

Module 1: Self-Reflection of Identity & Bias

A note about this module: Because talking about identity, bias, privilege, oppression, and power can be challenging for people (for many reasons), we have structured the segments in module 1 to rely heavily on self-reflection writing exercises. Staff who experience or have experienced oppression may not feel safe or comfortable having these conversations as a group. You can make these segments more interactive for the whole group if you are comfortable facilitating and if staff are ready, by adding small or large group discussions after the self-reflection writing, but you don't have to. These segments are also shorter, as they can be taxing for some people. Emphasizing self-care and wellness can help staff think about their needs. The check-in and check-out questions are meant to offer some lightness and connection.

Additional Resources for this module (there are many - this is only a sampling):

["So You Want to Talk About Race" book by Ijeoma Oluo](#)

["Explaining White Privilege to a Broke White Person" article by Gina Crosley-Corcoran](#)

["White Fragility" book by Robin Diangelo](#)

[Take the Implicit Bias Assessment from Harvard](#)
<https://implicit.harvard.edu/implicit/takeatest.html>

If all staff have access to a computer, you can encourage them to take this test during your time together

Module 1, Segment 1: Introduction to Identity & Bias



Facilitator Preparation & Notes

As the staff engages with the workbook content in this module, conversations may come up. We recommend being prepared for facilitating these discussions, which are often not easy but can lead to true growth.

*Prepare this video: **Power, Privilege, and Oppression***

Racial Microaggressions video* (6 minutes, 35 seconds).

*Creative Commons Attribution license (reuse allowed).

https://www.youtube.com/channel/UCTWBXmBPmADBOJah1tl0lFA/playlists?view_as=subscriber. From the “Info @InspireAction” YouTube Channel you can then select “Playlist” on the menu bar and then open the “Enhanced Model of SV Immersion Extension Package” playlist. Then select “VIEW FULL PLAYLIST” and choose this video.

Tips for facilitating discussion around biases, identity, power, privilege, and oppression:

Impact matters more than intent. Often people suggest a ground rule for these conversations that we “assume good intent” of each other. This is an understandable outcome to hope for, but it does not leave much space for the person who may be hurt or offended by our words, and they may not feel allowed to express how it impacts them. When that happens, the person who said the unintentionally hurtful comment does not get to learn about their bias, and the person who was harmed stays silent about the harm, which can be very stressful over time. We can also damage the quality of our relationships. One way of looking at it is: if I accidentally hit your car with mine, causing damage, the impact is undeniable. I did not intend to damage your car, but I did, and the impact is real. In this case, I can apologize and let you know it was an accident. But I also must take responsibility for what I did (even though I didn’t mean to), and provide you my contact and insurance information. If your car is not drivable, I

could also help make sure you get where you need to go. Simply saying “that’s not what I meant” is not enough in any situation where we have caused harm. We must behave in a way that remediates the harm.

People who hold privilege often don’t know what they don’t know. Dictionary.com defines privilege as: “the principle or condition of enjoying special rights or immunities.” Privilege is unearned and usually granted to groups of people based on identities. White privilege, for example, includes both obvious and less obvious advantages that white people may not recognize they have. For example, white people are less likely to get stopped by the police and less likely to be followed while shopping. White people are more likely to see their experiences reflected in all forms of media. For example, when white people buy “flesh colored band-aids,” they can expect that band-aid will resemble their skin tone (from <https://www.racialequitytools.org/resourcefiles/mcintosh.pdf>). It’s common for people who hold privilege not to know they hold privilege, and to therefore not recognize the flip side of the coin - systematic discrimination. For example, Black and Latinx people often describe being stopped by the police for merely being in neighborhoods where they aren’t “expected.” They may be pulled over, or neighborhood residents suspiciously ask them questions such as “Where are you going?” or “Do you live here?” or “Who are you here to see,” as if they don’t have the right to be in any neighborhood they please. If you have white privilege, you are much less likely to have this type of experience and may be unaware that it happens. If you are never questioned whether or not you “belong” in certain neighborhoods, and if you aren’t friends with people who have been, it’s easy to just not know that this is happening for groups of people around you.

Most of us experience both privilege and oppression in different areas of our lives. Someone can have white privilege and at the same time experience oppression based on their socioeconomic status, their gender, their ability, their sexual orientation, etc. So, white people may experience hardship, but it’s not because of skin color. The hardship is

real, and at the same time, it's not the result of systemic racism. Additionally, a person of color can have privileges in several areas of their life, and will still experience racism. Some people experience oppression across multiple identities they hold, and some people are privileged in most aspects of their lives. Where we hold privilege, we may also have blindspots - e.g., we don't know what we don't know. To be effective and trusted in our roles at the center, we want to learn about what we don't know.

If you don't experience a type of marginalization that someone else does, a good place to start is listening. Because the privileges we hold may make it challenging to see experiences of oppression and marginalization, a critical aspect of learning is listening to understand rather than listening to defend. Many people feel defensive when their areas of privilege are pointed out. That defensiveness can get in the way of truly hearing and understanding the oppression and harm that others are experiencing. It's important to note when we feel defensive; we should give ourselves enough grace to sit with that discomfort (without acting from it) so that we can hear the other person's experience. To be of service to the families we work with, it's critical that we don't feel entitled to debate someone about their humanity or their lived experience.



Supporting Materials

- Each staff person will need writing materials and their Supplemental Workbook
- Equipment to view and listen to the online video link



Facilitator Guide & Talking Points

1. (5 minutes) Below is the type of introduction you can provide for this segment. It's important to normalize for the staff that the uncomfortable feeling associated with unpacking our biases and learning about privilege is okay and to be expected. Of course, you can use your own words and supplement with additional information. "Everyone holds bias and judgment, even if we don't want to. We can all do the uncomfortable work of challenging ourselves to get underneath our biases so that we can have open and authentic interactions with people who are different from us. Otherwise, we run the risk of causing harm to those we may have biases and misconceptions about, even if this wasn't our intention. And when it comes to working with families at our center, whether we intend to or not, our biases and assumptions about people can lead us to unproductive and even harmful interactions. Making room for these conversations can feel uncomfortable, AND the most crucial learning usually happens when we are uncomfortable. Sitting with the discomfort, rather than acting from it, is a key to challenging our biases. The questions in the workbook were designed to help us work through our assumptions and worldviews, to help us understand our own identities as we try to understand others."
2. (10 minutes) Check-in: Share an identity of yours that you think people notice or know about you first (examples: skin color, gender expression, ability, sexual orientation, religion, etc.).
3. (7 minutes) Watch the video, Power, Privilege, and Oppression.
4. (10 minutes) Refer the staff to workbook page 5 to complete the Self-Reflection Writing Exercise.
5. (10 minutes) Check-out: Share a talent or skill you have that people may not know.

Module 1, Segment 2: Microaggressions



Facilitator Preparation & Notes

You may want to look back at the preparation notes from the previous segment (Module 1, Segment 1) if you would like more information about facilitating the conversations that may arise out of this segment.

*Prepare this video: **Racial Microaggressions: Comments That Sting** published by *The New York Times**.*

https://www.youtube.com/channel/UCTWBXmBPmADBOJah1tl0lFA/playlists?view_as=subscriber. From this “Info @InspireAction” YouTube Channel you can then select “Playlist” on the menu bar and then open the “Enhanced Model of SV Immersion Extension Package” playlist. Then select “VIEW FULL PLAYLIST” and choose this video.

**According to the New York Times linking guidelines and further clarification received from Alexander Smith Manager, Business Development, New York Times Licensing, formal permission is not required as long as the citing source does not download nor store the video.*

*Additional resource: **The Urgency of Intersectionality***

TedWomen2016 by Kimberly Crenshaw:*

https://www.youtube.com/channel/UCTWBXmBPmADBOJah1tl0lFA/playlists?view_as=subscriber. From this “Info @InspireAction” YouTube Channel you can then select “Playlist” on the menu bar and then open the “Enhanced Model of SV Immersion Extension Package” playlist. Then select “VIEW FULL PLAYLIST” and choose this video.

**TED Talks are licensed for distribution under a Creative Commons license, Attribution–Noncommercial–No Derivatives (or the CC BY – NC – ND 4.0 International) and can be shared under these conditions.*



Supporting Materials

- Each staff person will need writing materials and their Supplemental Workbook
- Equipment to view and listen to the online video link



Facilitator Guide & Talking Points

1. (10 minutes) Check-in: Share one family, religious, or cultural tradition that is important to you.
2. (4 minutes) Watch the New York Times video, *Racial Microaggressions: Comments That Sting*
3. (15 minutes) Refer the staff to workbook page 6-7 to complete the Self-Reflection Writing Exercise.
4. (10 minutes) Check-out: What was your first concert?

Module 1, Segment 3: My Identities



Facilitator Preparation & Notes

You may want to look back at the preparation notes from the previous segment (Module 1, Segment 1) if you would like more information about facilitating the conversations that may arise out of this segment.



Supporting Materials

- Each staff person will need writing materials and their Supplemental Workbook



Facilitator Guide & Talking Points

1. (10 minutes) Check-in: Share something good that happened last week.
2. (15 minutes) Refer the staff to workbook page 8-9 to complete the Identities Exercise.
3. (5 minutes) Check-out: What is a show, series, or movie you are currently enjoying/binging?

Module 1, Segment 4: Privilege and Oppression in My Life



Facilitator Preparation & Notes

You may want to look back at the preparation notes from the previous segment (Module 1, Segment 1) if you would like more information about facilitating the conversations that may arise out of this segment.



Supporting Materials

- Each staff person will need writing materials and their Supplemental Workbook



Facilitator Guide & Talking Points

1. (10 minutes) Check-in: What is your favorite outdoor activity, and why?
2. (20 minutes) Refer the staff to workbook pages 10-11 to complete the Self-Reflection Writing Exercise
3. (10 minutes) Check-out: Share one thing you are looking forward to this week.

Module 1, Segment 5: Unpacking Bias



Facilitator Preparation & Notes

You may want to look back at the preparation notes from the previous segment (Module 1, Segment 1) if you would like more information about facilitating the conversations that may arise out of this segment.



Supporting Materials

- Each staff person will need writing materials and their Supplemental Workbook



Facilitator Guide & Talking Points

1. (5 minutes) Check-in: Share one thing that people might be surprised to know about you.
2. (20 minutes) Refer the staff to workbook pages 12-14 to complete the Self-Reflection Writing Exercise
3. (5 minutes) Check-out: What is your favorite snack?

Module 1, Segment 6: Bias & Other People's Parenting



Facilitator Preparation & Notes

You may want to look back at the preparation notes from the previous segment (Module 1, Segment 1) if you would like more information about facilitating the conversations that may arise out of this segment.



Supporting Materials

- Each staff person will need writing materials and their Supplemental Workbook



Facilitator Guide & Talking Points

1. (5 minutes) Check-in: When did you last cry over something happy?
2. (20 minutes) Refer the staff to workbook pages 15-16 to complete the Self-Reflection Writing Exercise.
3. (10 minutes) Check-out: Why do you think it's important for us to think about the values and beliefs we hold about parenting.

Module 1, Segment 7: Bias & Flipping Your Lid



Facilitator Preparation & Notes

You may want to look back at the preparation notes from the previous segment (Module 1, Segment 1) if you would like more information about facilitating the conversations that may arise out of this segment.

Note to facilitator: Hopefully, most of the staff will have been through the Inspire Action for Social Change, “Working with Infants, Children, and Youth in Supervised Visitation Immersion Training”. In this training they would have learned about the concept of “lid flipping,” which is a shorthand way of describing what happens in our brains when we have a significant stress response and our thinking brain goes offline, or “flips,” and we go into flight, fight, freeze response. Additionally, here are two resources that can support a deeper understanding of this concept: Dr. Daniel Siegel presenting the “Hand Model of the Brain” 2.5-minute video that explains the concept of lid flipping. In this video, Dr. Daniel Siegel is talking to parents, but the applications are relevant for the staff to review: https://www.youtube.com/channel/UCTWBXmBPmADBOJah1tl0lFA/playlists?view_as=subscriber. From this “Info @InspireAction” YouTube Channel you can then select “Playlist” on the menu bar and then open the “Enhanced Model of SV Immersion Extension Package” playlist. Then select “VIEW FULL PLAYLIST” and choose this video.

Another supporting resource is “The Whole-Brain Child Workbook Practical Exercises, Worksheets and Activities To Nurture Developing Minds” http://www.portlandpediatric.com/console/page-images/files/building-resilience/Late%20Adolescence/Whole%20Brain%20Child%20Workbook_PUB083550.pdf



Supporting Materials

- Each staff person will need writing materials and their Supplemental Workbook



Facilitator Guide & Talking Points

4. (5 minutes) Check-in: What is your favorite book? If you don't have a favorite book, what is your favorite newspaper, magazine, podcast, blog, etc.?
5. (10 minutes) Refer the staff to workbook page 17 to complete the Self-Reflection Writing Exercise.
6. (10 minutes) Check-out: Share an appreciation you have for an infant, child, or youth that you worked with this week.