communication. At the core of many cross-cultural conflicts is an acute lack of knowledge or understanding of the norms, values and cultural history of different races/ethnic groups. This lack of knowledge leads to a lack of respect for one’s humanity, which leads to a lack of empathy, which leads to poor and ineffective cross-cultural communication. This interactive lecture and PowerPoint presentation is designed to provide context, definitions and most importantly, clear up misconceptions about the meanings, root and application of de-unifying ideas and practices surrounding the concepts of “bias” and “privilege.”

OUTCOMES:

- Participants will have an understanding of the ways in which bias determines how people interact with each other.
- Provide context for understanding how to engage in difficult dialogues on race , bias and privilege in the workplace
- Bridge ideas introduced in Module #1 to generate deeper understanding of central contextual issues.



Interactive Activity, Discussion & Video #1

“White Privilege: Unpacking the Invisible Knapsack”

ACTIVITY PURPOSE:

Give participants an opportunity to explore the daily effects of white privilege on their lives, as many of the advantages, both intangible and material, are often hard to notice unless you have something/someone to compare them to. Provides participants with safe, authentic context to explore a difficult topic and engage in a difficult dialogue with a supplemental video to expound on the finer points of White privilege in American Society.

PREPARATION:

Provide each participant with a pen/pencil and one copy of the “Unpacking the Invisible Knapsack” Worksheet/Questionnaire. Queue Tim Wise, “Colorblind Denial & White Privilege” video in PowerPoint presentation for post-discussion viewing.

OUTCOMES:

- Prepare participants to acknowledge and identify their privilege when in the workplace.
- Provide safe space and context to engage in conversations based on “Whiteness” and racial privilege.
- Empower participants with skills necessary to develop personal and work relationships based on understanding, respect and equality.

INSTRUCTIONS:

Have each participant answer each question honestly with a “Y” or “N” answer. Once each person has completed the questionnaire, proceed to the group discussion prompts and allow for group dialogue. After group dialogue, play Time Wise video to add further historical context and set up critical thinking points for the preceding group discussion.



Unpacking the Invisable Knapsack



White Privilege: Unpacking the Invisible Knapsack

by Peggy McIntosh

"I was taught to see racism only in individual acts of meanness, not in invisible systems conferring dominance on my group"

DAILY EFFECTS OF WHITE PRIVILEGE

I decided to try to work on myself at least by identifying some of the daily effects of white privilege in my life. I have chosen those conditions that I think in my case attach somewhat more to skin-color privilege than to class, religion, ethnic status, or geographic location, though of course all these other factors are intricately intertwined. As far as I can tell, my African American coworkers, friends, and acquaintances with whom I come into daily or frequent contact in this particular time, place and time of work cannot count on most of these conditions.

1. I can if I wish arrange to be in the company of people of my race most of the time.
2. I can avoid spending time with people whom I was trained to mistrust and who have learned to mistrust my kind or me.
3. If I should need to move, I can be pretty sure of renting or purchasing housing in an area which I can afford and in which I would want to live.
4. I can be pretty sure that my neighbors in such a location will be neutral or pleasant to me.
5. I can go shopping alone most of the time, pretty well assured that I will not be followed or harassed.
6. I can turn on the television or open to the front page of the paper and see people of my race widely represented.
7. When I am told about our national heritage or about "civilization," I am shown that people of my color made it what it is.
8. I can be sure that my children will be given curricular materials that testify to the existence of their race.
9. If I want to, I can be pretty sure of finding a publisher for this piece on white privilege.
10. I can be pretty sure of having my voice heard in a group in which I am the only member of my race.
11. I can be casual about whether or not to listen to another person's voice in a group in which s/he is the only member of his/her race.
12. I can go into a music shop and count on finding the music of my race represented, into a supermarket and find the staple foods which fit with my cultural traditions, into a hairdresser's shop and find someone who can cut my hair.
13. Whether I use checks, credit cards or cash, I can count on my skin color not to work against the appearance of financial reliability.
14. I can arrange to protect my children most of the time from people who might not like them.
15. I do not have to educate my children to be aware of systemic racism for their own daily physical protection.

16. I can be pretty sure that my children's teachers and employers will tolerate them if they fit school and workplace norms; my chief worries about them do not concern others' attitudes toward their race.
17. I can talk with my mouth full and not have people put this down to my color.
18. I can swear, or dress in second hand clothes, or not answer letters, without having people attribute these choices to the bad morals, the poverty or the illiteracy of my race.
19. I can speak in public to a powerful male group without putting my race on trial.
20. I can do well in a challenging situation without being called a credit to my race.
21. I am never asked to speak for all the people of my racial group.
22. I can remain oblivious of the language and customs of persons of color who constitute the world's majority without feeling in my culture any penalty for such oblivion.
23. I can criticize our government and talk about how much I fear its policies and behavior without being seen as a cultural outsider.
24. I can be pretty sure that if I ask to talk to the "person in charge", I will be facing a person of my race.
25. If a traffic cop pulls me over or if the IRS audits my tax return, I can be sure I haven't been singled out because of my race.
26. I can easily buy posters, post-cards, picture books, greeting cards, dolls, toys and children's magazines featuring people of my race.
27. I can go home from most meetings of organizations I belong to feeling somewhat tied in, rather than isolated, out-of-place, outnumbered, unheard, held at a distance or feared.
28. I can be pretty sure that an argument with a colleague of another race is more likely to jeopardize her/his chances for advancement than to jeopardize mine.
29. I can be pretty sure that if I argue for the promotion of a person of another race, or a program centering on race, this is not likely to cost me heavily within my present setting, even if my colleagues disagree with me.
30. If I declare there is a racial issue at hand, or there isn't a racial issue at hand, my race will lend me more credibility for either position than a person of color will have.
31. I can choose to ignore developments in minority writing and minority activist programs, or disparage them, or learn from them, but in any case, I can find ways to be more or less protected from negative consequences of any of these choices.
32. My culture gives me little fear about ignoring the perspectives and powers of people of other races.
33. I am not made acutely aware that my shape, bearing or body odor will be taken as a reflection on my race.
34. I can worry about racism without being seen as self-interested or self-seeking.

35. I can take a job with an affirmative action employer without having my co-workers on the job suspect that I got it because of my race.
36. If my day, week or year is going badly, I need not ask of each negative episode or situation whether it had racial overtones.
37. I can be pretty sure of finding people who would be willing to talk with me and advise me about my next steps, professionally.
38. I can think over many options, social, political, imaginative or professional, without asking whether a person of my race would be accepted or allowed to do what I want to do.
39. I can be late to a meeting without having the lateness reflect on my race.
40. I can choose public accommodation without fearing that people of my race cannot get in or will be mistreated in the places I have chosen.
41. I can be sure that if I need legal or medical help, my race will not work against me.
42. I can arrange my activities so that I will never have to experience feelings of rejection owing to my race.
43. If I have low credibility as a leader I can be sure that my race is not the problem.
44. I can easily find academic courses and institutions which give attention only to people of my race.
45. I can expect figurative language and imagery in all of the arts to testify to experiences of my race.
46. I can choose blemish cover or bandages in "flesh" color and have them more or less match my skin.
47. I can travel alone or with my spouse without expecting embarrassment or hostility in those who deal with us.
48. I have no difficulty finding neighborhoods where people approve of our household.
49. My children are given texts and classes which implicitly support our kind of family unit and do not turn them against my choice of domestic partnership.
50. I will feel welcomed and "normal" in the usual walks of public life, institutional and social.

“White Privilege: Unpacking the Invisible Knapsack” Discussion Questions

Discussion:

Upon completion of the questionnaire/worksheet, allow 10-15 minutes of large group dialogue and Q&A.

Guide discussion towards 3 areas:

1. What areas of privilege did you find that you had not previously acknowledged/been aware of?
2. How does your lack of privilege affect your relationships with members of the dominant group?
3. Which area of privilege are you most hesitant to address with friends/coworkers of different cultural/racial backgrounds?

Interactive Activity, Discussion & Video #2

“Overcoming Your Bias & Privilege”

PURPOSE:

Work environments that reflect cultural diversity are just the first step in creating an inclusive, hospitable and equitable workplace culture. Aside from producing an aesthetically diverse environment, it is paramount that the resulting cultural interactions be based on respect and without bias. By first laying the groundwork for understanding that overcoming workplace bias is both a personal and administrative responsibility, we must then engage in practicing strategies for acknowledging, confronting and eliminating race/culture based bias and providing real world discussion prompts for dealing with issues should they arise.

PREPARATION:

Video: Queue Verna Myers: “How to overcome our biases? Walk boldly toward them.” Video embedded within PowerPoint presentation for Module

Activity: “Facilitating the Difficult Dialogue: Role Plays”- Divide participants into groups of four or five. Prepare enough space in the room for small groups to perform skits.

OUTCOMES:

- Participants will be able to identify (3) strategies for overcoming both implicit and subconscious bias.
- Empower participants with skills necessary to identify and confront bias in the workplace.
- Provide discussion prompts and talking points for participants to engage in healthy, respectful dialogues on bias should they arise in the workplace or at home.
- Be able to put yourself in someone else’s shoes when issues of cultural misunderstanding arise.

INSTRUCTIONS:

Activity: Ask participants to share a story about a time when they participated in, or were affected by culture/race based bias or unfair treatment in life or the workplace that took an unexpected turn and caused conflict that was never resolved. The situation may have ended in shouting or hard feelings or may have even deepened the tension being discussed.

Ask each group to choose one story to role play for the rest of the class. Some people are less comfortable "performing" in front of the class, so encourage them and mention that everybody will have an opportunity to participate in a role play. Role plays should last no longer than three minutes.

After providing time for small groups to plan their role plays, ask for groups to volunteer to perform their role play for the class. Following each role play, use or adapt the following questions to tease out the issues and strategies for addressing them:

What are the primary issues introduced by this situation?

What are the dangers of continuing a dialogue in response to the situation?

What are the educational opportunities introduced by the situation?

What are some strategies for managing the situation without immediately ending the conversation?

