

ACTIVITY 1: OPENING REFLECTION

PRIVILEGED GROUP		MARGINALIZED GROUP
Late 30's to 50's	A. AGE	Younger; Older
White	B. RACE	Person of color; Identify as Biracial, Multiracial
Male	C. SEX ASSIGNED AT BIRTH	Female; Intersex
Cisgender; Appearance and behaviors congruent with the gender binary system	D. GENDER IDENTITY AND EXPRESSION	Transgender; Gender Nonconforming; Gender Queer; Androgynous
Director, Manager, Supervisor	E. HIERARCHICAL LEVEL	Individual contributor
Heterosexual	F. SEXUAL ORIENTATION	Gay; Lesbian; Bisexual; Queer; Questioning
Upper class; Upper middle class; Middle class	G. SOCIAL CLASS	Working class; Living in poverty
Graduate or 4-year degree; Private school	H. EDUCATIONAL LEVEL, CREDENTIALS	High school degree; GED; First generation to college; Public school
Christian (Protestant; Catholic)	I. RELIGION AND SPIRITUALITY	Muslim, Jewish, Hindu, Agnostic, Atheist, Buddhist, Spiritual, Pagan...
U.S. born	J. NATIONAL ORIGIN	Born outside of the U.S.
Currently able-bodied	K. DISABILITY STATUS	Physical, mental, emotional, and/or learning disability; Autoimmune disease
Western European heritage	L. ETHNICITY/CULTURE	Non-Western European heritage
Fit society's image of attractive, beautiful, handsome, athletic	M. SIZE, APPEARANCE, ATHLETICISM	Perceived by others as too fat, tall, short, unattractive, not athletic
Use "standard" English	N. ENGLISH LITERACY	Use of "non-standard" English; Have an accent
Legally married in a heterosexual relationship	O. MARITAL STATUS	Single; Divorced; Widowed; Same sex partnership; Unmarried partnership...
Parent of children born within a 2-parent heterosexual relationship	P. PARENTAL STATUS	Unmarried parent; Do not have children; LGBTQ parents...
More years in the organization	Q. EXPERIENCE	New; Little experience in the organization
U.S. citizen	R. IMMIGRATION STATUS	Do not have U.S. citizenship; Undocumented
Suburban; valued region of the U.S.	S. GEOGRAPHIC REGION	Rural; Some urban areas... less valued region
Light skin; European/Caucasian features	T. SKIN COLOR; PHENOTYPE	Darker skin; Asian, African, Middle Eastern features
Nuclear family with 2 parents in a heterosexual relationship	U. FAMILY STATUS	Blended family; Single parent household; Foster family...
Extrovert; task oriented; analytical; linear thinker	V. WORK STYLE	Introvert; Process-oriented; Creative; Circular thinker

ACTIVITY 2: CONVENTIONAL V PARTICIPATORY

CONVENTIONAL GROUPS		PARTICIPATORY GROUPS
The fastest thinkers and most articulate speakers get more air time.	1	Everyone participates, not just the vocal few.
People interrupt each other on a regular basis.	2	People give each other room to think and get their thoughts all the way out.
Differences of opinion are treated as conflict that must either be stifled or "solved."	3	Opposing viewpoints are allowed to co-exist in the room.
Questions are often perceived as challenges, as if the person being questioned has done something wrong.	4	People draw each other out with supportive questions. "Is this what you mean?"
Unless the speaker captivates their attention, people space out, doodle or check the clock.	5	Each member makes the effort to pay attention to the person speaking.
People have difficulty listening to each other's ideas because they're busy rehearsing what they want to say.	6	People are able to listen to each other's ideas because they know their own ideas will also be heard.
Some members remain quiet on controversial matters. No one really knows where everyone stands.	7	Each member speaks up on matters of controversy. Everyone knows where everyone stands.
People rarely give accurate representations of the opinions and reasoning of those whose opinions are at odds with their own.	8	Members can accurately represent each others points of view– even when they don't agree with them.
Because they don't feel permission to be direct during the meeting, people talk behind each other's backs outside the meeting.	9	People refrain from talking behind each other's backs.
People with discordant, minority perspectives are commonly discouraged from speaking out.	10	Even in the face of opposition from the person in charge, people are encouraged to stand up for their beliefs.
A problem is considered solved as soon as the fastest thinkers have reached an answer. Everyone else is then expected to "get on board" regardless of whether they understand the logic of the decision.	11	A problem is not considered solved until everyone who will be affected by the solution understands the reasoning.
When people make an agreement, it is assumed that they are all thinking the exact same thing.	12	When people make an agreement, it is assumed that the decision still reflects a wide range of perspectives.

REFLECTION

Skim the **Conventional Groups** characteristics.
Choose one that you've experienced, and **write**
about how it affected you.

Skim the **Participatory Groups** characteristics
Choose one that you've experienced, and **write**
about how it affected you.

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COMMITMENT STATEMENT

Identify *one practice* from today's session that you can use in your own context. Write about how you might use it or what you might do next.

RESOURCES AND READING

Link to slides: <https://drive.google.com/file/d/12m9eKWs42R2wqW8qAtvI8-nEpbepXU1D/view?usp=sharing>

Affinity Mapping Protocol. http://schoolreforminitiative.org/doc/affinity_mapping.pdf

Anti-Oppression Resource and Training Alliance (AORTA). "Anti-Oppressive Facilitation for Democratic Process: Making Meetings Awesome for Everyone." Last updated June 2017, https://drive.google.com/file/d/1MKzLejIKZp_o4q0FJTMmLRxMuTtcUtJw/view?usp=sharing.

Bell, Lee Anne, Diane J. Goodman, and Rani Varghese. "Critical Self-Knowledge for Social Justice Educators," in *Teaching for Diversity and Social Justice*, edited by Maurianne Adams and Lee Anne Bell, Routledge, 2016.

Brookfield, Stephen D. *The skillful teacher: On technique, trust, and responsiveness in the classroom*. John Wiley & Sons, 2015.

Brown, Brené. *Dare to Lead: Brave Work, Tough Conversations, Whole Hearts*. Random House, 2018.

Cullinan, Renee. "Run Meetings That Are Fair to Introverts, Women, and Remote Workers." *Harvard Business Review*, April 29, 2016.

Green, Alison. "How Do I Get People to Talk in Meetings?" *The Cut*, Sept. 29, 2017. <https://www.thecut.com/2017/09/ask-a-boss-how-do-i-get-people-to-talk-in-meetings.html>

Kaner, Sam. *Facilitator's Guide to Participatory Decision-Making*. John Wiley & Sons/Jossey-Bass, 2014.

Maxwell, Kelly E., Nagda, Biren Ratnesh, and Monita C. Thompson, Eds. *Facilitating Intergroup Dialogues: Bridging Differences, Catalyzing Change*. Stylus: 2011.

McCandless, Keith, and Henri Lipmanowicz. *Liberating Structures: Including and Unleashing Everyone*. <http://www.liberatingstructures.com/>.

McRae, Mary B., and Ellen L. Short. *Racial and Cultural Dynamics in Group and Organizational Life: Crossing Boundaries*. Sage, 2009.

"Tools," *Training for Change*. <https://www.trainingforchange.org/tools/>.

USC Race and Equity Center. <https://race.usc.edu>

SUPPORT INDIGENOUS COMMUNITIES

Mapping Indigenous LA: <https://mila.ss.ucla.edu> - a UCLA project that engages scholars and community members in creating story maps that make visible both past and present stories of the indigenous peoples of the place now called Los Angeles.

Sogorea Te' Land Trust: <https://sogoreate-landtrust.org/purpose-and-vision> is an urban Indigenous women-led land trust based in the San Francisco Bay Area that facilitates the return of Indigenous land to Indigenous people.

We encourage you to learn about the land that you are on, and what you can do to support the work and aims of indigenous people.