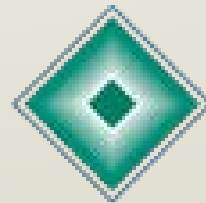


# **NASPA REGION II**

## **STRATEGIC INITIATIVES 2016-2018**

# **Bring Your “A” Game Resource Toolkit:**

**A Toolkit for becoming advocates, allies,  
accomplices & activists.**



**NASPA**

Region II

# NASPA Region II Bring Your "A" Game

## Subcommittee Chair:

**Maribel Rodriguez**

**Associate Director**

Campus Activities, Service and Leadership

William Paterson University

rodriguezma@wpunj.edu

973-720-3926

## Subcommittee Members:

**Peter Huu Tran**

**Residence Hall Assistant Director**

Residential Life & Housing Services

New York University

peterhuu.tran@nyu.edu

212-995-3002

**Molly Boylan**

**South Area Coordinator**

Residence Life Department

Villanova University

molly.boylan@villanova.edu

610-519-7209

**Dr. Yannick Ladson**

**Counselor**

Counseling Center

Community College of Philadelphia

yladson@ccp.edu

215-496-6132

# Introduction to Bring Your "A" Game Resource Toolkit

The NASPA Region II Bring Your "A" Game Subcommittee would like to acknowledge all of the wonderful contributions from higher education administrators, faculty, researchers, facilitators and trainers that will assist in deepening the capacity for becoming better advocates, allies, activists and accomplices for our students, offices, departments and services.

We based our Toolkit on the NASPA Region II core values of knowledge, leadership, collaboration, advocacy, community, equity and inclusion. The Bring Your "A" Game Resource Toolkit will include definitions of being an (advocate, ally, activist and accomplice), scholarly articles/journals, assessment/reflection tools and educational/development activities for administrators, faculty and staff.

Sincerely,

Maribel Rodriguez

William Paterson University  
NASPA Region II-Bring Your "A" Game Sub-committee Chair



**NASPA**

Region II

# Bring Your “A” Resource Toolkit

## Table of Contents

### Section 1:

Defining the “A” Game: Advocates, Allies, Activists and Accomplices

### Section 2:

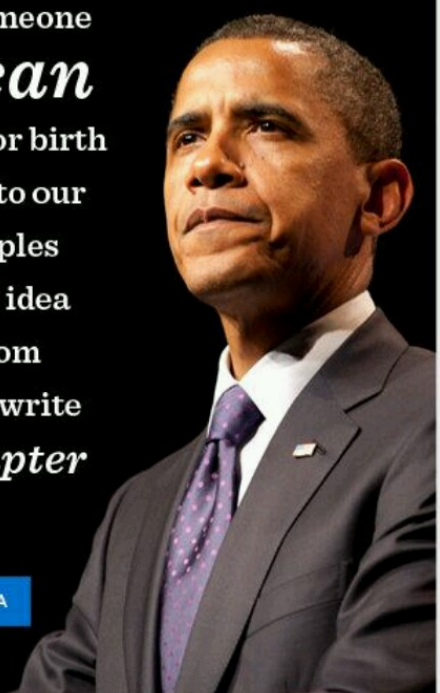
Scholarly articles, journals, and book referrals/resources

### Section 3:

Developmental Activities and Training Tools

### Section 4:

References and Citations

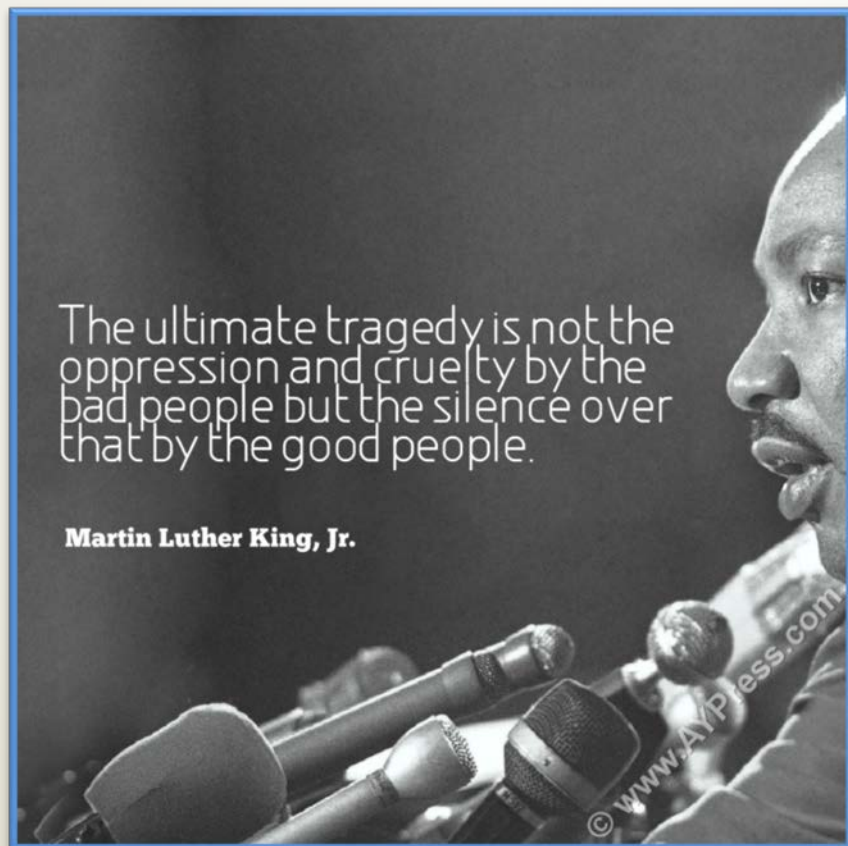


“What makes someone  
*American*  
isn’t just blood or birth  
but *allegiance* to our  
founding principles  
and *faith* in the idea  
that anyone—from  
anywhere—can write  
*the next chapter*  
of our story.”

- PRESIDENT BARACK OBAMA

# Section 1:

## Defining the "A" Game: Advocates, Allies, Activists and Accomplices



# Defining the A-Game

## A-Game Terms

## Literature

## Bring Your A Game

### Allies

An ally is a person who recognizes the unearned privilege they receive from society's patterns of injustice and take responsibility for changing these patterns (Bishop).

Student and professionals commonly undergo diversity training or a significant event to recognize their privileges. Allyship is beyond recognizing that there is inequity. Allies typically support people and causes oppressed by those in power.

### Advocates

An advocate is someone who speaks, writes, supports, or pleads in favor of a person, cause, etc.

Students and professionals alike can be an advocate for a person or a cause. This term usually relates to speaking in favor on behalf of a person or a cause.

### Activists

An activist is a person who campaigns for some kind of social change.

"Students engaged in activism reap educational benefits such as developing an inclination to continue their political participation well into mid-life and acquiring a greater sense of social responsibility and identity consciousness" (Barnhardt 2016)

### Accomplices

An accomplice is a cooperator or participator in combatting systematic oppression from the inside of an establishment

Accomplices are conspirators or participants within an established system who challenge the oppression within alongside with marginalized identities and communities.

## Section 2:

Scholarly articles, book referrals  
& resource links

UNTIL WE GET  
EQUALITY IN  
EDUCATION, WE  
WON'T HAVE AN  
EQUAL SOCIETY.

-Justice Sonia Sotomayor



# Online Articles

## A Harvard-Bound Freshman's Journey to Advocacy

By Julia Schmalz May 05, 2017

<https://www.chronicle.com/article/A-Harvard-Bound-Freshman-s/239976>

## A Welcoming Classroom

By James M. Lang SEPTEMBER 27, 2017

<https://www.chronicle.com/article/A-Welcoming-Classroom/241294>

## For Student Advocates, a Worrying Week of Departures From Obama-Era Policy

By Adam Harris JUNE 15, 2017

<https://www.chronicle.com/article/For-Student-Advocates-a/240362>

## The Urgent Plea of an Undocumented Trustee

By Katherine Mangan FEBRUARY 20, 2018

<https://www.chronicle.com/article/The-Urgent-Plea-of-an/242591>

## Berkeley Breaks Silence on Arrest of Undocumented Student

By Fernanda Zamudio-Suaréz JANUARY 08, 2018

<https://www.chronicle.com/article/Berkeley-Breaks-Silence-on/242188>

## Supporting Undocumented Students On Leadership: David W. Oxtoby

By Ian Wilhelm December 02, 2016

<https://www.chronicle.com/article/Supporting-Undocumented/238550>

## 'Ask Me': What LGBTQ Students Want Their Professors to Know

By Julia Schmalz September 03, 2015

<https://www.chronicle.com/article/Ask-Me-What-LGBTQ-Students/232797>

## It's Time to Speak Up for Your Gay and Transgender Students

By Kathryn Wymer JUNE 03, 2016

<https://www.chronicle.com/article/It-s-Time-to-Speak-Up-for/236710>

## 'We Are Ready to Thrive'

By Katherine Mangan AUGUST 23, 2017

<https://www.chronicle.com/article/We-Are-Ready-to-Thrive-/240989>

## How to Be an Ally to New Minority Scholars

By W. Brad Johnson APRIL 23, 2017

<https://www.chronicle.com/article/How-to-Be-an-Ally-to-New/239859>

## A New Era of Student Unrest?

By Nancy Thomas and Adam Gismondi

<https://www.insidehighered.com/views/2017/02/07/do-recent-student-demonstrations-signal-new-trend-activism-essay>



# Online Articles

## How Do You Create a Diversity Agenda?

By Beth McMurtrie MAY 15, 2016

<https://www.chronicle.com/article/How-Do-You-Create-a-Diversity/236427>

## Facing Anxiety:

### Students share how they cope and how campuses can help

By Julia Schmalz December 11, 2017

<https://www.chronicle.com/article/Facing-Anxiety/241968>

## Advancing Diversity and Inclusion in Higher Education: Key Data Focusing on Race and Ethnicity and Promising Practices

Office of Planning, Evaluation and Policy Development Office of the Under Secretary U.S. Department of Education

<https://www2.ed.gov/rschstat/research/pubs/advancing-diversity-inclusion.pdf>

## The Invisible Labor of Minority Professors

By Audrey Williams June NOVEMBER 08, 2015

<https://www.chronicle.com/article/The-Invisible-Labor-of/234098>

## A First-Generation Student's Survival Strategy: Work More, Sleep Less

By David Hernández JULY 02, 2017

<https://www.chronicle.com/article/A-First-Generation-Student-s/240476>

## Racial Disparities in Higher Education: an Overview

By Beckie Supiano NOVEMBER 10, 2015

<https://www.chronicle.com/article/Racial-Disparities-in-Higher/234129>

## Closing the Gap for First-Generation Students

By Kathleen McCartney APRIL 16, 2017

<https://www.chronicle.com/article/Closing-the-Gap-for/239795>

## How to Reach Out to First-Generation Students

By Brian Payne JANUARY 07, 2018

<https://www.chronicle.com/article/How-to-Reach-Out-to/242168>

## Students With Disabilities Are Largely Ignored by Colleges'

### Assault Prevention, Study Finds

By Bianca Quilantan JANUARY 31, 2018

<https://www.chronicle.com/article/Students-With-Disabilities-Are/242400>

## Embracing Student Activism

March 2, 2016

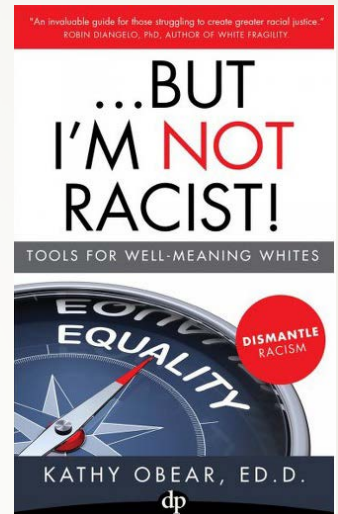
<https://www.higheredtoday.org/2016/03/02/embracing-student-activism/>

# A-Game Book List

## **But I'm Not Racist-Tools for Well-Meaning Whites**

by Dr. Kathy O'Bear

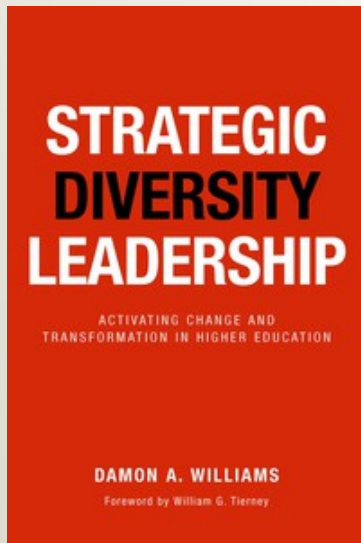
Who would you be if you were no longer afraid someone would call you racist? What impact could you have if you had proven tools and techniques to create greater racial justice in your organization? For the past two decades as a speaker and an executive coach, Dr. Kathy O'bear has helped thousands of whites find the courage to challenge and change the dynamics of racism in their organizations.



## **Strategic Diversity Leadership: Activating Change and Transformation in Higher Education**

by Damon A. Williams

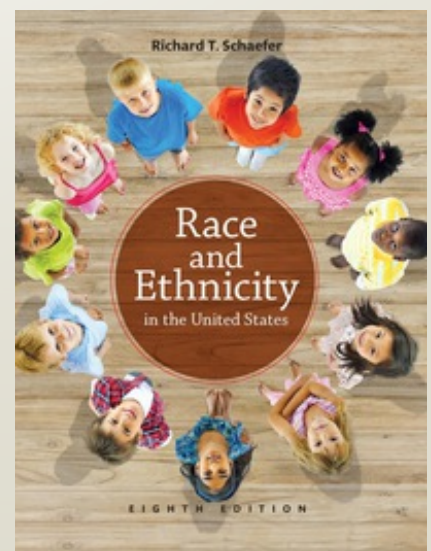
This book is intended for presidents, provosts, chief diversity officers or diversity professionals, and anyone who wants to champion diversity and embed its objectives on his or her campus, whether at the level of senior administration, as members of campus organizations or committees, or as faculty, student affairs professionals or students taking a leadership role in making and studying the process of change.



## **Race and Ethnicity in the United States**

by Richard T. Schaefer

The Eighth Edition discusses recent 21st century phenomena in diversity and immigration in the United States, including the rising number of Latino and Asian American youth and the continued discrimination of Native American populations. Providing a broad yet current assessment of our nation's immigration and multicultural patterns, the text serves as a comprehensive source for racial and ethnic studies.

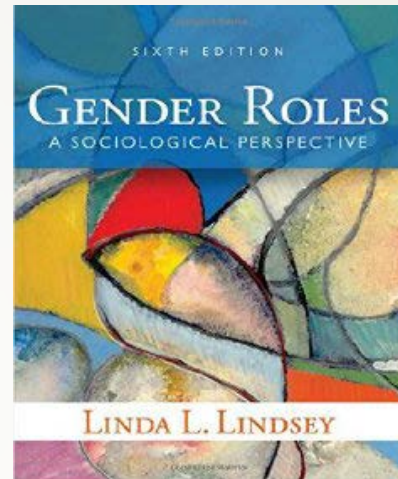


# A-Game Book List

## Gender Roles: A Sociological Perspective, 6th Edition

by Linda L. Lindsey

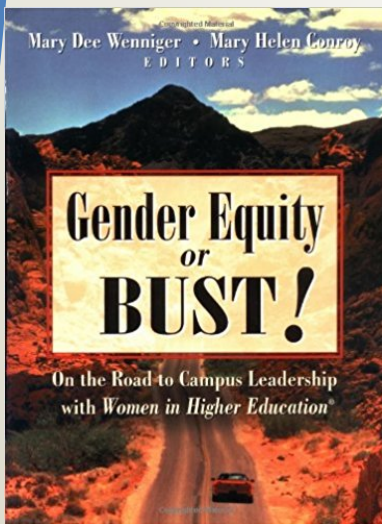
Offers a sociological perspective of gender that can be applied to our lives. Focusing on the most recent research and theory—both in the U.S. and globally—*Gender Roles, 6e* provides an in-depth, survey and analysis of modern gender roles and issues from a sociological perspective. The text integrates insights and research from other disciplines such as biology, psychology, anthropology, and history to help build more robust theories of gender roles.



## **Gender Equity or Bust!: On the Road to Campus Leadership with Women in Higher Education**

by Mary Dee Wenniger & Mary Helen Conroy

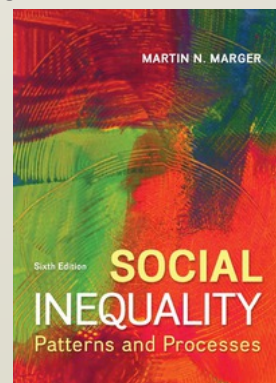
Gender battles still rage on most college and university campuses today. Its goal is to enlighten, encourage, empower, and enrage women administrators, faculty, and students in higher education. This book is a compendium of lively, hard-hitting articles from the successful newsletter. Its thematic sections blend serious commentary, research results, and practical advice with wry humor. Readers will find a broad view of recent progress as well as effective strategies from women who have changed the academy. Topics include women's leadership and management styles and strategies, valuing the self, sex and sexuality, playing politics, and much more.



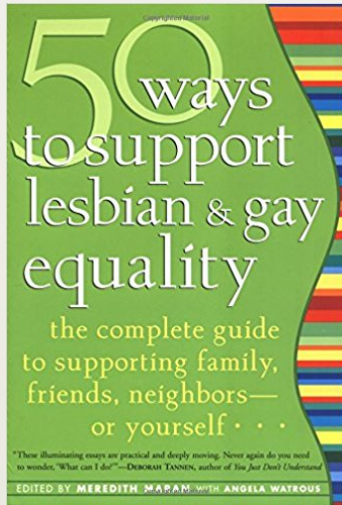
## **Social Inequality: Patterns and Processes**

by Marger, Martin

Social Inequality: Patterns and Processes introduces key concepts, theories, research findings, and trends associated with the major forms of social inequality. Students will gain a keen awareness of the subtle and often unseen ways in which inequality is structured, and how it impinges on virtually all facets of individual and group life. The 6th edition carries on the tradition of highly accessible and concise narratives, and includes extensive coverage of the latest issues in society both domestic and cross-nationally.



# A-Game Book List

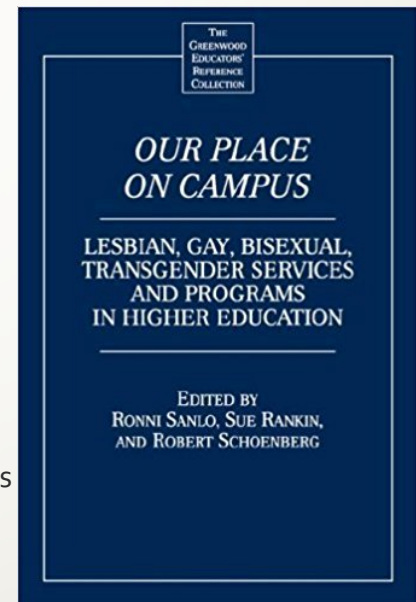


## **50 Ways to Support Lesbian and Gay Equality: The Complete Guide to Supporting Family, Friends, Neighbors or Yourself** by Meredith Maran (Editor) & Angela Watrous (Contributor)

Written by straight, gay, lesbian, bisexual, and transgendered people and those that care about them, 50 Ways to Support Gay and Lesbian Equality is a compendium of informative, joyful, practical and poignant essays by well-known experts and leaders, each promoting understanding while suggested simple actions.

## **Our Place on Campus: Lesbian, Gay Bisexual, Transgender Services and Programs in Higher Education (Greenwood Educators' Reference Collection)**

Lesbian, gay, bisexual, and transgender students arrive on campuses every year expecting their voices to be heard, their concerns acknowledged, and their needs met in a welcoming educational environment. The establishment of Lesbian, Gay, Bisexual, and Transgender Resource Centers on campuses has transformed colleges and universities into places where social justice prevails. This book provides guidelines for establishing and operating LGBT centers or program offices on their own campuses.



## **Out & About Campus: Personal Accounts by Lesbian, Gay, Bisexual & Transgender College**

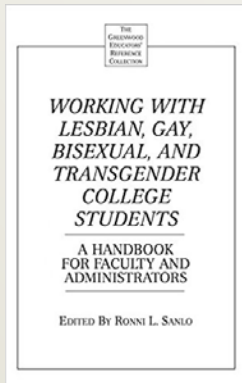
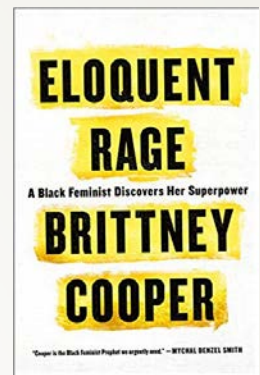
by Kim Howard (Editor) & Annie Stevens (Editor)

If there is one thread that binds the stories in this collection, it is the question of "How do you know?" "How do you know you're gay?" "How do you know who's safe to come out to?" "How do you know how to respond to hate?" "How do you know how to create change on campus?" These questions and a variety of others asked and answered in the following stories are the same questions many lesbian, gay, bisexual, transgender (LGBT), and questioning college students across the country ask.

# A-Game Book List

## Eloquent Rage: A Black Feminist Discovers Her Superpower by Brittney Cooper

This book argues that ultimately feminism, friendship, and faith in one's own superpowers are all we really need to turn things right side up again.



## Working with Lesbian, Gay, Bisexual, and Transgender College Students: A Handbook for Faculty and Administrators

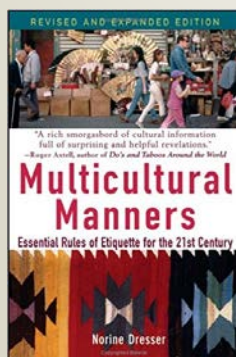
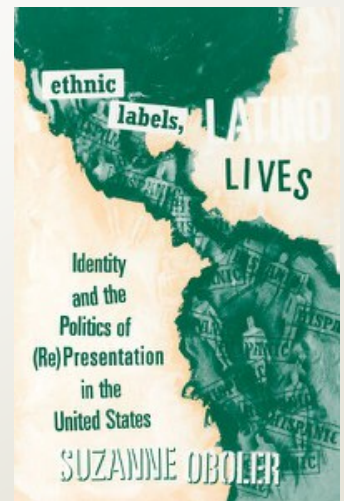
(The Greenwood Educators' Reference Collection)

This handbook is intended for faculty and administrators who wish to create a welcoming and safe environment for all lesbian, gay, bisexual and transgender students on our campuses. It will help readers, even those who may struggle personally with understanding non-heterosexual identities, gain a clearer understanding of the important issues facing these students.

## Ethnic Labels, Latino Lives: Identity and the Politics of (Re)Presentation in the United States

by Suzanne Oboler

Hispanic or Latino? Mexican American or Chicano? Social labels often take on a life of their own beyond the control of those who coin them or to whom they are applied. In "Ethnic Labels, Latino Lives" Suzanne Oboler explores the history and current use of the label "Hispanic", as she illustrates the complex meanings that ethnicity has acquired in shaping our lives and identities.



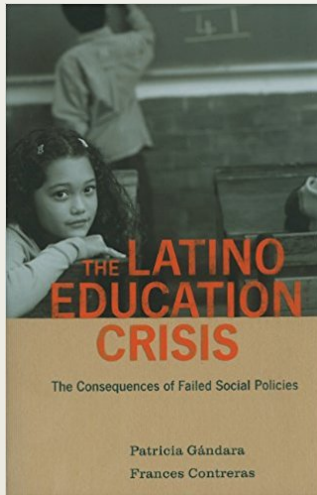
## Multicultural Manners: Essential Rules of Etiquette for the 21st Century 1st Edition by Norine Dresser

Both highly informative and entertaining, *Multicultural Manners* gives readers the understanding they need, the perfect words to say, and the correct behavior to use in a wide range of cross-cultural situations.

# A-Game Book List

## The Latino Education Crisis: The Consequences of Failed Social Policies

by Patricia Gándara & Frances Contreras

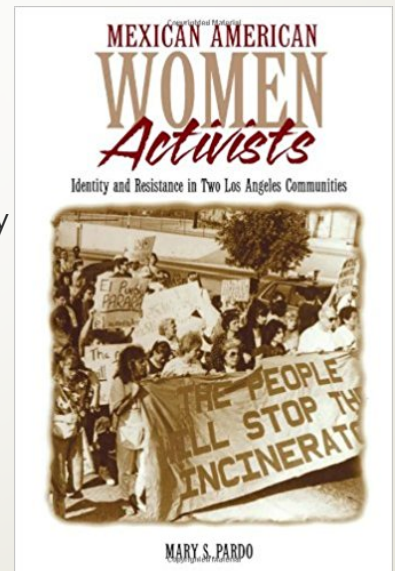


Will the United States have an educational caste system in 2030? Drawing on both extensive demographic data and compelling case studies, this powerful book reveals the depths of the educational crisis looming for Latino students, the nation's largest and most rapidly growing minority group. Richly informative and accessibly written, *The Latino Education Crisis* describes the cumulative disadvantages faced by too many children in the complex American school systems, where one in five students is Latino. Many live in poor and dangerous neighborhoods, attend impoverished and underachieving schools, and are raised by parents who speak little English and are the least educated of any ethnic group.

## Mexican American Women Activists

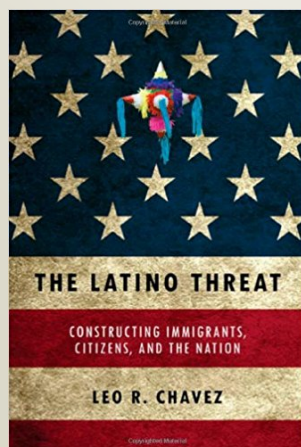
by Mary Prado

*Mexican American Women Activists* tells the stories of Mexican American women from two Los Angeles neighborhoods and how they transformed the everyday problems they confronted into political concerns. By placing these women's experiences at the center of her discussion of grassroots political activism, Mary Pardo illuminates the gender, race, and class character of community networking. She shows how citizens help to shape their local environment by creating resources for churches, schools, and community services and generates new questions and answers about collective action and the transformation of social networks into political networks.



## The Latino Threat Constructing Immigrants, Citizens, and the Nation, Second Edition

by Leo R. Chavez



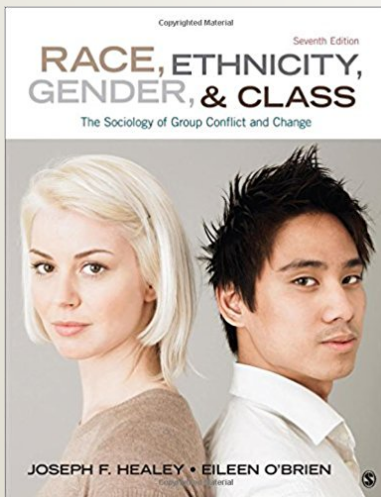
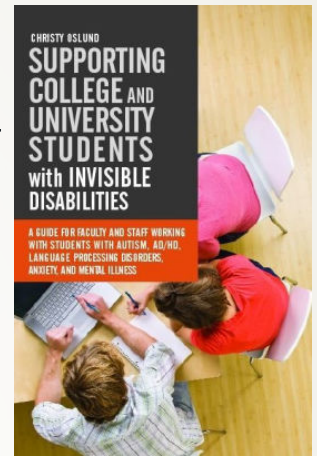
In this book, Leo R. Chavez contests this assumption's basic tenets, offering facts to counter the many fictions about the "Latino threat." With new discussion about anchor babies, the DREAM Act, and recent anti-immigrant legislation in Arizona and other states, this expanded second edition critically investigates the stories about recent immigrants to show how prejudices are used to malign an entire population—and to define what it means to be American.

# A-Game Book List

## Supporting College and University Students with Invisible Disabilities: A Guide for Faculty and Staff Working with Students with Autism, AD/HD, Language Processing Disorders, Anxiety, and Mental Illness

by Christy Oslund

This book facilitates a better understanding of the unique needs of these students and what their strengths and limitations may be. With ideas for adapting teaching methods, offering suitable accommodations, and improving institutional policy, this is vital reading for all university faculty and staff.



## Race, Ethnicity, Gender, and Class: The Sociology of Group Conflict and Change

7th Edition

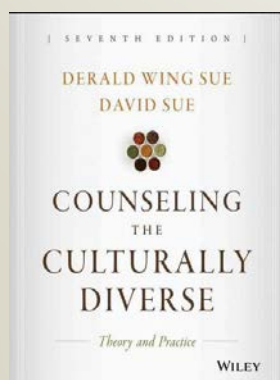
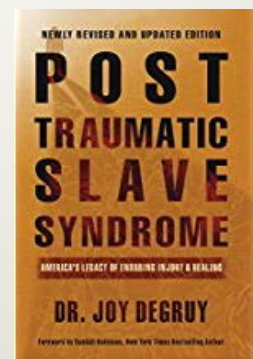
by Joseph F. Healey & Eileen O'Brien

Joseph F. Healey and Eileen O'Brien's **Race, Ethnicity, Gender, and Class, Seventh Edition** once again uses sociological theory to tell the story of race and other socially constructed inequalities in the United States with consistency and clarity. Through a vivid writing style and engaging pedagogical features, the authors ensure that readers engage with core concepts in a meaningful way.

## Post Traumatic Slave Syndrome: America's Legacy of Enduring Injury and Healing

by Joy a Degruy

*Post Traumatic Slave Syndrome* helps to lay the necessary foundation to ensure the well-being and sustained health of future generations and provides a rare glimpse into the evolution of society's beliefs, feelings, attitudes and behavior concerning race in America.



## Counseling the Culturally Diverse: Theory and Practice 7th Edition

By Derald Wing Sue and David Sue

*This book* is the new update to the seminal work on multicultural counseling. From author Derald Wing Sue – one of the most cited multicultural scholars in the United States – this comprehensive work includes current research, cultural and scientific theoretical formations, and expanded exploration of internalized racism.

## Resource Links

NASPA - Student Affairs Administrators in Higher Education

Dismantling Racism: Tools for Student Affairs Educators

American Society for Training and Development

ACPA, College Student Educators International

American Association of Colleges and Universities

Diversityinc.com

NTL, National Training Laboratory

Organization Development Network

National Gay and Lesbian Task Force

NCORE

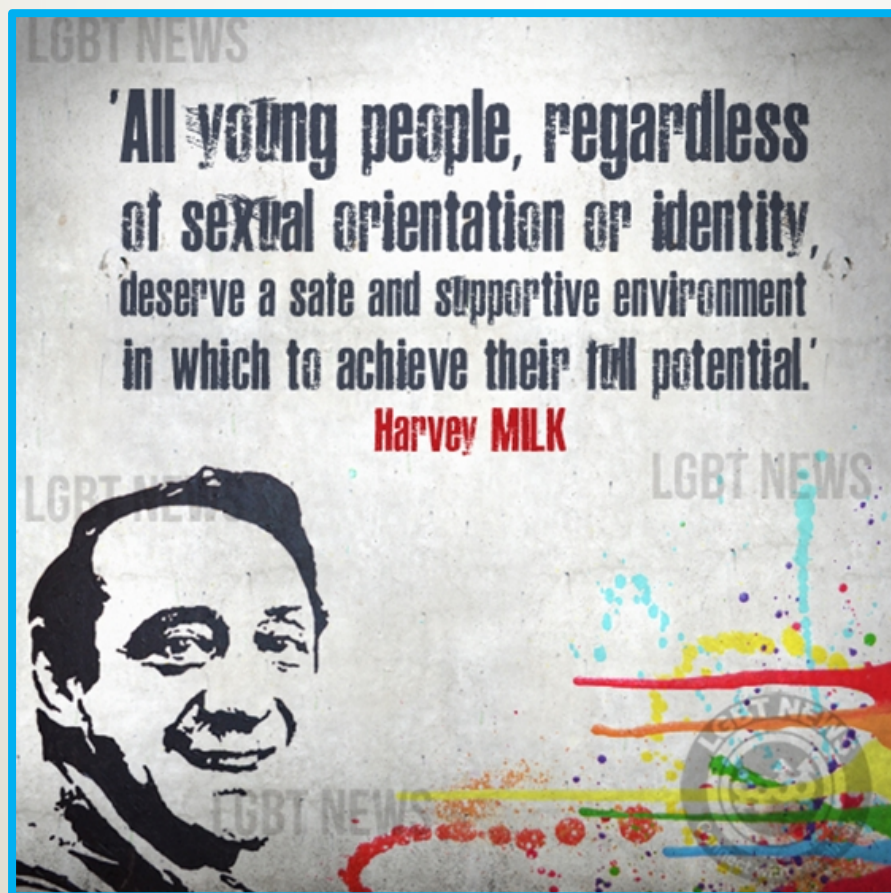
Social Justice Training Institute

White Privilege Conference



# Section 3:

## Developmental Activities and Training Tools



# Things You Should Know About Being An Ally

[www.mnsu.edu/lgbtc/handouts/how-to-ally.doc](http://www.mnsu.edu/lgbtc/handouts/how-to-ally.doc)

## ***The Four Basic Levels of Becoming an Ally:***

1. Awareness: Explore how you are different from and similar to members of the queer community. Gain this awareness through talking with gay, lesbian, bisexual and trans people, attending workshops and selfexamination.
2. Knowledge/Education: Begin to understand policies, laws and practices and how they affect gay, lesbian, bisexual and trans people. Educate yourself on the many communities and cultures of gay, lesbian, bisexual and transgender people.
3. Skills: This is an area which is difficult for many people. You must learn to take your awareness and knowledge and communicate it to others. You can acquire these skills by attending workshops, role playing with friends or peers, and developing support connections.
4. Action: This is the most important and frightening step. Despite the fears, action is the only way to effect change in the society as a whole.

## ***In Addition to the Four Levels Listed, The Following are Five Other Points to Keep in Mind:***

1. Have a good understanding of, and be comfortable with your own, sexual orientation, gender identity and gender expression.
2. Be aware of the coming out process and realize that it is not a one-time event. The coming out process is unique to the queer experience and brings challenges that are not often understood.
3. Understand that queer people receive the same messages about sexual orientation and gender identity as everyone else. Thus members of the community suffer from internalized homophobia, transphobia, and heterosexism. It is important to recognize the risks of coming out and to challenge the source of internalized oppression.
4. remember that queer people are a diverse group. Each community within the larger queer community has unique needs and goals.
5. Know at least basic information about AIDS/HIV in order to address myths and misinformation and to be supportive of those affected by this disease whether in themselves or in partners and friends. While AIDS/HIV is a health issue for all, those who live with the most fear and have lost the most are members of the queer community.

# **Strategies and Best Practices for Being An Effective Ally**

**\*\*Source: Adapted from 365-Day Odyssey through Sexual Orientation handbook\*\***

**Challenging attitudes and institutional practices that curtail the rights of all students underneath the LGBTQA umbrella require verbal tactics and strategies of intervention and interruption. Teachable moments are abound in the area of LGBTQA concerns because the general public is usually quite open about its anti-queer sentiments.**

**The following items are meant only as guides to how you might begin to be more inclusive of LGBTQA people, communities, issues, and concerns in your personal and institutional life.**

- Understand that heterosexism, transphobia and homophobia affect all of us and that one must work on ridding oneself of it - even if one identifies within the LGBTQA community.
- Heterosexism, homophobia and transphobia are also experienced cross-culturally.
- Assume that in any group there are LGBTQA people present. Use language that is inclusive and avoid using language that speaks to people as if being heterosexual and cisgender is the end all be all. Accept that LGBTQA people are part of the multicultural mosaic.
- In professional interactions with peers, students, professionals, and others, take an anti- heterosexist and anti-cisnormative stance. Make it known that you support, as the institution, the rights of LGBTQA people to express their identity openly if they choose.
- After assessing the risks, challenge and interrupt homophobic, heterosexist, cisnormative and transphobic remarks and behaviors. Take an educational approach. Ask for clarification. Question.
- Continue to educate yourself about sexual diversity, homophobia, heterosexism and transphobia, and their cultural, social, and political implications - e.g. attend campus programs, see films and TV shows, visit LGBTQA bookstores, read articles, and interact with LGBTQA students and colleagues.

# Strategies and Best Practices for Being An Effective Ally

\*\*Source: Adapted from 365-Day Odyssey through Sexual Orientation handbook\*\*

- If you are heterosexual and cisgender, learn (by doing) not to become defensive or distracted from your anti-heterosexist or anti-cisnormative stance at work when people "accuse" you of being queer simply because you have taken a pro-LGBTQA stance. If you are an LGBTQA person but are not out in your professional role, try not to let fears of exposure prevent you from taking an anti-heterosexist or anti-cisnormative stance.
- Accept that bisexuality is a viable sexuality and lifestyle rather than the posture of a confused person or a person who is rejecting a gay or lesbian identity.
- When an LGBTQA person comes out to you, be accepting and respond as you would to any other person who reveals important or sensitive information. Remember that it is okay to ask questions.
- Integrate LGBTQA concerns into the concerns of minority student communities.
- Resist privileging heterosexual and cisgender relationships and institutions in programs, services, classrooms, leisure time, and social activities.
- Understand why there is heterosexual and cisgender privilege.
- Be supportive when a LGBTQA person is upset or angry about discriminatory treatment.
- Respect a person's choice not to reveal their LGBTQA identity.
- Believe in yourself!
- Recognize that everyone, both allies and LGBTQA people alike, are the product of a heterosexist, cisnormative, homophobic and transphobic society.

# Strategies and Best Practices for Being An Effective Ally

\*\*Source: Adapted from 365-Day Odyssey through Sexual Orientation handbook\*\*

- Use the terms "gay", "lesbian", "bisexual", or "trans" and refrain as much as possible from using the term "homosexual" or "transsexual" in reference to LGBTQA people.
- Assume that making mistakes is part of the learning process of being an effective ally. Acknowledge and apologize for mistakes; learn from them, but do not retreat as an ally.
- Be an ally 100%; no deals; no strings attached.
- Have a good understanding of sexual orientation, gender identity and gender expression.
- Be aware of the coming out process and realize it is a lifelong process. The coming out process is unique to LGBTQA people and brings challenges that are not often understood.
- Understand that LGBTQA people receive the same messages about homosexuality, bisexuality and being trans\* as everyone else. Thus, LGBTQA people suffer from internalized homophobia, heterosexism and transphobia. It is important to recognize the risks of coming out and to challenge the internal oppression.
- Remember that LGBTQA people are a diverse group !No two queer people are exactly alike in their experiences as a queer person.
- Know at least basic information about AIDS/HIV in order to address myths and misinformation and to be supportive of those affected by this disease, whether in themselves or in partners and friends. Remember that AIDS/HIV is a health issue for all, not just LGBTQA people.

## More Training and Resources

<http://www.hrc.org/resources/category/transgender>

<http://www.glaad.org/transgender>

<http://transequality.org/Resources/index.html>

<http://mazzonicenter.org/>

[www.thesafezoneproject.com/resources](http://www.thesafezoneproject.com/resources)

# Don't just add the "T" without doing the work TAKE ACTION and be a Trans Ally

**Don't assume a gender identity** – It is extremely important to never assume you know a person's gender identity or pronouns. Just because a person presents themselves in a certain way does not necessarily mean that is the gender they identify with. NEVER assume. When in doubt, ask them. But do so in a private setting where they do not feel pressured to announce their identity to everyone in the room.

**Don't assume sexual orientation** – Do not assume a trans person is straight, gay, lesbian, bisexual, or any other sexual orientation. Like anyone else, respect how people choose to name themselves regardless of behavior or perceived orientation.

**Watch your language and use gender neutral language** – NEVER use the word "it" when referring to someone who is transgender. To do so is incredibly insulting and disrespectful. In general, be aware of the gender language you use and the implications of this language. If you are unsure of a person's pronouns, ask them in a private setting what they prefer to be called. If you are unable to ask in that moment, always use gender neutral pronouns (they/them) to avoid misgendering someone.

**Don't "out" someone** – Do not tell others that someone is trans without their permission. Also, do not assume that everyone knows. Some trans people pass very well and the only way someone would know be if they were told. If a trans person comes out to you, be sure to ask them when and where it is appropriate to use their preferred name and pronouns.

**Don't ask about surgical status** – Never ask a trans person if or when they are having surgery. Not every trans person is going to have or wants surgery. For those who choose to have surgery, many are extremely sensitive about their surgical status and/or their body's physical state.

Accordingly, questions about this should be avoided or, if medically necessary, asked very carefully. Moreover, this information should be considered confidential and is not something that a trans person is obligated to share or talk about. It is none of your business to know.

**Listen to trans\* voices** - The best way to be an ally is to listen to trans people themselves. Check out websites and books by trans people. Talk to trans folks in your community. All trans people are individuals and every trans person has their own individual experience and story. They are the experts on their own lives!

**Know your limitations** – You are human and not expected to know everything. Allow yourself to make mistakes and learn from those mistakes. Additionally, know a few resources to guide people to for additional information.

*\*\*Adapted from the Gender Education and Advocacy, Inc. flyer "Basic Tips for Service Providers working with transgendered people (2001), the George Mason University Safe Zone Program Training Manual, and the Trans@MIT "Action Tips for Allies of Trans People"\*\*\**

# Developing Effective Allies and Accomplices: Deepening Capacity to Choose Courage and Accountability

*Tanya O. Williams, Ed.D., Authentic Coaching and Consulting*  
www.tanyawilliams.org tanya@tanyawilliams.org

*Kathy Obear, Ed.D., The Center for Transformation & Change*  
kathy@drkathyobear.com www.drkathyobear.com

## Participants will deepen their capacity to:

- Assess your current practice and capacity to be an effective ally and accomplice
- Identify the common traps that undermine effective allyship
- Explore effective tools and approaches to develop the critical competencies to be a powerful partner in change efforts
- Identify strategies to accelerate the development and accountability of allies and accomplices on campus
- Reflect on the effectiveness of collaborative strategies and ally strategies to assess if they truly empower or disempower

**Adams, Bell and Griffin (2007) define social justice as both a process and a goal. *"The goal of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society that is equitable and all members are physically and psychologically safe and secure."* Adams, M., Bell, L. A., & Griffin, P. (Eds.). (2007). *Teaching for diversity and social justice: A sourcebook* (2nd ed.). New York, NY: Routledge.**

*\*Dr. Obear and Dr. Williams have granted permission to the NASPA A-Game Subcommittee to share materials from Developing Allies and Accomplices Webinar\**

# Checklist for Allies and Accomplices:

## Tools and Strategies to Increase Your Capacity and Effectiveness as Change Agents (A Place to Start)

**Directions:** Read each of the following and rate how often you effectively demonstrate these skills:

**1 = Never      2 = Rarely      3 = Occasionally      4 = Often      5 = Always**

1. Consistently track interactions and group dynamics: work to create balance of engagement among all members; and speak up when you notice exclusionary comments and behaviors.
2. Cultivate relationships with other members of privileged groups who actively work to dismantle oppression and create inclusive organizations. Talk honestly about where you get stuck and ask for feedback and coaching.
3. Continue to deepen your awareness about privilege and dominant culture, and how these operate in you, others, and organizations/systems.
4. Recognize and change in the moment when you are operating out of stereotypes, privilege, and/or dominant cultural beliefs.
5. Track patterns of negative differential treatment on members of marginalized groups and intervene to stop inappropriate actions and educate others.
6. Support others when they question or challenge uninclusive or disrespectful behaviors or policies so they are not alone. Recognize that marginalized group members have a far greater risk if they challenge and speak up.
7. Recognize and intervene when unconscious bias and prejudice are impacting opinions and decisions.
8. Continually learn more about the experiences of members of marginalized groups and oppression.
9. Recognize when members of marginalized groups might be reacting out of cumulative impact, and offer space to talk about issues and their experiences.
10. Analyze policies, programs, services, and practices to assess any differential negative impact on members of marginalized groups and shift practices to create change.
11. Track current utilization of services and assess the degree of satisfaction and usage by members of marginalized groups.
12. Regularly assess the climate and culture of organizations and analyze the data for any differential experiences from members of marginalized groups.

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Developed by Kathy Obear, Ed.D., Center for Transformation & Change

[Kathy@drkathyobear.com](mailto:Kathy@drkathyobear.com) [www.drkathyobear.com](http://www.drkathyobear.com)



# Checklist for Allies and Accomplices: Tools and Strategies to Increase Your Capacity and Effectiveness as Change Agents (A Place to Start)

13. Constantly track organizational activities to ensure fairness, respect, and inclusion for all people with respect to group dynamics, communication, task assignments, professional development opportunities, decision-making, conflict management, mentoring, networking, hiring and promotion, etc.
14. Ask questions to seek to understand BEFORE disagreeing or defending your position.
15. If your behavior has had an impact on a member of a marginalized group, avoid defensively talking about your intent. Instead, listen thoughtfully to their feelings and perspective; acknowledge the impact; make amends and change your behavior as needed.
16. In meetings and conversations, ask these questions, “How might this impact members of different marginalized groups?” “What perspectives and input might we be missing from different marginalized groups?”
17. Talk with members of privileged groups who seem to be colluding, “going along to get along” ~ help them consider the consequences of their actions and shift their behaviors.
- 18.
- 19.
- 20.

Developed by Kathy Obear, Ed.D., Center for Transformation & Change  
[Kathy@drkathyobear.com](mailto:Kathy@drkathyobear.com) [www.drkathyobear.com](http://www.drkathyobear.com)

# ***Self-Assessment: Critical Skills for Inclusion Practitioners***

Developed by Kathy Obear, Ed. D., 2014

**Directions:** Read each of the following and rate how often you currently practice these skills:

1= Never      2 = Rarely      3= Occasionally      4= Often      5= Always

## **A. Use an Inclusion Lens to both observe and respond effectively to group dynamics.**

- \_\_\_\_\_ 1. I intentionally notice/track the various privileged and marginalized group memberships of others during meetings, conversations, etc.
- \_\_\_\_\_ 2. I intentionally use an Inclusion Lens to notice/track how people interact with each other, including: whose ideas get attended; whose ideas are ignored/dismissed; who interrupts; who gets interrupted; who is given leadership; how much air time people use; how people react verbally and nonverbally as others share; how decisions get made, who has eye contact with whom; to whom do people direct their comments, etc.
- \_\_\_\_\_ 3. I describe the details or “facts” of what I observe/pan without judgment, assumption, interpretation or conclusions.
- \_\_\_\_\_ 4. I notice what issues of diversity are discussed effectively and which ones are ignored or not addressed productively.
- \_\_\_\_\_ 5. I introduce topics or issues related to diversity, equity, and inclusion that others do not seem to raise or bring up.
- \_\_\_\_\_ 6. I respond effectively when I notice stereotypic and/or exclusionary comments and behaviors in meetings.
- \_\_\_\_\_ 7. I am aware of how people may experience and interpret comments and nonverbal behaviors differently based upon their cultural perspective, and their experiences in their multiple privileged and marginalized groups.

## **B. Engage others effectively**

- \_\_\_\_\_ 8. I encourage group members to participate and engage them in the process.
- \_\_\_\_\_ 9. I use effective listening and communication techniques, including clarifying, paraphrasing, open-ended questions, etc.
- \_\_\_\_\_ 10. I use “Connecting Language” that bridges one person’s comments to another’s.
- \_\_\_\_\_ 11. I demonstrate empathy effectively.

# ***Self-Assessment: Critical Skills for Inclusion Practitioners***

Developed by Kathy Obear, Ed. D., 2014

- \_\_\_\_\_ 12. I am able to “relate in” and “see myself” in others to find compassion and make a connection with them, rather than judging them or distancing from them.
- \_\_\_\_\_ 13. I use silence effectively.
- \_\_\_\_\_ 14. I effectively use my tone of voice and nonverbal behavior to engage others.
- \_\_\_\_\_ 15. I use humor appropriately and effectively.
- \_\_\_\_\_ 16. I use self-disclosure and share feelings, thoughts, opinions, and personal experiences effectively.
- \_\_\_\_\_ 17. I acknowledge and appreciate people’s participation.
- \_\_\_\_\_ 18. I summarize discussions and make transitions effectively.
- \_\_\_\_\_ 19. I effectively move discussions along and keep the group focused and “on track.”
- \_\_\_\_\_ 20. I effectively include all members in the discussion.
- \_\_\_\_\_ 21. If I believe a member(s) has been overlooked or excluded I intervene to either indirectly bring them into the conversation or more directly note the group dynamic.
- \_\_\_\_\_ 22. I effectively find some relevant point in participant comments, even those that seem way off the topic.
- \_\_\_\_\_ 23. If I believe someone is on a tangent, I can effectively acknowledge their point, and redirect the conversation back to the group’s topic.
- \_\_\_\_\_ 24. I effectively help participants recognize assumptions and help them differentiate between observable facts and interpretations.
- \_\_\_\_\_ 25. I minimize how much I use the “telling” style, and maximize how often I pose questions or dilemmas to facilitate dialogue among group members.
- \_\_\_\_\_ 26. I easily “go with the flow” and am flexible with the agenda as I adjust to the needs of the group in the moment.
- \_\_\_\_\_ 27. I can “meet people where they are” and not demand or expect them to be farther along in their understanding or skill development.
- \_\_\_\_\_ 28. I effectively name and discuss group dynamics among members in the moment and use them as “teachable moments” to facilitate deeper understanding and learning.

# ***Self-Assessment: Critical Skills for Inclusion Practitioners***

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- \_\_\_\_\_ 29. I can “let go of the outcome” and “trust the process” knowing learning takes place even when I do not recognize it happening in the moment.

## **C. Facilitating discussions with an Inclusion Lens**

- \_\_\_\_\_ 30. I talk about the college’s commitment to diversity and inclusion.
- \_\_\_\_\_ 31. I state that it is everyone’s responsibility to help create a campus climate that is respectful and inclusive for all community members.
- \_\_\_\_\_ 32. I effectively discuss the common daily indignities and micro-aggressions that people from marginalized groups experience on campus.
- \_\_\_\_\_ 33. I effectively discuss specific behaviors and actions that help create an inclusive campus environment.
- \_\_\_\_\_ 34. I consistently demonstrate respect for all participants across privileged and marginalized group memberships.

## **D. Responding in “difficult dialogues” with an Inclusion Lens**

- \_\_\_\_\_ 35. I effectively navigate discussions where group members are feeling and expressing deep emotions, including anger, sadness, fear, frustration, hopelessness, etc.
- \_\_\_\_\_ 36. I am able to be “in the moment” ~ fully present and focused on what is happening in the group and in myself during difficult dialogues.
- \_\_\_\_\_ 37. I effectively respond to participant behaviors I believe are distracting, including dominating, interrupting, side-tracking, side conversations, etc.
- \_\_\_\_\_ 38. I acknowledge comments which sound inappropriate or triggering.
- \_\_\_\_\_ 39. I engage people in dialogue when I experience one of their comments as inappropriate or triggering.

# ***Self-Assessment: Critical Skills for Inclusion Practitioners***

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- \_\_\_\_\_ 40. I recognize that “resistance” and challenges from group members are often doorways to deeper understanding and learning for the group.
- \_\_\_\_\_ 41. I effectively navigate conflict and disagreement among group members.
- \_\_\_\_\_ 42. I respond effectively to challenges and engage “resistance” from group members without taking it personally or feeling deeply triggered.
- \_\_\_\_\_ 43. I can use triggering events as “teachable moments” for the group.

## **E. Use an Inclusion Lens to analyze current policies, practices, services, programs, and marketing/media**

- \_\_\_\_\_ 44. I recognize what identity groups will most likely have their needs met given a specific policy, practice or program.
- \_\_\_\_\_ 45. I recognize what identity groups might not have their needs met given a specific policy, practice or program.
- \_\_\_\_\_ 46. I recognize possible unintended negative differential impact across group memberships given a specific policy, practice or program.
- \_\_\_\_\_ 47. I track current utilization of programs and services within your area by group membership.
- \_\_\_\_\_ 48. I continually gather data about the impact, perceptions, and experiences of the programs, services, climate, etc., by group membership.
- \_\_\_\_\_ 49. I use these data to continually evaluate and revise current programs, services, practices, procedures, facilities, etc., to ensure inclusion for the full breadth of students, staff and faculty you served through our area.
- \_\_\_\_\_ 50. I create process maps of current programs, services, policies, procedures, norms, unwritten rules, etc., to identify where they currently create inclusion as well as areas needing greater equity.
- \_\_\_\_\_ 51. I identify the discretionary points where unintended bias could result in differential treatment and experiences in planning and decision-making processes, hiring and development practices, programs and services, policies, procedures, etc.

# ***Self-Assessment: Critical Skills for Inclusion Practitioners***

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\_\_\_\_\_ 52. I continually research national/international trends and promising practices from peer institutions and other campus departments.

## **F. My self-work as an Inclusion Practitioner**

\_\_\_\_\_ 53. I am aware of my biases, assumptions, and stereotypes for the full range of privileged and marginalized groups.

\_\_\_\_\_ 54. I continually interrupt, reframe, and unlearn my biases, stereotypes, and assumptions about members of privileged and marginalized groups.

\_\_\_\_\_ 55. I understand how my various privileged and marginalized group memberships impact how I am perceived and experienced by others.

\_\_\_\_\_ 56. I understand how my various privileged and marginalized group memberships impact how I make meaning of situations, and then how I react/respond.

\_\_\_\_\_ 57. I am aware of how my beliefs about "what is "effective" \_\_\_\_\_ has been influenced by my socialization and experiences in my multiple privileged and marginalized group memberships (i.e., communication styles, decision making practices, dialogue skills, conflict resolution, training, meeting management, supervision, advising...)

\_\_\_\_\_ 58. I continuously use an Inclusion Lens to self-reflect to examine my behaviors, assumptions, feelings, and attitudes and their impact on others.

\_\_\_\_\_ 59. I continually seek and utilize feedback about my behaviors and attitudes from members of privileged and marginalized; and utilize their input to improve my practice.

\_\_\_\_\_ 60. I am aware of my "early warning signals" that I am beginning to feel triggered.

\_\_\_\_\_ 61. I am able to notice and navigate my own triggered feelings of anger, fear, stress, grief, etc., so that I do not "work my issues on the group."

\_\_\_\_\_ 62. I am aware of my common triggers and their intrapersonal roots.

\_\_\_\_\_ 63. I actively do my work around my triggers: explore their roots; do my healing work; etc.

\_\_\_\_\_ 64. I actively expand my understanding of issues of diversity, equity, and inclusion.

Developed by Kathy Obear, Ed.D., Center for Transformation & Change

[Kathy@drkathyobear.com](mailto:Kathy@drkathyobear.com) [www.drkathyobear.com](http://www.drkathyobear.com)

# Privileged vs. Marginalized

## Privileged Groups

- Greater access to power and resources
- Make the rules
- Define what is normal, “right,” the “Truth”
- Assumed to be leader, smarter, competent...
- Given the benefit of the doubt
- Often unaware of privileged group membership and privilege
- Less aware about uninclusive/discriminatory treatment of marginalized group
- Are more comfortable with members of marginalized groups who share similar behaviors, appearance, and values to them
- Hold to privileged group cultural beliefs, often without examination
- Collude, and if challenge, risk being ostracized/punished
- Focus on “how far we’ve come”

## Marginalized Groups

- Less access to power and resources
- Often seen as less than, inferior, deficient...
- Often assimilate, collude, abide by the rules, try to fit in...
- Track the daily indignities they experience; very aware of oppression
- Punished if challenge the status quo
- Have their truth and experiences questioned and often invalidated
- Know more about members of privileged groups than privileged group members know about them
- Often struggle with finding a balance between who they are and who they are told they need to be to be “acceptable”
- Often struggle with finding their voice and speaking up to challenge
- Focus on “how far we need to go”

## Key Concepts of Privileged/Marginalized Group Dynamics

- Not always about numbers
- Visible and Invisible; Innate and Chosen
- Multiple Group Memberships
- Not always about individual behaviors or feelings
- You didn’t ask for it and you can’t give it back

\*Adapted from materials developed by Elsie Y. Cross Associates

# Privileged vs. Marginalized

<b>PRIVILEGED GROUP</b>		<b>MARGINALIZED GROUP</b>
Late 30's to 50's/early 60's	<b>1. Age</b>	Younger; Older
White	<b>2. Race</b>	Person of Color; People who identify as Biracial/Multiracial
Male	<b>3. Sex</b>	Female; Intersex
Cisgender	<b>4. Gender Identity</b>	Transgender; Gender Nonconforming; Gender Queer; Androgynous
President, Vice Presidents, Deans, Directors, Faculty, Supervisors	<b>5. Hierarchical Level</b>	Students, Graduate Teaching Assistants, direct service staff
Heterosexual	<b>6. Sexual Orientation</b>	Gay; Lesbian; Bisexual; Queer; Questioning
Upper class; Upper middle class; Middle class	<b>7. Social Class</b>	Working class; Living in poverty
Graduate or 4-year degree; highly valued school; private school	<b>8. Educational Level; Credential; Certificate</b>	High school degree; 1st generation to college; less valued school; public school
Christian (Protestant; Catholic)	<b>9. Religion/Spirituality</b>	Muslim, Jewish, Agnostic, Hindu, Atheist, Buddhist, Spiritual, LDS, Jehovah Witness, Pagan, ...
U.S. born	<b>10. National Origin</b>	"Foreign born;" Born in a country other than the U.S.
Not disabled	<b>11. Disability Status</b>	People with a physical, mental, emotional and/or learning disability; People living with AIDS/HIV+
"American;" Western European heritage	<b>12. Ethnicity/Culture</b>	Puerto Rican; Navajo; Mexican; Nigerian; Chinese; Iranian; Russian; Jewish...
Fit society's image of attractive, beautiful, handsome, athletic...	<b>13. Size, Appearance, Athleticism</b>	Perceived by others as too fat, tall, short, unattractive, not athletic...
Proficient in the use of "Standard" English	<b>14. English Literacy</b>	Use of "non-standard" English dialects; have an "accent"
Legally married in a heterosexual relationship	<b>15. Marital Status</b>	Single; divorced; widowed; same sex partnership; unmarried heterosexual partnership...
Parent of children born within a 2-parent heterosexual marriage	<b>16. Parental Status</b>	Unmarried parent; do not have children; non-residential parent; LGBTQ parents...
More years on campus	<b>17. Years of experience</b>	New; little experience on campus
U.S. citizen	<b>18. Immigration Status</b>	People who do not have U.S. citizenship, are undocumented
Suburban; valued region of U.S.	<b>19. Geographic region</b>	Rural; some urban areas...less valued region
Light skin; European/Caucasian features	<b>20. Skin color; phenotype</b>	Darker skin; African, Asian, Aboriginal features...
Nuclear family with 2 parents in a heterosexual relationship	<b>21. Family Status</b>	Blended family; single-parent household; grandparents raising grandchildren; foster family...
Extrovert; task-oriented; analytical; linear thinker	<b>22. Work Style</b>	Introvert; process-oriented; creative; circular thinker



# Privileged vs. Marginalized

Privileged Group members focus on:

Marginalized Group members focus on:

Individual Acts

Patterns

Focus on the individual

Systems/Culture

How far we have come

How far we need to go

Intent

Impact

## Dynamics of the Status Quo\*

### Changing the Status Quo\*

Recognize and shift collusion

Own group membership

Intentionally use Discretionary Power

Recognize Different impact

Demonstrate Distinguishing behavior

Move beyond "vs." and Either/or thinking to "Both/And"

Anticipate and engage cumulative impact

### Avoid Common Dialogue Pitfalls/Traps\*

PLEs (perfectly logical explanations)

Yea, but....

That happens to me/my group, too....

I know someone who...and they don't agree with you....

I don't see it that way; therefore, it doesn't really happen....

That doesn't happen to me...(so it doesn't exist)

Don't you think that...

You're overreacting...you're too sensitive...

He/she's a good person...they never meant to do that....

That was not my intent! You misunderstood me!

\*Adapted from materials developed by Elsie Y. Cross Associates

# What Could You Do? Discussion Topics

1. Over time you have noticed that most staff do not greet or interact with someone who uses a wheelchair like they do to others walking by.
2. You observe a someone asking a person you think might be multiracial or biracial, "What are you?"
3. You notice new staff members get talked over or ignored in discussions.
4. A staff member talks louder and more slowly when addressing someone from Korea.
5. You hear someone making fun of an "overweight" student.
6. You notice in team meetings, the men only talk to men; whites only talk to whites; and overlook, don't engage other members.
7. During a discussion about how to celebrate the end of the fall semester, several staff are pushing the idea of a Secret Santa party to celebrate Christmas. You notice a few student staff look down or seem restless.
8. You hear a staff member asking someone who they think is Asian, "Where are you from? And where did you learn to speak English so well?"
9. Someone is writing, "That's so gay!!" on the bulletin board.
10. You notice a male staff member standing really close to a female staff member. As she backs away, the male staff member moves closer.
11. You overhear a staff member discussing what accommodations that they will need in the workplace, and the manager seems distracted and frustrated.
12. You notice that some staff members seem to react negatively when they see a woman wearing a veil/hijab on campus.
13. A student talks about being LGBTQ and a staff member says, "I'll pray for you."
14. You notice that the activities planned for alumni always require individuals to pay what seems to you as a high fee.
15. You see a U.S.-born staff member approach an international student and ask him to teach them swear words in his native language.
16. A staff member continues to call two student workers by the wrong names, confusing them for each other even though they look nothing alike; except they both are men of color.
17. A manager refuses to use the personal pronouns and name of a transgender staff member.
18. You notice some staff regularly looking women up and down, staring at their breasts.
19. A manager doesn't agree with a staff member and seems to raise their voice to silence them and end the conversation.

# What are Your Inclusion Values and Intentions?

Developed by Kathy Obear, Ed.D., Center for Transformation & Change  
Kathy@drkathyobear.com www.drkathyobear.com

- create greater inclusion
- leave people feeling whole
- engage in respectful dialogue
- do no harm
- “go with the flow;” trust the process
- deepen learning and growth
- meet the people “where they are” without judgment
- use the triggering moment to deepen understanding
- relate in, connect to the person
- create space for honest, authentic dialogue; sharing of feelings, perceptions
- invite people to learn from the situation
- model the social justice behaviors you espouse: authenticity, empathy, self- reflection, engagement...
- deepen understanding across differences
- identify deeper issues fueling feelings, perceptions and behaviors
- create safety for the expression of differing viewpoints
- treat others with respect and dignity
- encourage more people to engage in the dialogue
- support people to disagree with each other in respectful ways
- model effective recovery skills after making an inappropriate comment or when your behavior results in negative impact
- identify inappropriate behaviors and explore the negative impact
- interrupt unproductive, inappropriate behaviors and group dynamics
- build a “bridge” and a connection with the other person
- encourage identity development and growth
- demonstrate compassion and empathy

(continued on next page)

# What are Your Inclusion Values and Intentions?

Developed by Kathy Obear, Ed.D., Center for Transformation & Change

Kathy@drkathyobear.com www.drkathyobear.com

## Have You Ever Had These Less Productive Intentions?

- win the argument
- get even; get them back
- to be right; prove the other person wrong
- to prove you are competent, smart
- assert your power and authority
- gain status and prestige; be admired
- be in control
- intimidate the other person
- "put them in their place," shut them down
- punish the other person
- embarrass or put down the other person
- make them feel the pain and hurt you feel
- change the other person's views, feelings or behaviors
- to make people learn
- trick and "out fox" the other person
- avoid confrontation and conflict
- keep the conversation "under control"
- avoid intense emotions: in self and others
- make everyone feel happy and harmonious
- avoid feeling or being viewed as "incompetent"
- control how others feel about you
- To seen as a "good one," an ally
- use the current opportunity to "right the wrongs" you experienced in your past
- change the other person to account for times you either didn't or couldn't change oppressive people earlier in your life
- ignore them
- seek approval of others
- to be liked, to fit in

# The Social Change Model of Leadership Development

## Summary excerpted from: The Social Change Model of Leadership Development Guidebook Version III.

### THE MODEL:

In understanding the leadership model presented here, it is necessary to assume that a "leadership development group" has been formed and that the group intends to engage in some form of change-action project as the primary vehicle for developing leadership skills.

### BASIC PREMISES:

The model is inclusive in that it is designed to enhance the development of leadership qualities in all participants- those who hold formal leadership positions as well as those who do not - and to promote a process that is inclusive and actively engages all who wish to contribute.

- Leadership is viewed as a process rather than as a position.
- The model explicitly promotes the values of equity, social justice, self-knowledge, personal empowerment, collaboration, citizenship, and service.
- Service provides a powerful vehicle for developing student leadership capabilities in a collaborative environment. Learning happens by "making meaning" of life experiences.
- While the model was initially designed to assist professionals in the field of student affairs who are engaged (or wish to engage) in facilitating leadership development among students, we have come to realize that it can also be useful to faculty and academic administrators or to students who are interested in undertaking leadership development projects on their own.
- The model is only one of the many possible models of leadership development. It is presented as a working framework that is subject to regular revision and refinement based on the experience of those who use it. Practitioners and students may very well find certain elements in the model to be more applicable or relevant than others. Moreover, different types of institutions may need to make some modifications in accordance with their institutional missions.
- The model has two primary goals:
  - To enhance student learning and development; more specifically, to develop in each student greater:

Self-knowledge: understanding of one's talents, values, interests, especially as these relate to the student's capacity to provide effective leadership.

Leadership Competence: the capacity to mobilize oneself and others to serve and work collaboratively.

To facilitate positive social change at the institution or in the community. That is, to undertake actions which will help the institution/community to function more effectively and humanely.

# The Social Change Model of Leadership Development

Since our approach to leadership development is embedded in collaboration and concerned with fostering positive social change, the model examines leadership development from three different perspectives or levels:

The Individual: What personal qualities are we attempting to foster and develop in those who participate in a leadership development program? What personal qualities are most supportive of group functioning and positive social change?

The Group: How can the collaborative leadership development process be designed not only to facilitate the development of the desired, individual qualities (above), but also to affect positive social change?

The Community/Society: Toward what social ends is the leadership development activity directed? What kinds of service activities are the most effective in energizing the group and in developing desired personal qualities in the individual?

Through many hours of discussion and debate, it became clear that values were at the core of what we considered to be the critical elements in our leadership development model. In addition to Change, the "hub" around which our evolving model was being developed, there were seven other critical values about which we could agree:

- Collaboration
- Consciousness of Self & Others
- Commitment
- Congruence
- Common Purpose
- Controversy with Civility
- Citizenship

Since it happens that there are seven values on this list and they all begin with the letter "C," they are dubbed the "7 C's" of leadership development for social change. These values, in turn, can be organized within the three levels of the model (Figure 1), as follows:

## **Individual Values**

- Consciousness of Self & Others
- Congruence
- Commitment

## **Group Process Values**

- Collaboration
- Common Purpose
- Controversy with Civility

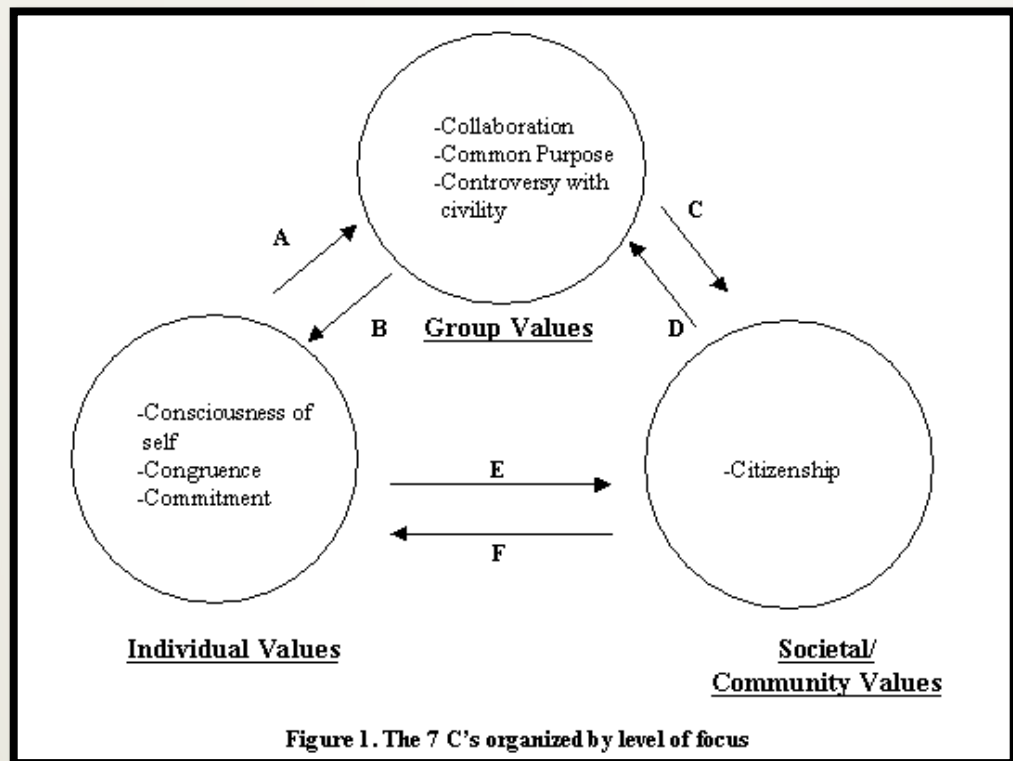
## **Community/Societal Values**

- Citizenship

## **CHANGE**

CHANGE, of course, is the value "hub" which gives meaning and purpose to the 7 C's. Change, in other words, is the ultimate goal of the creative process of leadership - to make a better world and a better society for ourself and others.

# The Social Change Model of Leadership Development



## Following are brief definitions of each of the "Seven C's."

- ***Consciousness of Self & Others*** means being aware of the beliefs, values, attitudes, and emotions that motivate one to take action.
- ***Congruence*** refers to thinking, feeling, and behaving with consistency, genuineness, authenticity, and honesty towards others. Congruent persons are those whose actions are consistent with their most deeply-held beliefs and convictions. Clearly, personal congruence and consciousness of self are interdependent.
- ***Commitment*** is the psychic energy that motivates the individual to serve and that drives the collective effort. Commitment implies passion, intensity, and duration. It is directed towards both the group activity as well as its intended outcomes. Without commitment, knowledge of self is of little value. And without adequate knowledge of self, commitment is easily misdirected. Congruence, in turn, is most readily achieved when the person acts with commitment and knowledge of self.

# The Social Change Model of Leadership Development

## Following are brief definitions of each of the "Seven C's."

•**Collaboration** is to work with others in a common effort. It constitutes the cornerstone value of the group leadership effort because it empowers self and others through trust. Collaboration multiplies group effectiveness by capitalizing on the multiple talents and perspectives of each group member and on the power of that diversity to generate creative solutions and actions. Collaboration empowers each individual best when there is a clear-cut "division of labor."

•**Common Purpose**

means to work with shared aims and values. It facilitates the group's ability to engage in collective analysis of the issues at hand and the task to be undertaken. Common purpose is best achieved when all of the members in the group share in the vision and participate actively in articulating the purpose and goals of the leadership development activity. Recognizing the common purpose and mission of the group helps to generate the high level of trust that any successful collaboration requires.

•**Controversy with Civility**

recognizes two fundamental realities of any creative group effort: that differences in viewpoint are inevitable, and that such difference must be aired openly but with civility. Civility implies respect for others, a willingness to hear each other's views, and the exercise of restraint in criticizing the views and actions of others. This is best achieved in a collaborative framework and when a common purpose has been identified. Controversy (conflict, confrontation) can often lead to new, creative solutions to problems, especially when it occurs in an atmosphere of civility, collaboration, and common purpose.

•**Citizenship**

is the process whereby the individual and the collaborative group become responsibly connected to the community and the society through the leadership development activity. To be a good citizen is to work for positive change on behalf of others and the community. Citizenship thus acknowledges the interdependence of all who are involved in or affected by these efforts. It recognizes that the common purpose of the group must incorporate a sense of concern for the rights and welfare of all those who might be affected by the group's efforts. Good citizenship thus recognizes that effective democracy involves individual responsibility as well as individual rights.

Summary excerpted from the Social Change of Leadership Development Guidebook Version III.

Retrieved from:

[https://www.cmich.edu/ess/ResLife/Leadership\\_Opportunities/Leadership\\_Camp/Pages/Social\\_Change.aspx](https://www.cmich.edu/ess/ResLife/Leadership_Opportunities/Leadership_Camp/Pages/Social_Change.aspx)



# Tornado Warning

## Roles in Social Change Activity

*Here's a tool to learn about the roles of social change activists: **Citizens, Change Agents, Rebels, and Reformers.** Its goal is to build appreciation of the different roles, gaining empathy for all roles and different approaches to change.*

### The Scenario Instructions

While you're hearing this scenario, think about the kind of response you'd make. Where are you immediately drawn in this situation?

### The Scenario

In a Midwestern city in the US, a major tornado hits and knocks down a big manufactured home park. Almost forty people are still unaccounted for, and might be trapped in the rubble. The city's response is terribly inadequate – both in terms of preparation for a disaster like this, and in terms of execution of its flawed plan. State and federal offices have the resources to respond, but are not adequately mobilized. The bungled relief effort highlights a number of broader issues about how the government at all levels responds, especially to working poor Midwesterners.

How do you change this dreadful situation? Take a quick moment to think what you would do if you lived in that city.

You will be presented with four possible actions for this scenario. Please move to the corner of the action that you connect with most. You must choose one and be prepared to defend your stance with your group. First listen to them all, and then think about which reaction you are most likely to take.

# Tornado Warning

## Roles in Social Change Activity

### SOCIAL CHANGE ROLE PLAY ACTIVITY

#### Possible actions:

1. People could be dying under the rubble and need help immediately. We should go to the park right now and try to help the rescue efforts. Even if we can't help them, there are probably children who need care and could use our help.
2. We need to get on city hall's case right away, and see what is keeping the authorities from doing their jobs. We know they could get the state and the feds in here right away. There are systems in the city and we need to make sure everyone has tried all the options.
3. We need to get people together to plan an action about all the needs that aren't getting met. What can the churches do? What can the Rotarians and the Chamber of Commerce do? We should bring together the people who are suffering and allies together to put pressure on government to change the situation.
4. We can't let the government abuse people like this! Where's the governor and mayor? We need to raise our voices so they and the public can hear our outrage! Let's go camp on the state capitol grounds until he asks for a disaster declaration and gets the disaster relief funds flowing. We'll dramatize the loss of homes by setting up tents right, where he has to look at them every day!

#### Discussion Questions:

With the people in your group, please discuss the following:

- Why are you select scenario role?
- What do you think about the other possible actions?
- How is this particular role critical in making social change happen?
- From your position, what concerns you when working with someone from one of the other positions?
- What would you say to the other roles about working with you?

# Tornado Warning

## Roles in Social Change Activity

**Scenario 1: Helper**  
**Scenario 2: Advocate**

**Scenario 3: Organizer**  
**Scenario 4: Rebel**

### TRAINING FOR CHANGE *HANDOUT*

WWW.TRAININGFORCHANGE.ORG

#### Four Roles in Social Change

#### Helper

##### EFFECTIVE

- ▶ Assists people in ways that affirm their dignity and respect
- ▶ Shares skills and brings clients into decision-making roles
- ▶ Educates about the larger social system
- ▶ Encourages experiments in service delivery which support liberation

##### INEFFECTIVE

- ▶ Believes charity can handle social problems, or that helping individuals can change social structures
- ▶ Focuses on casualties and refuses to see who benefits from victimization
- ▶ Provides services like job training which simply give some people a competitive edge over other people, without challenging the scarcity which gives rise to competition

#### Rebel

##### EFFECTIVE

- ▶ Protests: says “no!” to violations of positive American values
- ▶ Employs nonviolent direct action and attitude, including civil disobedience
- ▶ Targets power-holders and institutions
- ▶ Puts problems & policies in public spotlight
- ▶ Uses strategy as well as tactics
- ▶ Does work that is courageous, exciting, risky
- ▶ Shows in behavior the moral superiority of movement values

##### INEFFECTIVE

- ▶ Promotes anti-leadership, anti-organization rules and structure
- ▶ Attached to an identity as lonely voice on society’s fringe
- ▶ Uses tactics without realistic strategy
- ▶ Has victim attitude, behavior: angry, judgmental, dogmatic
- ▶ Uses rhetoric of self-righteousness, absolute truth, moral superiority
- ▶ Can be strident: personal upset more important than movement’s needs

#### Advocate

##### EFFECTIVE

- ▶ Uses mainstream institutions like courts, city hall, legislatures to get new goals and values adopted
- ▶ Uses lobbying, lawsuits, elite networking/coalition-building for clearly-stated demands, often backed by research
- ▶ Monitors successes to make sure they are implemented

##### INEFFECTIVE

- ▶ “Realistic politics”: promotes minor reforms acceptable to power-holders
- ▶ Promotes domination by top-down professional advocacy groups
- ▶ More concerned with organization’s status than the goal of their social movement
- ▶ Identifies more with powerholders than with grassroots
- ▶ Does not like paradigm shifts

#### Organizer

##### EFFECTIVE

- ▶ Believes in people power: builds mass-based grassroots groups, networks
- ▶ Nurtures growth of natural leaders
- ▶ Chooses strategies for long-term movement development rather than focusing only on immediate demands
- ▶ Uses training to build skills, democratize decisions, diversify and broaden organization and coalitions
- ▶ Promotes alternatives and paradigm shifts

##### INEFFECTIVE

- ▶ Has tunnel vision: advocates single approach while opposing those doing all others
- ▶ Promotes patriarchal leadership styles
- ▶ Promotes only minor reform
- ▶ Stifles emergence of diversity and ignores needs of activists
- ▶ Promotes visions of perfection cut off from practical political and social struggle

*From Bill Moyer’s Doing Democracy*

# Activities to Discuss Cultural Backgrounds and Ethnicities vs. Stereotypes

## DECISIONS AT EU (EQUALITY UNIVERSITY) – FACILITATORS GUIDE

### DECISIONS AT EU – FACILITATORS GUIDE

This exercise can be used in several contexts: to discuss ethical decision-making, diversity, class, conflict resolution and/or communication. As a diversity exercise it is meant to get students to think about difference without overtly attaching race or gender. This activity usually starts a rousing discussion among students and can be very thought provoking.

Have a volunteer read the scenario out loud. Ask if there are any questions.

Have each participant complete the activity individually (up to 10 minutes)

Once individual decisions are made, depending on group size, split into smaller groups (no more than 10 per group)

Within their group they must agree on 6 students to accept, 2 to waitlist and 2 to reject. They must decide by full consensus. NO voting, everyone must agree on the group's decision. (up to 20 minutes)

While the group(s) process the activity, walk around to observe what's being discussed.

Things for the facilitator(s) to note:

- Groups that are having difficulty with the decisions

- Groups that come to the decision quickly

- Students who make inappropriate or biased statements

- The method used to reach consensus

Again depending on the number of participants ask each small group to share their decision with the larger group. (Optional: Write down the responses on a board for all to see and compare group decisions.)

Areas to point out to participants: There are no right or wrong answers, tough decisions are made every day with respect to employment, education, etc. Real admissions committees do not normally have this level of detail on applicants.

There is no race or gender attached to the students because in some way we can each identify with one or more of these students – or know someone who does. Wrap up any final details.

# Activities to Discuss Cultural Backgrounds and Ethnicities vs. Stereotypes

## DECISIONS AT EU – FACILITATORS GUIDE

### Possible Discussion Questions:

Opinions on Activity

Who was the easiest student to accept? Why?

Who was the most difficult student to reject or waitlist? Why?

Do you have any suggested alternatives for those who were waitlisted or rejected?

Did you attach race or gender to any of the participants? Why?

If race or gender were explicitly stated in the exercise would this information influence your decision?

Did you feel guilty about your decisions? Why or why not?

Opinions on Diversity

Why do you think it is important to have people of diverse backgrounds in a university?

Why is it important to admit students who aren't necessarily EU material?

Based upon your Committee's decisions do you think EU will be a more diverse institution? Why or why not?

Process Feelings:

What are you feeling right now?

What emotions did you feel while doing the exercise?

How does it feel to have this level of power?

How does an activity like this one impact your life as a student?

In this activity what role did you take on: peacemaker, leader, or observer?

Thinking Critically/Real life Comparisons

Do you think the decisions required in this exercise require that you consider your own ethical/moral standards?

Has there been a time in your life where you've had to make a decision that may have been popular but not necessarily ethical? How did you handle that situation and your own emotions?

Have you ever been in a situation where you felt that you were being scrutinized in a similar fashion (i.e., job interview, school interview, etc.)? How does that compare or contrast to this activity?

# Activities to Discuss Cultural Backgrounds and Ethnicities vs. Stereotypes

## DECISIONS AT EU – STUDENT ACTIVITY

### DECISIONS AT EU

You are a member of the Admissions Committee at Equality University (EU) a selective, private 4-year institution in New Jersey. Each year EU receives 2,000 applications but only accepts 500 students. The Committee has been meeting twice per week for the last month and you are down to the last 10 applications. You are preparing to mail out the admittance letters to next year's incoming freshman class. The fate of the final 10 students is in your hands. Normally the Committee interviews candidates, but because of time constraints, you were not able to interview any of these applicants and are basing your decision solely on their written applications. EU has been accused of discriminatory admissions practices over the last two years. The University President has issued an executive order for the Admissions Committee to be more inclusive in its acceptances. EU's non-discrimination policy is as follows: *"No person may be denied admission to the University because of race, color, religion, age, national origin, gender, sexual orientation, handicap and disability, or veteran's status."*

The Admissions Committee claims to abide by the University's basic admission standards (listed below), however the Committee has been known to unofficially base its decisions on students who appear to be conservative "EU material".

The Committee now must decide to admit 6 students, put 2 on the waiting list and reject 2. Your decisions are very important since EU is the only school that each of the students has applied to and the results will impact their future. You cannot reach a decision by voting or ranking the candidates but by group consensus. The Committee should be prepared to defend its decisions to the rest of the university community if necessary.

Equality University's Admissions standards:

SAT Minimum Score: 1000

High School Average: B+

# Activities to Discuss Cultural Backgrounds and Ethnicities vs. Stereotypes

## DECISIONS AT EU (EQUALITY UNIVERSITY) – STUDENT ACTIVITY

### APPLICANT DATA SHEET

**Applicant 1:** Medical school hopeful. From a well-to-do family. Three generations of the applicant's family are generous alumni. Voted most likely to succeed in high school yearbook.

SAT Score: 950

High School Average: B+

Admit: \_\_\_\_\_

Wait List: \_\_\_\_\_

Reject: \_\_\_\_\_

**Applicant 2:** In a wheelchair, but able to attend classes independently. Only some EU buildings are wheelchair accessible. Admitting this student requires spending at least \$150,000 on building renovations.

SAT Score: 1400

High School Average: A

Admit: \_\_\_\_\_

Wait List: \_\_\_\_\_

Reject: \_\_\_\_\_

**Applicant 3:** From one of the poorest neighborhoods in Philadelphia. Learning disabled. Will require significant financial aid. EU normally only gives merit based scholarships.

SAT Score: 960

High School Average: C

Admit: \_\_\_\_\_

Wait List: \_\_\_\_\_

Reject: \_\_\_\_\_

**Applicant 4:** First generation college student. Openly gay and wants to start the first ever campus LGBT group.

SAT Score: 1200

High School Average: A

Admit: \_\_\_\_\_

Wait List: \_\_\_\_\_

Reject: \_\_\_\_\_

**Applicant 5:** International student who needs extensive English as a Second Language courses. EU has a very small International student population because of past admission practices.

TOEFL Score: average (equivalent to 1000 SAT)

High School Average: B

Admit: \_\_\_\_\_

Wait List: \_\_\_\_\_

Reject: \_\_\_\_\_

# Activities to Discuss Cultural Backgrounds and Ethnicities vs. Stereotypes

## DECISIONS AT EU (EQUALITY UNIVERSITY) – STUDENT ACTIVITY

### APPLICANT DATA SHEET

## DECISIONS AT EU – STUDENT ACTIVITY

**Applicant 6:** 35 year old, non-traditional student who has traveled around Europe for the past 15 years. Wants to start life over by going to college.

SAT Score: 1000 (20 years ago) High School Average: B

Admit: \_\_\_\_\_ Wait List: \_\_\_\_\_ Reject: \_\_\_\_\_

**Applicant 7:** Has a terminal illness and given 1 year to live. Dying wish is to attend EU.

SAT Score: 800 High School Average: C

Admit: \_\_\_\_\_ Wait List: \_\_\_\_\_ Reject: \_\_\_\_\_

**Applicant 8:** Recently released from a juvenile detention center. Incarcerated for stealing. Received a glowing recommendation from the staff at the center and appears to be fully reformed. Would be assigned to live with in the same residence hall as your cousin who was also admitted to EU.

SAT Score: 1250 High School Average: A

Admit: \_\_\_\_\_ Wait List: \_\_\_\_\_ Reject: \_\_\_\_\_

**Applicant 9:** All American high school basketball player. Recently convicted of drunk driving. Basketball coach is pressuring Committee to accept student since the basketball team “needs this player”. EU is a “big” basketball school.

SAT Score: 700 High School Average: D

Admit: \_\_\_\_\_ Wait List: \_\_\_\_\_ Reject: \_\_\_\_\_

**Applicant 10:** Recently released from a psychiatric facility. Must have a single room and needs lots of medication to stay on balance. Has a rich uncle who will pay the cost of tuition, room and board.

SAT Score: 1550 High School Average: B+

Admit: \_\_\_\_\_ Wait List: \_\_\_\_\_ Reject: \_\_\_\_\_



# Activities to Discuss Cultural Backgrounds and Ethnicities vs. Stereotypes

**Purpose of Activity:** To get students to understand the effects that stereotypes and discrimination can have on various groups.



20+  
People

**Objectives/Learning Outcomes:**

By actively participating in this activity, participants will:

- Experience the discrimination that some groups experience.
- Recognize oppressive systems in government, housing, law enforcement and other institutions.

**Materials Needed:**

- Tables
- 4 pieces of butcher paper of varying sizes for the groups
- Paper for constructing buildings
- Blank paper for building permits
- Nametags to distinguish the groups
- Fake money (totaling about \$2000)
- Art supplies (glue, tape, markers, pipe cleaners, popsicle sticks)
- 5-6 non-participants to act in roles



45-60  
Minutes

**Ground Rules:**

- Be fully present and participate at your own comfort level – challenge by choice.
  - Follow up - What does it mean to be “fully present”?
  - Follow up - What does “challenge by choice” mean?
- Push yourself outside of your comfort zone – the most learning happens when we are a little bit uncomfortable.
- Listen respectfully, share air time, and encourage others to participate.
- Respect that everyone is at a different place with the things we discuss today.
- Show respect for one another’s beliefs, values, and experiences.
- Respect and maintain privacy.



\$20



Med- High  
Risk Level

# Activities to Discuss Cultural Backgrounds and Ethnicities vs. Stereotypes

## Disclaimer:

- This activity can trigger a lot of emotions. Be conscious of the feelings that can come up and be ready to facilitate conversation.

## Facilitation Guide: Set-Up

- You are the mayor of a town and have charged four groups with redesigning the city.
- The four groups are the Orange, Blue, Green and Purple.
- Students should be gathered into groups randomly but not before the 5-6 actors have been designated their roles.
- Each group will have a finite amount of time to design the city based on the length of the program.
- The city's design should be based on what the group needs in the city.
- Each group will be given a piece of butcher paper and a section of the room to work in.
- They need to remember that any building needs to be approved by the Building Inspector and any materials need to be purchased from the Storekeeper.

## Group Descriptions:

These descriptions give directions as to how the groups should be treated by the mayor and the rest of the townspeople. Be sure to let everyone acting read these descriptors but not the group members.

The **Orange Group** is privileged in this activity. They will have every advantage possible. They will never be arrested by the police or even hassled. They will begin with the most amount of money: \$500. This group gets the best snacks from the Chamber of Commerce and two will even become members. They never have to wait in line at places and always get their building permits approved no matter how they are filled out.

The **Purple Group** has fewer opportunities than the Orange Group. Their permits usually have a few correctable mistakes and get approved. They get snacks from the Chamber and have one member selected from them. They begin with \$460, less than the Orange Group. They typically get warnings from the police before being arrested or ticketed.

The **Blue Group** has even fewer advantages than the Purple Group. They often get their paperwork wrong and are dismissed to go try it again. This group is ticketed or arrested more than the first two groups. They have the opportunity to have one of their group members interview to become part of the Chamber. They begin the activity with \$420.

The **Green Group** is arrested/ticketed more than any other group. Their building permits are often wrong and ripped up. They are assigned more fees than any other group. They begin with \$400. The Chamber won't be bothered with this group because they aren't business owners and they never will be.

# Activities to Discuss Cultural Backgrounds and Ethnicities vs. Stereotypes

## Townspeople:

- There are several townspeople that are there to help the Mayor. These are people who are not playing the game but helping to facilitate the program. They should be designated in the beginning before groups are selected. This is how each person should act during the game. Do not break character.
- Characters include the Police Officer, Secretary, Building Inspector, Storekeeper and 1-2 Chamber of Commerce Members. Each has a different set of tasks to keep the activity moving forward.

As **Mayor**, you are the facilitator and are able to break character if need be. In the mayor role, you favor the Orange Group and will often gift them things to help their community. You don't go into the less privileged places due to "safety concerns."

The **Building Inspector** is a lot more accessible for the more privileged. You have to approve every building that can be built. These approvals cost anywhere from \$20-\$100 at the discretion of the inspector. Go around and inspect the different buildings being made. If they don't meet your standard, you can correct the group and/or fine them for their mistakes.

The **Secretary** is highly irritated with the amount of people who need to see the Mayor and Building Inspector. When the inspector is "unable" to see anyone, you look over the forms. You are kind to the privileged but are not against ripping up the forms of the Green Group for the slightest error.

The **Storekeeper** sells any materials necessary to complete the buildings. You determine how much to sell items for and when to have sales and clearances. Items should be sold in increments of \$20. Some items can be available for rental.

The **Police Officer** is there to arrest and fine anyone who violates the "law." You can send people to jail for an allotted amount of time (3-5 minutes). You hang around the lower privilege areas more because they are "criminals." The Orange Group never does anything wrong, and the Purple group can be issued warnings.

The **Chamber of Commerce** is a welcoming organization for those who are doing great things in the city. You take the time to stay within the privileged places and bring the privileged people snacks. You give the Orange Group an opportunity to have two groups members join and the Purple group gets one. The Blue group can have someone interview to join but they are rarely accepted. The Green group is ignored.

# Activities to Discuss Cultural Backgrounds and Ethnicities vs. Stereotypes

## A timeline for the event:

- For the first 10 minutes: Let every group progress towards designing and constructing their section of the city.
- After 10-15 minutes: Start to treat the groups differently.
  - Chamber members can start to distribute the snacks and invitations to join.
  - Police can start patrolling the groups.
  - The Storekeepers can have sales and clearances. Mayor can begin to gift buildings and items.

Around 30 minutes in: Have a meeting with the Chamber members and other actors.

Make it as exclusive as possible.

Discuss a highway to connect all the communities.

Anytime after 30 minutes: Wrap up and have your groups present their communities.

## Discussion Questions:

What are your initial reactions to the activity?

What were some of the barriers to creating the community you wanted?

Did other teams help you? How?

What were the other groups going through? Did you notice anything?

What do you feel were your obligations?

How can you relate this to real life?

If each group represented a social class, which one would you be in?

What does it feel like to be in the Green group in reality? Orange Group?

If this was race, who would be in the top group? Bottom? Middle? Why?

After doing this activity, how do you think it will effect your experiences on or off campus?

# Activities to Discuss Cultural Backgrounds and Ethnicities vs. Stereotypes

## FAST FACTS



10-20  
People



30  
Minutes



\$0



Medium  
High Risk  
Level

## PRIVILEGE WALK CLASS FACILITATOR GUIDE

**Purpose of Activity:** This program primarily focuses on social class and the components that comprise class disparities. The topics include familial background, education, race/ethnicity, citizenship, gender, sexual orientation, and ability. Through indicating whether an individual identifies with certain statements, it is possible for participants to recognize the privileges that they have been granted and to learn about the backgrounds of their peers.

**Objectives/Learning Outcomes:** After participating in this activity, participants will be able to recognize the inequalities that exist in society, especially relating to social class. It will help participants to acknowledge their privileges, contextualize their own experiences, and learn about their peers. Through the final discussion and processing, participants will be able to apply this activity to their lives to support social awareness.

### Materials Needed:

Open space (may need to move furniture as reflected in set up and clean up times)

Facilitation Guide (see below)

### Ground Rules:

Be fully present and participate at your own comfort level – challenge by choice.

Follow up - What does it mean to be “fully present”?

Follow up - What does “challenge by choice” mean?

Push yourself outside of your comfort zone – the most learning happens when we are a little bit uncomfortable.

Listen respectfully, share air time, and encourage others to participate.

It’s ok for us all to be at different places with the things we discuss today.

Slow respect for one another’s beliefs, values, and experiences.

Respect and maintain privacy.

### Disclaimer:

⌚ If as facilitators you are not a member of the subordinated group (low SES) focused on in this program, be sure to acknowledge that. Frame the conversation that you do not understand what it means to be of a lower socioeconomic status from personal experience, nor are you an expert because this is the topic of the program. You are simply trying to be an ally by doing education on the topic.

⌚ If someone DOES attend the program who is of the subordinated group, be sure not to single them out for the “low SES perspective,” stare at them to judge their reaction, or basically put them on the spot. They should be treated like every other student, and invite everyone to share/participate as much as she/he/ze is comfortable.

# Activities to Discuss Cultural Backgrounds and Ethnicities vs. Stereotypes

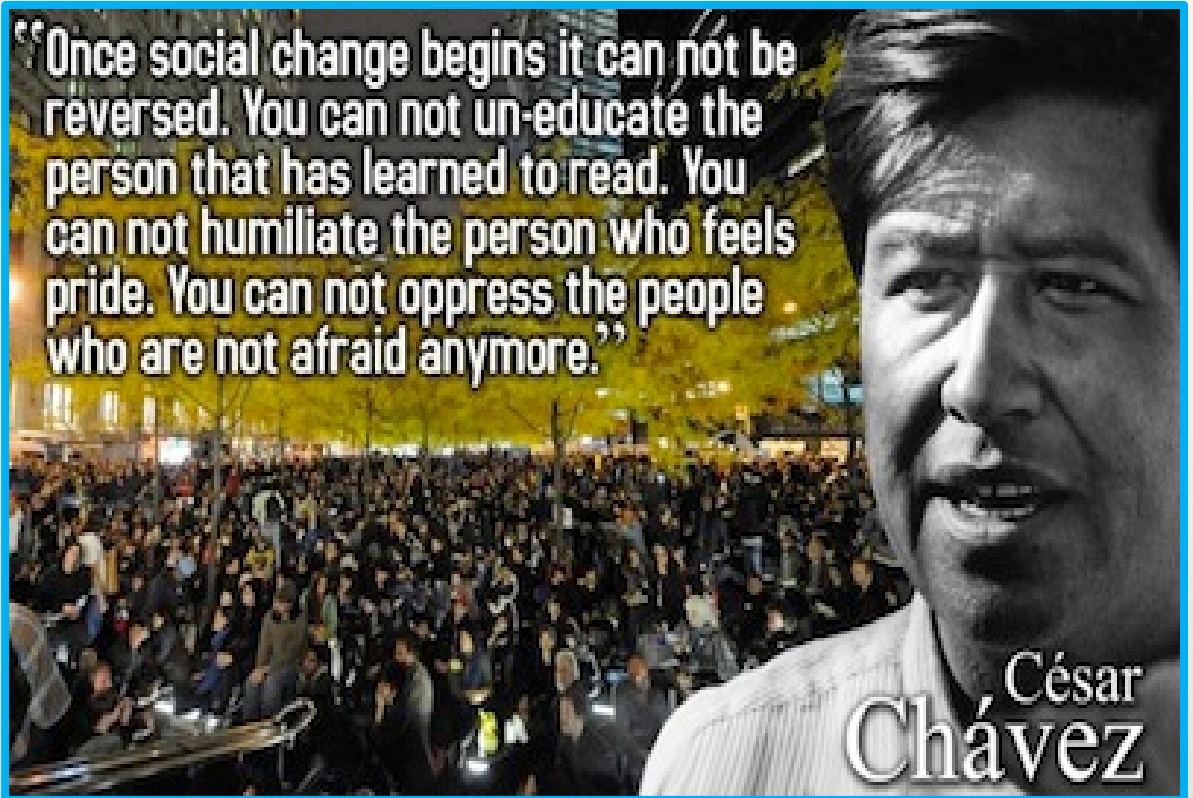
## Facilitation Guide:

- 🕒 **Introduction**
  - Thank the participants for coming to the program and introduce the program summary and learning outcomes.
  - Establish that this is an activity that may trigger certain emotions.
  
- 🕒 **Learning Community Guidelines**
  - Establish learning community guidelines in order to create a safe learning environment, since the participants will be revealing personal details about themselves.
  
- 🕒 **Instructions**
  - Have participants form a single line, standing shoulder to shoulder.
  - Ask everyone to listen carefully and maintain silence throughout the exercise.
  - Tell participants that you are going to read off a series of statements.
  - Tell participants that if the statement is true for them, they should take a step forward. And if the statement is not true for them, they should take a step backwards. If a statement is not relevant or they do not wish to respond, they may stand still.
  - After each statement, allow participants a few seconds to note who is standing where. Then read off the next statement.
  
- 🕒 **Statements**
  - If you were taken to art galleries, museums, sporting events or plays by your parents, take one step forward.
  - If your school was conducted in a language that was not your first language, take one step back.
  - If there were more than 50 books in your house when you grew up, take one step forward.
  - If one of your parents was unemployed or laid off, not by choice, take one step back.
  - If you did not have to have a job to contribute to the family finances, take one step forward.
  - If you attended private school or summer camp, take one step forward.
  - If you were raised in a single parent household, take one step back.
  - If your parents or guardians attended college, take one step forward.
  - If you were raised in an area where there was crime or drug activity, please take one step back.
  - If you have ever inherited money or property, take one step forward.

# Section 5:

## References and Citations

“Once social change begins it can not be reversed. You can not un-educate the person that has learned to read. You can not humiliate the person who feels pride. You can not oppress the people who are not afraid anymore.”



César  
Chávez

# Defining the A-Game

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