

Full-Day Institutes Wednesday, March 20 9:00 AM – 5:00 PM

Advanced Facilitation Skills for People of Color Navigating Difficult Conversations about Racism, White Privilege, and Oppression (Advanced)

Facilitator: Natalie J. Thoreson

This institute is for People of Color engaged in formally or informally facilitating social justice interactions, and difficult conversations related to racism and oppression. In this session we will address challenges unique People of Color engaging these difficult conversations including the need for self-care, and maintaining safety. In this skill building workshop, we will grow our ability and comfort in clearly defining, explaining, and discussing the construction of oppression to individuals at varying levels of experience. Participants will witness and learn how to establish and hold safe(r) space for dialogue, enabling groups to lean into discomfort. Attendees will also study and practice facilitation tools and various methodologies needed to lead meaningful, effective, 1:1, large, and small intergroup conversation related to racism and oppression in a variety of scenarios. In our current social climate, People of Color are increasingly responsible for facilitating uncomfortable and difficult conversations to challenge white supremacy and oppression and promote understanding, respect, and connection. Whether a new or veteran facilitator, challenges arise in leading these discussions. In this interactive workshop attendees will learn to effectively address disengagement, arguments, and divisiveness. We will also examine our social identities and how these impact our interactions, as well as how we are impacted personally. Addressing oppression as a root of facilitation challenges will enable us to overcome nuanced issues that derail groups, empower us to create a safe space, and manage common facilitation challenges effectively and successfully.

Adverse Childhood Experiences & Racial Equity: A Trauma-Informed Approach to Learning & Behavior (Beginner)

Facilitator: Ricky Robertson

Research has found that students living with adverse childhood experiences (ACEs) are significantly more likely to exhibit academic and behavioral challenges. In particular, students of color who have endured trauma also encounter systemic oppression, bias, and restricted access to supportive resources, causing further harm and injustice. Without appropriate systems in place, schools struggle to address the social-emotional and behavioral needs of students, often relying upon exclusionary discipline that feeds the school-to-prison pipeline. In this session we will explore: ACEs and trauma as an equity issue; the need for culturally-responsive interventions to foster resilience; and a trauma-informed approach to learning and behavior.

Authentic Allyship: Strategies for White Folks to Coexist with Colleagues of Color (Intermediate)

Facilitators: Diana Artis and Eva Ostrowsky

This institute will provide white allies with strategies and skills to connect, respect, and understand their colleagues of color as they work towards equity and inclusion. Theory and tools will be presented to help white folks navigate and exist in diverse spaces. If white allies are to truly coexist in our independent schools, they must confront the reality that the dominant narrative is often in conflict with the narratives of

marginalized groups. To be effective allies in the work, white colleagues must become comfortable with questioning and silencing the narrative they have come to trust. As they begin to dismantle their certainty and make space for alternative narratives and perspectives, white folks will be propelled to work differently and more effectively in their schools. It is essential that, as our schools become more diverse, white allies and folks with privileged identities learn that allyship is a balancing act between walking with (so as not to be passive) and not walking in front of (so as not to take up space reserved for people of color). This workshop will stress the importance of intentionality as we try to make our schools a place where all of our students belong, as opposed to just fit in. Participants will leave this workshop with a better understanding of: (1) their privileged identities; (2) the impact that whiteness has in racially diverse spaces; (3) how to get “out of the way” while doing the work; and (4) the importance of doing their own work.

Be the Change: Creating social justice through personal work (Intermediate)

Facilitator: Hsiao-Wen Lo

This institute is designed for those who recognize they have internalized oppression and dominance and wish to recondition and transform themselves so they can be the change they want to see. Through experiential activities, personal stories, lecture, discussion, and Q& A, this institute aims to achieve the following learning objectives: 1) participants will explain concepts that are essential in understanding social justice and white supremacy, 2) participants will identify the dynamics embedded in social injustice: domination and subordination, in their daily life, 3) participants will identify alternative dynamics that will promote social justice and ways to embody those dynamics in their daily life, 4) participants will create an individualized plan to sustain their learning and change.

Black Male Think Tank

The Black Man's Think Tank is open to all self-identified men of color. The goal of the workshop is to improve our self-care so we can do the important work that brings us to WPC, We must learn to love ourselves and our Brothers if we are to serve our community. This interactive institute will help us make connections and strengthen working relationships. Many of the topics will be self-generated, but how we show up as Black Men and how that can support Young Black Men will be at the core of the activities. We ask participants to leave with a plan to support each other in the coming year.

Black Women and White Women: Exploring Our Entangled White Supremacist History and Challenging the Power Structure (Intermediate)

Facilitators: Debby Irving and Faith English

Why do we find ourselves divided and avoiding one another? Despite best intentions, relationships between black women and white women can be inauthentic, lacking empathy, depth, trust, and mutual support. This disconnection limits our ability to understand and negotiate shared issues, let alone work in solidarity to challenge white supremacist culture and structures. Our debilitating disconnection is embedded in the design of white supremacy, and maintained by the ways black women and white women have been forced to adapt to it. This Institute explores, and begins unraveling,

our conscious and unconscious adaptations, enabling us to create authentic space to connect as women. This Institute will benefit women seeking inspiration and connection across the fraught black/white racial boundary by moving into and through difficult conversations about our entangled history within a white supremacist power structure. We'll identify historical and personal barriers to creating authentic cross-cultural relationships and explore a common vision for moving forward. Enhanced relationships between black women and white women hold the promise of challenging the white patriarchy to create solidarity and reconciliation across all social areas. This is a challenging experience designed to uncover and move beyond unspoken tensions. This model engages around the specific intersection of women who identify as black and women who identify as white. Women who so identify will benefit most directly from this experience. We do, however, welcome others to join us as observers of this powerful effort to create social justice, as we believe this model has the potential to redefine oppressed/oppressor structures in other identity spaces.

Black Women's Think Tank Shemariah J. Arki

Moore to come....

Building Anti-Racist Schools: Talking about Race in the Classroom (Beginner)

Facilitator: Laura Shmishkiss

This full-day institute, geared towards K-12 educators, provides an in-depth exploration of how racism and white supremacy manifests in classrooms and schools, tools for addressing race and racism with their students, and strategies for building educational environments grounded in racial justice and equity. We will spend the first part of the day exploring the history of how race was constructed, and how race affects the education system and the lived reality of students. We will also explore the impact of race on our own identity/identities, and in our roles interacting with students. We will apply a "Racial Equity Lens" to real-life and classroom-based scenarios, by identifying racism's many manifestations at the institutional, interpersonal, and internalized levels. In the afternoon, we will practice disrupting racism in both the short- and long-term using role plays as an opportunity to step into the scenarios, and give/ receive feedback. By the end of the institute, will leave with strategies and resources to support our ongoing anti-racist practice and pedagogy.

"Dismantling the Racism Machine": Myths Taught to White People that Perpetuate White Supremacy (Beginner) Facilitator: Karen Gaffney

Why is it that white people have such powerful beliefs that make it so challenging for them to acknowledge the persistence of systemic racism and their participation in these systems? This Institute will expand on some of the ideas Dr. Karen Gaffney presented at a successful breakout session at the 2018 White Privilege Conference by sharing and debunking core myths white people are taught. For example, white people are taught that human races are biologically distinct, when race is actually a social construct. Second, white people are also taught that race, including whiteness, has always existed, when in fact race is a relatively recent invention created to divide and conquer the masses and protect the elite. Third, white people are taught that racism occurred in the past, and that problem has been resolved, when in reality systemic racism persists. These myths are so powerful because white supremacy, patriarchy, and capitalism are

interlocking forces. “Well-meaning” white people support these myths, unknowingly or not, when they choose to live in segregated neighborhoods, work at a job as a “white savior,” and believe they’re already “woke.” This Institute takes the position white people can never be “woke” and that we’re always learning about our complicity in white supremacy. We can participate most effectively in supporting racial justice by being actively anti-racist. This Institute will provide participants with greater awareness, tools, and action steps to resist the divide and conquer mentality of white supremacy and work toward becoming undivided and conquered.

From Reaction to Action, All this Data, Now What!?! (Intermediate)

Facilitator: LaDonna McCullough

Understanding, Preparing for, and Operationalizing Cultural Climate Assessment Results for Transformative Brave Spaces: Cultural Climate Assessments can often seem like a daunting task to dive into. Questions may plague one’s mind regarding the level of push-back and/or biased responses they will receive from organizational stakeholders. Then there is also the issue of cost, whether or not, an organization has the financial capacity to bring in outside consultants to conduct the multi-phase process. Or, the turmoil of deciding to go with a pre-packaged or canned instrument versus a tailored approach. Lastly, the mounting concern of what and when to do something with all that data! This full-day technical assistance train-the-trainer institute will immerse diversity professionals, administrators and executive leadership, HR and organizational trainers, faculty development coordinators, and any other key persons involved in transformative cultural equity and inclusion work in the various phases of cultural climate assessments, collaborative approaches to partnering with consultants as well as cross-departmentally to meet institutional goals.

Navigating Triggering Events: Critical Competencies for Facilitating Difficult Dialogues on Race, Racism, and White Supremacy (Intermediate)

Facilitators: Kathy Obear and Tanya Williams

Ever feel so triggered you couldn’t respond effectively? Social justice educators and practitioners often feel triggered during discussions involving issues and dynamics of race, racism, and white supremacy. Unfortunately, most triggered reactions create barriers to facilitating dialogue and building community. Effectively navigating triggering moments is a critical multicultural competency for creating organizational change. In this highly interactive session, participants will identify their common hot buttons and less productive reactions during discussions on race, racism, and white supremacy. Discussions will explore strategies to use triggering events as teachable moments as well as applying tools to effectively navigate our own reactions when we feel triggered.

Niggered in Education: The degradation, Assimilation, and Mis-Education of Black Minds in Public Education. #Black Minds Matter Confession of 3 Black Male Educators in search of life after Public Education Violence (Intermediate)

Facilitators: Alexander Hines, Kenneth Turner and Marcel-Ius Davis

In many media outlets, it is often stated the high percentages of Black on Black crimes nationwide committed by Black peoples to one another. It is rarely met with definition of crime. Nor, countered with acts of White terrorism on Black peoples. Since African

Americans/ Blacks have been able to attend American schools, (we must mention that Black Peoples being void of the opportunity of learning for years has to be a Human Rights issue) America has systematically waged a war on Black minds. We have lost countless numbers of Black people by government inspired mass incarceration, federal, state, and locally approved police murders, infiltration of drugs in black communities and the list goes on. Those are systematically recognized systems of oppression/ genocide that are more commonly referred to by racial justice advocates, the war on the mind and Black mind and identity within the public education system; we argue is as dangerous as mentioned above violence on African American/ Black people, and it has more as many acts of violence than the previously mentioned above list. This slow death is at the very least from P-16, and Black students whom go to higher education to pay for their soul, Black identity, and mind assassination receive another 4-12 years of this slow death which we liken to a teaspoon of poison for years. 20 years ago, Lauryn Hill released one of the most influential Hiphop albums ever created over the 40 year history of the culture. The album titled the *Mis-Education of Lauryn Hill* is of the lineage of the original body of work written by Dr. Carter G. Woodson. Both bodies of work argue that the current, past, and future education system has been systematically designed to eradicate the Black mind and soul in an attempt to create pseudo white people that will never be given the privileges and advantages that come with whiteness. This has been approved by the federal, state, and local systems and supported by the Black elite. Join us for this exploratory discussion/confessional that hopes to seek out multiple perspectives in an effort to create Black Liberated Minds to combat the systematic war against them. This presentation will draw from the forthcoming book series books titled *Niggered in Education* authored by Dr. Kenneth Turner, Alexander Hines, and Dr. Marcellus Davis.

Post-traumatic Master's Syndrome: An Exploration of Whiteness as Trauma and Embodied Racial Justice (Advanced)

Facilitator: Heather Hackman

"Thanks to the work of Dr. Joy DeGruy and Dr. Maria Yellow Horse Brave Heart, as well as countless other POC/N folks who have spoken truth to power, we know that the deep and long-lasting impacts of racial oppression do not merely register in the systems of our society but also land in the bodies of those targeted. This work has been incredibly important in expanding our notions of what racial justice looks like and feels like. However, just as there can be no "oppressed" without the oppressor, the exploration of racism as trauma for the oppressed also requires an examination of the generational and historic dynamics of Whiteness and how it, too, lands as trauma in the bodies of multigenerational White folks. This day-long session will undertake that investigation and explore the ways that Whiteness as trauma has disrupted the work of even the most well-meaning White folks as they strive for racial justice. There is a cost to Whiteness, as we know, but that cost is often laid out in moral or ethical terms alone. This session explores another area of "cost" via the impacts on the body of witnessing, participating in, and/or ignoring the dynamics of racial oppression propagated in our name. Elements that will be explored are the general dynamics of trauma, dissociation, and the distancing effect that Whiteness has on many White people. Conceptually, the

session begins with some grounding work and a few ways of getting into our bodies, it will then explore the narratives given White folks with respect to their racial identities and the ways they live those narratives out. The session will then turn to the more nuanced and complicated aspects of White privilege and White supremacy and the ways they synergistically feed each other, thereby supporting the ubiquitous dynamics of Whiteness in the U.S. More specifically, the session will explore the “counterweights” to the work of Dr. Degruy by leaning into three key aspects of “post-traumatic master’s syndrome”: 1) inflated esteem, 2) ever-present hostility toward / fear of People of Color / Native peoples, and 3) supremacist socialization. The session concludes with work around resiliency tools and ways White people can more effectively show up in the midst of painful and complicated work for racial justice. Experientially, while the session will explore some intense aspects of what it means to be White in the U.S. it is not meant as a therapeutic space for White folks. Instead, this session seeks to create a space where White people can more deeply, thoughtfully and honestly explore places where they feel “inexplicably” stuck in their racial justice work. Through personal writing, paired conversations, small group work, and physical engagement, this workshop is designed to help White people ground the content in their bodies and establish “movement” through those “stuck” spaces. Because the session is completely geared toward the experience of White people, and therefore centers the White experience, it will not likely have significant resonance for participants of color / native participants. The session utilizes the work of Dr. Peter Levine, Dr. Bessel van der Kolk, Thea Lee, Tommy Wong, and of course the example set by Drs. DeGruy and Yellow Horse Brave Heart. The session is quite interactive, asks participants to lean into discomfort and seek authenticity, and is not well suited for those for whom racial equity issues are a new area of exploration.

Stop Talking & Start Doing: Protocols That Institutionalize Equity Practices (Beginner)

Facilitators: Juan Carlos Arauz, Ilalo Kalika and Lizette Ortega Dolan

Are you the person who is working on creating a more equitable society through your organization or community? Are you tired of playing the game of assimilation? If we do not change the game, the game continues to plague us. We need tools to be implemented in a systemic manner that changes the behavior of people whether they "get it" or not. Research shows that androgyny (how adults learn) is about changing behavior before belief.

Teaching While White: Confronting Whiteness for Institutional Change (Intermediate)

Facilitators: Jenna Chandler-Ward and Elizabeth Denevi

This all-day workshop will provide white teachers and administrators an opportunity to take inventory of their own racial identity and assess where and how white supremacy plays out in educational settings and often passes for “normal.” We will then utilize a number of tools and strategies for making whiteness explicit and challenging bias, stereotypes, and racial discrimination.. The goal is to develop better response systems for increasing equity on campus. This interactive session will give participants time to practice and develop their own anti-racist strategies based on their sphere of influence.

The Calm before the Storm: Changing Campus Climate (Intermediate)

Facilitator: Robert Page Jr.

This thought provoking institute will explore how our ever-changing society is influencing our campus climate. Through an examination and understanding of various theoretical perspective around multiculturalism, oppression and social justice, participants will be able to develop an action plan to promote, encourage and build inclusive environments for a more productive community. Engaging and interactive, the workshop will provide participants tools to define what diversity, equity and inclusion means for themselves as faculty and staff on our campuses. The core question will be asked, "What obligation do we have towards providing an inclusive experience enhancing student persistence and completion?"

Weaving Liberation (Intermediate)

Facilitator: Yvette Murrell

Collective Liberation requires internal readiness that can be experienced somatically, witnessed, and practiced, then strategically acted upon in local and systemic ways. We must develop and deepen daily practices that promote, support and activate our humanity. We need these skills to be contributing, connected, whole human beings, both for our own personal liberation and to effect systemic liberation. Our very presence at WPC is an opportunity to be pivotal healers for our generation. In this intensive, we will challenge ourselves to practice liberation skills and strategies. You will learn two key models that underpin the liberation play and work; 1. Cycle of Belonging and Becoming and 2. "Composting" Stories. You will leave with the core beginnings of a Pre-biotic checklist to support your liberation practices. You will engage in theater games and story-telling techniques to support you having an embodied experience of weaving liberation. You will practice listening. At the end of the day, you will have concrete ways to hone and practice your own liberation skills. You will experience a deeper connection to yourself and others. You will be a more centered, grounded, strong, connected creator for social justice.

White on White: Communicating about Race and White Privilege Using Critical Humility (Intermediate) Facilitators: ECCW European-American Collaborative Challenging Whiteness

Are you feeling especially challenged by the newly unleashed white supremacy and polarization in the United States? Are you looking for an inviting place as a white activist to be challenged—and to be supported—in honing your communications skills with other white folks, especially about white supremacist consciousness, white privilege, racism, and intersectionality? We'll spend the day using experiential processes to practice what we call critical humility: a way of communicating with confidence while remembering that what we know is always evolving, and there is a lot we don't know. Focused on taking action, critical humility is a reflective process that can be applied both personally and institutionally. In small and large group processes, we'll try to discover gaps between our values and our actions, in order to help all of us do a better job with walking our talk. Our institute is based on our experience as white people and is designed primarily for other white people; however, we have planned

activities that we hope avoid injury for people of color and we welcome their participation.

White Privilege and Critical Race Theory (Beginner) Facilitator: Adrien Wing

Critical Race Theory is a progressive movement within the law that focuses not only on theory, but also on practical legal and political solutions to racism and subordination. This institute will use a critical race theory perspective to focus on how the law can deal with correcting white economic and educational privilege. This institute will emphasize strategies that organizations and individuals can use to press for legal change on the international, national, state and local levels. Topics such as health care, education, housing, employment, political change, the prison industrial complex, and environmental racism will be emphasized. Additionally, a special focus will be on battling white privilege and sexism that especially affects women of color. On the international level, a special emphasis will be placed on the Middle East and US Policy, including the treatment of Muslim women.

White Women: Internalized Sexism and White Superiority (Intermediate)

Facilitators: Ilsa Govan and Tilman Smith

While white women struggle with experiences of gender oppression, we also benefit from white privilege. In what ways do these two phenomena work together to create misunderstandings, missed collaborations, and acts of supremacy? In this institute we will use an interactive model to examine how our identities develop as we grow in our understanding of personal, institutional, and structural oppression.

(YAP) Youth Action Project: HS Students (Grades 9-12)

1 Day Exploration of White Privilege, manifestations of white supremacy, and an introduction to tools for dismantling “-isms” associated with White Supremacy. Youth will create their own methods to address white privilege in their schools and communities and engage in engaging dialogue

YAP - Youth Action Project (MS: Grade 6-8)

A basic 1 Day Exploration of White Privilege, and an introduction to tools for dismantling “-isms” associated with White Supremacy.

Half- Day Institute Saturday, March 23 1:00 – 6:00 PM

Advanced Facilitation Skills for People Navigating Difficult Conversations about Racism, White Privilege, and Oppression (Advanced)

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