ALLY TRAINING AND COMMUNITY-BUILDING WORKSHOP
WELCOME AND INTRODUCTIONS

Who are we in the room?

• Name

• Work or Program Setting

• What motivated you to attend this workshop?

• What is 1 thing you hope to take away from today?
PURPOSE

• Facilitate courageous dialogue
• Promote awareness around identity, privilege, action
• Learn about allyship and Community Building within College of Education
• Provide Resources for continued learning and practice
• Hands on exercises to promote transformative learning

WHAT ARE YOU HOPING TO TAKE AWAY?
GROUP AGREEMENTS

Guidelines for Activity:

• Challenge by Choice
• Learning takes place at the crux of discomfort and comfort
• Engage fully
• Be present
• Ask questions
• Continue learning after this training
• Remember to breathe
• Support each other

Let’s Get Started!!!
COMMUNICATION VALUES

- Integrity
- Compassion
- Kindness
- Forgiveness
- Empathy
- Respect
- Self-Reflection

What are some other communication values?
“LIFE BEGINS AT THE END OF YOUR COMFORT ZONE”

Flick

DING

PROGRESS

© Sarah Andersen
COMFORT ZONE ACTIVITY

Purpose:
Take a pulse of where each person’s comfort level of the topics and discussions that participants may engage in during this workshop.

Instructions:
Statements will be listed and you will move in to the zone of the circle that best indicate comfort with topic.
COMFORT ZONE ACTIVITY

Guidelines for Activity:

• Challenge by Choice
• Learning takes place at the crux of discomfort and comfort
• Engage fully
• Be present
• Ask questions
• Continue learning after this training
• Remember to breathe
• Support each other

Let’s Get Started!!!
REFLECT
ALLY REFLECTION

• What images come to mind?

• Names that come to mind?

• Examples of Ally Action?

• Who can be an ally?

"As an ally, I’m not going to pretend to be a superhero. I am here to ask you how I can help." - William C. Anderson
Community organizer, DREAMer ally.
ROLE OF ALLY

Reflect

Support
- Identify Privilege
- Interrupt

Community Building
WHAT DOES IT MEAN TO BE AN ALLY?

Warning: this video contains ableist language, referring to "blinders" as a mechanism used to race horses to block out distractions and awareness.
LET’S TAKE A PAUSE

• What are some difficulties you encounter while exploring your privileged identities?

• How often do you engage in media, literature, conversations with individuals who hold marginalized identities in your everyday life?

• What are your interests in being an ally for (indicated group)?

• What are ways you “mess up” when it comes to being an ally? What is your response when you make mistakes?

• How do you perform as an ally of groups to which you belong?
WHAT ARE YOU CURRENTLY DOING?

Take a moment to complete the
Rating your Behavior Handout and Diversity Profile

• Be honest

• Be reflective

• What are you currently doing?

• Work or class setting?
ACTION CONTINUUM

• Where are you currently located on the continuum?

• What are your reactions to your current location on the continuum (Surprised? Confused? Further than you expected?)

• How did you get to where you are?

• Is this level consistent throughout all spaces? (i.e. workplace, among family and friends, social life)
ALLY ACTION GOALS

• Take a moment to choose a group you want to intentionally begin building community and to whom you want to be an ally.

• Take this time to reflect and describe how you will practice these tips and actions outlined in the video while developing as an ally.
BREAK TIME

TAKE
A
BREAK
SUPPORT:
IDENTIFY PRIVILEGE
WHAT ARE SOCIAL IDENTITIES?
Cycle of Socialization
How we learn classism, racism and other oppressions

Adapted from Bobbie Hayo, Readings for Diversity and Social Justice

Family socialization:
Parents and others we trust shape our values, teach us rules and roles

We learn stereotypes, language and traditions

Institutional & cultural socialization

Enforced by:
- Stigma
- Privilege

Punishment & reward:
- Discrimination

We carry it on as adults:
- Silence & Collusion
- Ignorance, Guilt
- Self-hatred, Violence
- Dehumanization
- Power over

Teach the next generation to promote status quo

The Beginning:
Born into world as it is
No choice, no blame, no guilt

Or we break the cycle!

We are bombarded with messages from:
- Schools
- Media/TV/songs
- Religion
- Doctors
- Business/Ads

The goal is to break the cycle of socialization and start the cycle of liberation
DEFINITION OF PRIVILEGE

"Privilege exist when one group has something of value that is denied to others simply because of the groups they belong to, rather than because of anything they've done or failed to do."

(Adams, Blumfield, Casteñda, Hackman, Peters, & Zuñiga, Pg. 16. Readings for Diversity and Social Justice)
PRIVILEGE AND OPPRESSION MATRIX

Take a moment to fill out the Privilege and Oppression Matrix around social identity.
WHAT ARE YOUR PRIVILEGED IDENTITIES?
WHY IS PRIVILEGE SO POWERFUL?

• Privilege shows up in the everyday details of people's lives in almost all social settings and practices.

• Ability to step in and use privilege identity in order to disrupt oppression and create educational opportunities especially when it is a threatening, unsafe and vulnerable for individuals from marginalized groups to do so.

• Because you have this privilege, you can hold other people of privilege accountable and you will be heard more effectively than someone from a marginalized community.
SUPPORT: INTERRUPT
DON’T BE AN ACTIVIST...
WHY SPEAK UP?
Bystander Intervention
SPEAK UP-RESPONDING TO EVERY DAY BIGOTRY

• What can I do among family?
• What can I do among friends and neighbors?
• What can I do at work?
• What can I do at School?
• What can I do in Public?
WHY DON’T PEOPLE INTERVENE?

• Don’t know what to say?
• Lack knowledge
• Risky
• Vulnerability
• Don’t feel it will make a difference
• No one else is doing it?
• Not my job! Not my problem?
• Threatening
• Culturally inappropriate*
WHAT HELPS PEOPLE INTERVENE?

- Knowledge of what constitutes ___ism
- Awareness of impact of ___ism
- Perception of responsibility
- Desire to educate and engage in courageous conversations
- Emotional responses to oppression
- Self-affirmation
- Anti-_____ ist social norms
WHY TYPES OF ACTIONS DO PEOPLE TAKE

- Confronting or disagreeing with the agitator
- Calling it “racism,” “transphobia,” “sexism,” “discrimination,” “microaggression, etc.
- Interrupting stories, actions and behavior…EACH TIME
- Distraction
- Express upset feelings
- Seek assistance
PRACTICE ACTIVITY

Pair up!
WHAT ROLE DO YOU PLAY IN CHANGE?

- Helper
- Advocate
- Rebel
- Organizer

My role is ____
SIX STEPS TO SPEAKING UP AGAINST EVERYDAY BIGOTRY

Be Ready

Identify the Behavior

Appeal to Principles

Set Limits

Find an Ally/Be an Ally

Be Vigilant
BREAK TIME
COMMUNITY-BUILDING
Moving Forward
WHAT IS COMMUNITY?

How do you define community?

❖ To what communities do you belong?

❖ What do you value about being apart of a community?

❖ How do you participate in a community?
Community Building is about people from the community, government, business and academia working in collaboration to create and take steps towards solutions or issues impacting the connectedness and functionality of the community.

- Evaluation of where the community is currently. What works and what does not.
- Aspirations of where the community would like to be in the future.
- Addressing the needs and changes that need to happen in order for change to occur.
- Honest acknowledgement and appreciation of diverse partners, members, background, skills, talents, opinions and enlisting them as part of steps towards effective change.
COMMUNITY-BUILDING: PURPOSE

❖ What is your purpose in the COE community

❖ What values do you bring to the COE community?

❖ What impact do you have on the COE community?

❖ What are the biggest challenges in Community Building in the COE?
HOW WILL YOU CONTRIBUTE TO BUILDING A COMMUNITY IN THE COLLEGE OF EDUCATION?  

What is your role?
COMMUNITY-BUILDING STRATEGIES

How will you contribute to community building in the College of education in the following (3) areas:

- Personally
- Professionally
- Collectively
WRAP-UP