CUBE Racial Equity Workshop

September 28, 2017

"When we begin listening to each other, and when we talk about things that matter to us, the world begins to change. Everyone has the capacity to be able to figure out how to make a difference. Listening and talking to one another heals our divisions and makes us brave again."

- Margaret Wheatley, *Turning to One Another*

Session Outcomes

- Provide CUBE school board members with insights about how well intentioned educators and school district leaders create a system with inequitable outcomes
- Explore the concepts of cultural schema and implicit bias and their application to schooling
- Provide CUBE school board members with an opportunity for reflection about their leadership role in straddling the margins and the mainstream of their community.

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Agenda

Time	Activity	Notes
Part One **15 Min** **3:00-3:15**	**Good Morning & Welcome!** **1. Introductions and Overview of Agenda** **2. Getting to the Why** • **Framing of the why, how and what of addressing equity in schools**	
Part Two **30 Min**	**Getting Engaged and Learning about Engagement** **1. Activity: Diversity Rounds** • **Direction: Group yourself by people who respond to each question in the same way that you do.**	

Time	Activity	Notes
3:15-3:45	1. Round ONE: Pairs 2. Round TWO: Small Groups 3. Round THREE: Groups of 3-4 **2. Small Group Conversation:** *How has this element of your cultural background impacted your relationship to the larger world?*	
Part Three 45 Min 3:45-4:30	**The Role of Individuals in Perpetuating Systemic Inequality** **1. Implicit Bias Question Link to Systemic Oppression:** *How do well-intentioned individuals create inequities and disparate outcomes for youth?* **2. Defining Implicit Bias** • **Implicit biases grow out of our natural tendency to categorize, form cliques and absorb social messages and cues. *These associations reside outside conscious understanding.*** • **Implicit bias creates unconscious associations that may contradict our intentions, beliefs and values.** • **Implicit/Unconscious beliefs and attitudes about people of color are referred to as "implicit racial bias".** **3. Identifying the Personal and Professional Impact** • **Destin Sandlin, "Smarter Everyday," Backwards Bicycle Video** • **Implicit Racial Bias: The Myth of Color Blindness** • **Racial Bias Video** **4. Individual Oppression** • **Dyad:** *In what ways does implicit bias impact your life?* **5. Systemic Oppression** • **Dyad:** *In what ways does implicit bias show up in your district at a systemic level – in leadership, policies, communications, etc.?* **6. Small Group Discussion** • *What are some ways that your district could interrupt and replace implicit biases that create inequities?*	

Time	Activity	Notes
Part Four **45 Min** **4:30-5:15**	**The Vision for Systemic Equity and The Creation of Systemic Inequality** **1. The Balcony and The Dance Floor** **2. Stories, Rules, and Resources** • **Introduction to the Model** • **Pair Share:** *What does working towards equity mean to YOU? If equity were achieved in your school community, what would you see?* **3. Systemic Oppression: A Timeline of Creating Racial Inequality in Schools** • **Read** through the Timeline silently. ***This is also the time for a break.*** • **Select One Event:** *Find a partner & talk through what thoughts and feelings come up for you as you look at this. How does this moment reflect equity or inequity in its stories, rules, and resources?* **4. Partner Talk:** *What from your local context would be on this timeline? Or what from your personal experience would you add to the timeline?* **5. Whole Group Discussion:** *What is a major equity issue in your school system? What is the story you tell about how stories, rules and resources resulted in the inequity? How could you apply new stories, rules and resources to create a more inequitable situation?*	
Part Five **15 Min** **5:15-5:30**	**Final Reflections and Closing** **1. Pair-Share Reflection** **2. Whole Group Closing** • **I Am The Difference: A Choral Poem**	***"…we must learn to be vulnerable enough to allow our world to turn upside down in order to allow the realities of others to edge themselves into our consciousness."*** **- Lisa Delpit**